Graduate Curriculum Committee

Minutes

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

   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.

PHHP – Health Science

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

   The proposal has been approved 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.

CLAS – Anthropology

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

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

COE – School of Teaching and Learning

2. EDG 6XXX *Competencies and Pathways: Credentials for Learning, Skills, and Workforce*

Alignment
Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21918

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

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

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

CBA – Business Administration

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

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

CLAS – Latin American Studies

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

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

CLAS – Mathematics

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

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

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

   The proposal has been approved by the GCC.

CALS – Microbiology and Cell Science

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

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

CLAS – Philosophy

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

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

SFRC – Geomatics

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

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

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

Graduate Curriculum Committee

Agenda

December 1, 2025
Meeting Materials

Voting Conducted
via Zoom

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

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

There are no updates to present at this time.

III. Course Change 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.

There are no modifications to present at this time.

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

CALS – Agricultural Education and Communication

1. AEC 6XXX *Communicating about Agricultural and Natural Resources Research*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21935

   Explores how to plan and produce written, digital, and visual instructional and communication materials designed to support outreach programs in agriculture and natural resources with a focus on critical thinking and creative design of outreach programs that engage the public in issues facing agriculture and natural resources.

PHHP – Health Science

2. CLP 6XXX *Behavioral Foundations: Developmental & Social Influences*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22176

   Through lectures, discussion and graded activities this seminar within the College of PHHP examines two foundational domains of psychological science — developmental and social psychology. Students will gain an understanding of lifespan developmental processes and social-psychological mechanisms, with emphasis on their roles in etiology, assessment, intervention, and prevention of psychological disorders. Domains will be explored independently but connected through activities and discussion.

3. CLP 6XXX *Clinical Master's Practicum*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22177

   Offers 5th-semester Master's students supervised clinical practicum placements to apply evidence-based therapeutic skills, with individualized supervision schedules set by each trainee and licensed psychologist.

4. CLP 6XXX *Research in Perioperative Cognitive Medicine Seminar*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22168

   Discuss and analyze recent scholarly publications and current research in the field of perioperative cognitive medicine with special emphasis on brain health and geriatric medicine. Selected publications include peer-reviewed primary research and review studies from the last 5 years.

COE – School of Human Development and Organizational Studies in Education

5. EDA 7XXX *Fieldwork in Educational Leadership and Policy*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21890

   Equips doctoral candidates in educational leadership and policy with the practical and analytical skills necessary to design, implement, and manage rigorous field-based research. Emphasizing real-world application, the course guides students through the data collection and fieldwork phase of their dissertation study providing structured support for fieldwork logistics.

6. EDA7XXX *Advanced Scholarly Writing in Educational Leadership and Policy*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21889

   Supports doctoral candidates in Educational Leadership & Policy as they work toward completing their dissertations and advancing their scholarly writing. This course provides structured guidance in transforming dissertation research into publishable articles and professional conference presentations. Through iterative drafting, instructor mentorship, and collaboration, students strengthen their academic voice, refine their arguments, and build momentum toward successful dissertation defense.

7. EDF 7XXX *Computational Psychometrics*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21983

   A comprehensive overview of computational psychometric techniques and applications in educational research, with an emphasis on Python-based text analysis and machine learning integration.

ENG – Electrical and Computer Engineering

8. EEL 6XXX *Safe Autonomous Systems*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22004

   Mathematical and algorithmic techniques for safety design and analysis in autonomy, including controller training, system modeling, requirements specification, and safety verification. An opportunity to dive into autonomy applications. Suitable for students who want to gain state-of-the-art knowledge in safe autonomy, deepen their design and validation skills, gain experience with a particular autonomous system, or add safety assurance to their work.

CALS – Entomology and Nematology

9. ENY 6XXX *Arthropod Vector Identification for Public Health*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21850

   Insects and other arthropods play critical roles in the environment. In this course, we will focus on the role of arthropods as vectors of disease and learn how to identify to the species level the major arthropod vectors of human diseases.

CALS – Natural Resources and Environment

10. EVR 69XX *Supervised Teaching in Ecology and Environment*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/22038

    University-level teaching experience in ecology or environmental science by serving as a graduate teaching assistant. Each teaching experience is unique, tailored to both the student's interest and to the instructor's needs.

VM – Small Animal Clinical Sciences

11. VME 6XXX *Caring for Nontraditional Species in Animal Shelters*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20136

    This course equips students with knowledge and skills for legal, ethical, and humane care of nontraditional species in animal shelters. Through exploration of species-specific needs, disease prevention, shelter metrics and regulatory frameworks, students will develop strategies for improving outcomes of small mammals, reptiles, birds, horses, farm animals, wildlife and dangerous species. Emphasis is placed on evidence-based practices and legal standards to promote both animal and public health.

v. Information Items:

1. MCB 5256 - Change Prerequisites – 21805 – Change prerequisites
2. MCB 5945L - Title and prerequisite change – 22050 – Change to course title and prerequisites
3. PHC 6931 - Change course title, variable credits, and max repeat credit – 22215 – Change to course title, variable credits, and maximum repeatable credit

Course|New for request 21935

Info

Request: AEC 6XXX Communicating about Agricultural and Natural Resources Research
Description of request: Request for a permanent course number for this course that has been taught for several years with a special topics number
Submitter: Anne Mathews anne.mathews@ufl.edu
Created: 11/5/2025 3:45:23 PM
Form version: 2

Responses

Recommended Prefix AEC
Course Level 6

Course Number XXX
Lab Code None
Course Title Communicating about Agricultural and Natural Resources Research
Transcript Title Communicating ANR Research
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Explores how to plan and produce written, digital, and visual instructional and communication materials designed to support outreach programs in agriculture and natural resources with a focus on critical thinking and creative design of outreach programs that engage the public in issues facing agriculture and natural resources.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum Graduate students can take this at any point in their degree program. It is intended to be supplemental and to help students think about how to communicate about their research.
Syllabus Content Requirements All Items Included

Communicating about Agricultural and Natural Resources Research
AEC 6932
– 3 Credit Hours

Instructor

Dr. Lisa Lundy
Professor & Undergraduate Coordinator
Department of Agricultural Education and Communication (AEC)
Email: lisalundy@ufl.edu
Office location: 121E Bryant Hall
Office hours: To best accommodate instructor and student schedules, office hours are available via Zoom on Thursday from 1-2pm and by appointment.

Class Times & Location

Class is delivered 100% online, asynchronously (no live class time). Each week's module will open by Monday at 8 a.m. Weekly assignments, unless otherwise noted, are due on Mondays at 11:59 p.m.

Course Description

Explores how to plan and produce written, digital, and visual instructional and communication materials designed to support outreach programs in agriculture and natural resources with a focus on critical thinking and creative design of outreach programs that engage the public in issues facing agriculture and natural resources.

Course Objectives

- Apply critical and creative thinking skills to engage the general public in science programs.
- Plan and design communication materials and media in several formats: print (documents, posters), computer presentations (PowerPoint), and digital (Web, photography, video and social media).
- Select media and materials to support science outreach programs.

Requirements

Textbook:

- Besley & Dudo. (2022). *Strategic Science Communication.* Johns Hopkins.
- A subscription to Yellowdig ($16.95). Information on how to set up your Yellowdig account can be found in our Canvas course shell under the Yellowdig Information page.

Technology:

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

- Desktop Computer or Laptop
  - Audio Capabilities
  - Webcam and Microphone for synchronous sessions

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

Prerequisite Knowledge:

There are no prerequisite courses required for this course. A general understanding of science and communication will be beneficial for this class, but it is not required.

Expected Technical & Digital Literacy Skills:

Minimum skills required:

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

Instructor Team Communication & Feedback

Communication - The instructor is committed to responding to your Canvas and email messages **within 48 hours** when feasible during the work week, Monday through Friday, *except holidays*. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**.

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

Office Hours: To best accommodate instructor and student schedules, office hours are available by appointment via Zoom. Please reach out to Dr. Lundy at lisalundy@ufl.edu to set up a time to meet. **Office hours are a time for students to physically or virtually drop in and visit with Dr. Lundy.** Whether you have questions about the course, assignments, covered topics, or simply wish to have a casual chat to better get to know each other, these hours are reserved for you. Dr. Lundy strongly encourages students to take advantage of these office hours as an enriching experience for academic support and personal connection.

Assignments

Further information about UF grading policies can be found here:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Assignment Explanations:

Participation (Yellowdig)

- Yellowdig is an interactive platform designed to foster community engagement and collaborative learning among students. Each week, you will be given a topic to comment on, allowing you to share your insights, ask questions, and engage in discussions with your peers. This platform encourages active participation and helps you deepen your understanding of course material through meaningful conversations.

Podcast Interview & Reflection

- In this assignment, you will participate in a podcast interview about your research via Zoom, addressing specific questions to articulate your findings clearly and engagingly. After the interview, you will write a reflection on your communication strategies and set goals for future media outreach.

Research Poster

- In this assignment, you will design a research poster that visually communicates your research findings or a topic in your field of study. You will use a design program like PowerPoint or Canva to create a professional and engaging poster suitable for academic conferences and presentations.

Outreach Plan

- In this assignment, you will develop a comprehensive outreach plan to effectively communicate your research to various audiences. This includes creating a researcher profile, preparing for media interactions, planning social media

engagement, producing visual storytelling content, organizing community or school-based events, designing an Extension program, and reflecting on your science communication experiences.

Last Assignment Policy:

I understand that summer is a busy time for graduate students. If you need extra time on an assignment, please reach out to me ahead of the due date so we can work out an arrangement.

Course Grading:

Assignment	% of Final Grade
Participation (Yellowdig, & Science News Analysis)	30%
Podcast Interview & Reflection	20%
Research Poster	20%
Outreach Plan	30%

Grading Scale

A = 93-100%	C+ = 76 – 79.99%	F = Below 60%
A- = 90 – 92.99%	C = 73 – 75.99%	
B+ = 86 – 89.99%	C- = 70 – 72.99%	
B = 83 – 85.99%	D+ = 66 – 69.99%	
B- = 80 – 82.99%	D = 63 – 65.99%	
	D- = 60 – 62.99%	

Reading & Assignment Schedule:

Week & Topic	Lectures & Videos	Readings	Assignments
Week 1–The Need for Science Communication	• Making Science Communication More Strategic	• Intro and Chapter 1 in Strategic Science Communication • Center for Public Engagement with Science & Technology • The Land Grant Tradition • Science Communication to the General Public	• Yellowdig Topic: #Introduction
Week 2 How People Make Sense of Science	• Science for Society • Science Communication in the Age of Fake News and Public Distrust of the Press	• Commentary: Agricultural scientist relies on farmers, research to succeed • Pew Research Center: Science News & Information Today • Report on Science Communication • Major Gaps Between the Public, Scientists on Key Issues	• Science Knowledge Quiz • Yellowdig Topic: #Science Knowledge Quiz

	• Do American's Know Enough About Science		• Science News Analysis
Week 3 - How People Form Attitudes about Science	• Forming Attitudes About Science	• Chapter 2 in Strategic Science Communication • Patterns Underlying Public Views About Science • The Science Behind Why People Follow the Crowd • When Celebrities Talk Science	• None
Week 4 – Storytelling and Science	• Telling the Story of Science: Why it's Important • Telling the Story of Science: Building a Science Story • Telling the Story of Science: Sharing your Story	• Chapter 3 "Show Warmth" in Strategic Science Communication • Chapter 3 "Don't be such a poor storyteller" in the book, "Don't be such a scientist	• Yellowdig Topic: #Science Storytelling
Weeks 5 & 6- Communicating Science to News Media	• Media Relations: Strategy • Media Relations: News Value • Media Relations: Reporters • Media Relations: Interviews • Journalists as Conduits Between Science and the Public	• Universities Should Encourage Scientists to Speak Out about Public Issues	• Yellowdig Topic: #Interview Storytelling
Week 7 Communicating Uncertainty	• Extension Connections • Communicating Risk: Neglected and Controversial Rules of Thumb	• Chapter 8 "Share Risks and Benefits" in Strategic Science Communication • An overview of Risk Communication from Peter Sandman • Peter Sandman's four kinds of risk communication • Strategic Plan for Risk Communication	• Yellowdig Topic: #Risk Communication • Podcast Interview

Week 8 - Photo and Video Storytelling for Scientists	• Video Storytelling • Video Composition • Video and Mobile Devices • Science Video Examples 1 & 2	• Communicating Sensitive Scientific Issues: The Interplay Between Values, Attitudes, and Euphemisms in Communicating Livestock Slaughter • Green Narratives: How Affective Responses to Media Messages Influence Risk Perceptions and Policy Preferences About Environmental Hazards • Help! I'm interviewing a scientist, what do I ask?	• Yellowdig Topic: #Video Planning
Week 9 - Effective Poster and Research Presentations	• TED Talk: The Science Behind How Sickness Shapes Your Mood	• Using Visuals in Presentations • Best examples of scientific posters • Creating a Scientific Poster with Canva	• Research Poster
Week 10 - Engaging in Dialogue	• Public Engagement with Science: Parts 1, 2, & 3	• How to Talk to a Science Denier without Arguing • Scientists in Civic Life	• Yellowdig Topic: #Outreach Plan
Week 11 - Communicating Science through Formal and Informal Education	• Taylor Ruth's Dissertation: Influences on Land-Grant Faculty's Science Communication	• NIFA Extension • Developing Extension Publications for EDIS	• None
Week 12- Evaluating Communication Effectiveness	• Strategies for Sustaining Public Engagement in a Research Career	• Capturing Change: Comparing Pretest-Posttest and Retrospective Evaluation Methods • Estimating Return on Investment (ROI) for a Behavior Change: An Evaluation Tool for Extension Programs • Evaluation Situations, Stakeholders & Strategies • Using the TOP Model to Measure Program Performance: A Pocket Reference	• Outreach Plan • Yellowdig Topic: #Outreach Reflection

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

Artificial Intelligence (A.I.) Use:
You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Relying on these programs also keeps you from developing your own independent thinking and creativity. These are important skills that you should be developing in this class. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). AI-generated submissions are not permitted and will be treated as plagiarism and referred to the Student Conduct and Conflict Resolution office for review. If you have questions about what is appropriate or acceptable, please ask. We are happy to help you.

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

Institutional Policies and Resources

Academic Resources

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

Student Services

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.

Course|New for request 22176

Info

Request: CLP 6XXX Behavioral Foundations: Developmental & Social Influences
Description of request: The College of Public Health and Health professions requests to create new course CLP6XXX Behavioral Foundations: Developmental & Social Influences.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 11/18/2025 12:28:01 PM
Form version: 1

Responses

Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Behavioral Foundations: Developmental & Social Influences
Transcript Title Behav Found: Dev & Social Infl
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 Through lectures, discussion and graded activities this seminar within the College of PHHP examines two foundational domains of psychological science — developmental and social psychology. Students will gain an understanding of lifespan developmental processes and social-psychological mechanisms, with emphasis on their roles in etiology, assessment, intervention, and prevention of psychological disorders. Domains will be explored independently but connected through activities and discussion.
Prerequisites Admission to MA in Psychology (Clinical and Health Psychology track)
Co-requisites n/a
Rationale for Placement in the Curriculum This course fulfills the Discipline Specific Knowledge requirements for coverage of Developmental and Social Aspects of Behavior as described in the American Psychological Association Standards of Accreditation for Health Service Psychology – Master's Programs.
Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus

CLP 6XXX: Behavioral Foundations: Developmental & Social Influences (3 Credit Hrs)

Delivery Format: *On-Campus*
Course Website or E-Learning *if applicable*

Instructor Name: David M. Janicke, PhD, ABPP
Room Number: HPNP #3135
Phone Number: 352-273-6046
Email Address: djanicke@phhp.ufl.edu
Office Hours: Thursday 11am to noon; Also by appointment
Teaching Assistants: None
Preferred Course Communications: TBD
Prerequisites: Admission to MA in Psychology (Clinical and Health Psychology track)

PURPOSE AND OUTCOME

Course Description

Through lectures, discussion and graded activities this seminar within the College of PHHP examines two foundational domains of psychological science — developmental and social psychology. Students will gain an understanding of lifespan developmental processes and social-psychological mechanisms, with emphasis on their roles in etiology, assessment, intervention, and prevention of psychological disorders. Domains will be explored independently but connected through activities and discussion.

Relation to Program Outcomes

This course fulfills the Discipline Specific Knowledge requirements for coverage of Developmental and Social Aspects of Behavior as described in the American Psychological Association Standards of Accreditation for Health Service Psychology – Master's Programs.

Course Objectives and/or Goals

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

1. Developmental Psychology Competencies
   - Analyze normative and atypical developmental trajectories across the lifespan.
   - Integrate developmental theory into case formulation and treatment planning.
   - Recognize developmental risk and protective factors in psychopathology.
2. Social Psychology Competencies
   - Evaluate the role of social cognition, group processes, and cultural context in clinical presentation.
   - Apply social-psychological principles to therapeutic alliance, stigma reduction, and relapse prevention.
   - Describe how social identity, power dynamics, and interpersonal influence affect client outcomes.
3. Integrative Competencies
   - Synthesize developmental and social perspectives in clinical assessment and intervention.
   - Critically evaluate empirical research bridging these domains and clinical practice.

Instructional Methods

Completion of quizzes, lectures with group discussion, some videos will comprise the majority of class sessions. The role of the instructors will be to: present an overview of selected topics from the readings, provide additional reading material and learning resources with up-to-date research findings, encourage active participation in discussions of the

material, guide group activities and provide timely performance feedback. Expectations for students are to attend class fully prepared, read assigned materials prior to class in preparation for quizzes and lectures, participate actively in discussions, and embrace activities so as to facilitate optimal learning and allow assessment of the basic knowledge and skills.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Topic(s)	Readings
1	Intro to Developmental Perspectives in Clinical Psychology	• Cicchetti, D., & Rogosch, F. A. (2002). A developmental psychopathology perspective on adolescence. *Journal of Consulting and Clinical Psychology, 70*(1), 6–20. • Sroufe, L. A. (2013). The promise of developmental psychopathology: Past and present. *Development and Psychopathology, 25*(4), 1215–1224. • Toth, S. L., & Cicchetti, D. (2010). The historical origins and developmental pathways of developmental psychopathology. *The American Psychologist, 65*(8), 931–938. • Richters, J. (1997). The Hubble hypothesis and the developmentalist's dilemma. *Development and Psychopathology, 9*, 193-229.
2	Prenatal, Infant, and Early Childhood Development	• Bowlby, J. (1988). *A Secure Base: Parent-Child Attachment and Healthy Human Development* (Chapters 1 & 2). Basic Books. • Shonkoff, J. P., et al. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics, 129*(1), e232–e246. • Lyons-Ruth, K., et al. (2006). From infant attachment disorganization to adult dissociation. *Attachment & Human Development, 8*(3), 299–326. <u>*OPTIONAL*</u> • Belsky, J & Pluess, M. (2009). The Nature (and Nurture?) of Plasticity in Early Human Development. *Perspectives on Psychological Science*, 4, 345-351. • Benoit, D. (2004). Infant-parent attachment: Definition, types, antecedents, measurement and outcome. *Paediatric Child Health*, 9(8) 541-545. • Forslund, T et al., (2022) Attachment goes to court: child protection and custody issues. *Attachment & Human Development*, 24:1, 1-52, DOI: 10.1080/14616734.2020.1840762

Week	Topic(s)	Readings
3	The Context of Development: Parents and Family ***Weekly Discussion Posts**	• Portwood, S. G., Lawler, M. J., & Roberts, M. C. (2021). Science, practice, and policy related to adverse childhood experiences: Framing the conversation. *American Psychologist, 76*(2), 181–187. https://doi.org/10.1037/amp0000809 • Nelson, C.A., Zeanah, C., Fox, N. (2019). How early experience shapes human development: The case of psychosocial deprivation. *Neural Plasticity,* 1-12. • Kao, K., Nayak, S., Doan, S. N., & Tarullo, A. R. (2018). Relations between parent EF and child EF: The role of socioeconomic status and parenting on executive functioning in early childhood. *Translational Issues in Psychological Science*, 4(2), 122. • Casey, B.J., (2019). Healthy Development as a Human Right: Lessons from Developmental. *Science, Neuron,* 102, 724-727.
4	Middle Childhood and Adolescence ***Weekly Discussion Posts**	• Casey, B. J., et al. (2010). The adolescent brain. *Annals of the New York Academy of Sciences, 1124*(1), 111–126. • Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of Adolescent Psychology* (Vol. 2, pp. 74–103). Wiley. *OPTIONAL* • Sahi, R.S., Eisenberger, N.I., Silvers, J.A. (2023). Peer facilitation of emotion regulation in adolescence. *Developmental Cognitive Neuroscience,* 62, 101262. https://doi.org/10.1016/j.dcn.2023.101262 • Chen, S., Brenner, A. & Wang, Y. (2020). Discrimination and adolescents' academic and socioemotional adjustment: The moderating roles of family and peer culture socialization. *International Journal of Psychology, 55* (5), 702-712.

Week	Topic(s)	Readings
5	Adulthood and Aging ***Weekly Discussion Posts** ****Weekly Group Discussion Leaders**	• Schulenberg, J. E., Sameroff, A. J., & Cicchetti, D. (2004). The transition to adulthood as a critical juncture in the course of psychopathology and mental health. *Development and Psychopathology*, 16(4), 799-806. • Depp, C. A., & Jeste, D. V. (2006). Definitions and predictors of successful aging: A review. *American Journal of Geriatric Psychiatry, 14*(1), 6–20. • Knight, B. G., & Poon, C. Y. (2008). Contextual adult life span theory for adapting psychotherapy with older adults. *Journal of Rational-Emotive & Cognitive-Behavior Therapy, 26*(4), 232–249. *OPTIONAL* • Verhaeghen, P. (2011). Aging and executive control: Reports of a demise greatly exaggerated. *Current Directions in Psychological Science, 20(3), 174-180.* • Koen, J.D., & Rugg, M.D., (2019) Neural DeDifferentiation in the Aging Brain. *Trends in Cognitive Science,* 23(7), 547-559.
6	The Context of Development: Gender, Ethnicity & Race. ***Weekly Discussion Posts** ****Weekly Group Discussion Leaders**	Bishop, M. D., Fish, J. N., Hammack, P. L., & Russell, S. T. (2020). Sexual identity development milestones in three generations of sexual minority people: A national probability sample. *Developmental Psychology, 56*(11), 2177–2193. • Lee, J.Y. & Rosenthal, S.M. (2023). Gender-affirming care of transgender and gender diverse youth: Current Concepts. *Annual Review of Medicine*, 74, 107-116. • Lei, R.F., Leshin, R.A., Rhodes, M. (2020). The development of intersectional social prototypes. *Psychological Science*, 1-16. *OPTIONAL* • Chen, D., et al. (2023). Psychosocial functioning in transgender youth after 2 years of hormones. *The New England Journal of Medicine,* 388:240-50. • Syed, M., Santos, C., Chol Yoo, H., Juang, L.P. (2018). Invisibility of racial/ethnic minorities in developmental science: Implications for research and institutional practices. *American Psychologist*, 73(6), 812-826.

Week	Topic(s)	Readings
7	Genes and Development ***Weekly Discussion Posts** ****Weekly Group Discussion Leaders**	• O'Donnell, K.J. & Meaney, M.J. (2020). Epigenetics, Development, and Psychopathology. *Annual Review of Clinical Psychology*. 327-344. • Turkheimer, E. (2000). Three laws of behavioral genetics and what they mean. *Current Directions in Psychological Science*, 9(5), pp 160-164. https://doi.org/10.1111/1467-8721.00084 • Dick, D.M. (2022). The promise and peril of genetics. *Current Directions in Psychological Science,* 31 (6), 480-485. https://doi.org/10.1177/09637214221112041
7	Developmental Risk & Resilience ***Weekly Discussion Posts** ****Weekly Group Discussion Leaders**	• Masten, A. S. (2014). *Ordinary Magic* (Chapters 1 & 4). Guilford Press. • Rutter, M. (2012). Resilience as a dynamic concept. *Development and Psychopathology, 24*(2), 335–344. • Luthar, S. S., et al. (2000). The construct of resilience: A critical evaluation. *Child Development, 71*(3), 543–562.
8	Social Cognition & Clinical Presentation ***Weekly Discussion Posts** ****Weekly Group Discussion Leaders** ****Press Release Project Due**	• Fiske, S. T., & Taylor, S. E. (2021). *Social Cognition* (selected chapters). Sage. • Beck, A. T., & Haigh, E. A. (2014). Advances in cognitive theory and therapy. *Annual Review of Clinical Psychology, 10*, 1–24. • Morrison, A. P., et al. (2005). Cognitive therapy for persecutory delusions. *The British Journal of Clinical Psychology, 44*(2), 127–140.
9	The Person and the Situation ***Weekly Discussion Posts** ****Weekly Group Discussion Leaders**	• Kendrick et al (Chapter 2) • Abrahams et at (2025). Understanding Person-Situation Dynamics at Work • Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development, 81*(1), 6–22.
10	Attitudes, Persuasion & Social Influence ***Weekly Discussion Posts** ****Weekly Group Discussion Leaders**	• Kendrick et al (Chapter 5). Attitudes and Persuasion • Kendrick et al (Chapter 6). Social Influence: Conformity, Compliance, and Obedience

Week	Topic(s)	Readings
11	Prejudice, Stigma, and Discrimination in Mental Health ***Weekly Discussion Posts** ****Weekly Group Discussion Leaders**	• Link, B. G., & Phelan, J. C. (2001). Conceptualizing stigma. *Annual Review of Sociology, 27*, 363–385. • Corrigan, P. W., et al. (2014). Challenging the public stigma of mental illness: A meta-analysis of outcome studies. *Psychiatric Services, 65*(10), 1213–1222. • Watson, A. C., et al. (2007). Understanding the impact of stigma on people with mental illness. *World Psychiatry, 6*(1), 16–20.
12	Group & Group Processes ***Weekly Discussion Posts** ****Weekly Group Discussion Leaders**	• Kendrick et al (Chapter 12) - Groups • Burlingame, G. M., et al. (2011). Small group treatment: Evidence for effectiveness and mechanisms of change. *Group Dynamics, 15*(3), 239–254. • Burlingame, G. M., & Strauss, B. (2002). The small group as a social microcosm. *Psychotherapy, 39*(2), 152–163.
13	Emotion, Motivation, and Regulation in Social Context ***Weekly Discussion Posts** ****Statement of the Evidence Group Project Due**	• Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry, 26*(1), 1–26. • Butler, E. A., & Randall, A. K. (2013). Emotional coregulation in close relationships. *Emotion Review, 5*(2), 202–210. • Hofmann, S. G., et al. (2012). Emotion dysregulation as a transdiagnostic mechanism. *Behavior Research and Therapy, 50*(7–8), 502–510.
14	Social Networks & Support Systems	• Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin, 98*(2), 310–357. • Lakey, B., & Orehek, E. (2011). Relational regulation theory: A new approach to explaining social support's links to mental health. *Psychological Review, 118*(3), 482–495. • Hogan, B. E., et al. (2002). Social support interventions: Do they work? *Clinical Psychology Review, 22*(3), 381–440.
FINAL EXAM	Date TBD	

Course Materials and Technology

Book

Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2010–2020). Social psychology: Goals in interaction (5th, 6th, or 7th ed.). Boston, MA: Allyn & Bacon (Chapters provided on Canvas)

Articles

- Abrahams, L., Rauthmann, J. F., & De Fruyt, F. (2024). Understanding person-situation dynamics at work: Effects of traits, states, and situation characteristics on teaching performance. Social Psychological and Personality Science. https://doi.org/10.1177/19485506241236812
- Beck, A. T., & Haigh, E. A. (2014). Advances in cognitive theory and therapy. *Annual Review of Clinical Psychology, 10*, 1–24.
- Belsky, J & Pluess, M. (2009). The Nature (and Nurture?) of Plasticity in Early Human Development. *Perspectives on Psychological Science*, 4, 345-351.
- Benoit, D. (2004). Infant-parent attachment: Definition, types, antecedents, measurement and outcome. *Paediatric Child Health*, 9(8) 541-545.
- Bishop, M. D., Fish, J. N., Hammack, P. L., & Russell, S. T. (2020). Sexual identity development milestones in three generations of sexual minority people: A national probability sample. *Developmental Psychology, 56*(11), 2177–2193.
- Bowlby, J. (1988). *A Secure Base: Parent-Child Attachment and Healthy Human Development* (Chapters 1 & 2). Basic Books.
- Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of Adolescent Psychology* (Vol. 2, pp. 74–103). Wiley.
- Burlingame, G. M., et al. (2011). Small group treatment: Evidence for effectiveness and mechanisms of change. *Group Dynamics, 15*(3), 239–254.
- Burlingame, G. M., & Strauss, B. (2002). The small group as a social microcosm. *Psychotherapy, 39*(2), 152–163.
- Butler, E. A., & Randall, A. K. (2013). Emotional coregulation in close relationships. *Emotion Review, 5*(2), 202–210.
- Casey, B. J., et al. (2010). The adolescent brain. *Annals of the New York Academy of Sciences, 1124*(1), 111–126.
- Casey, B.J., (2019). Healthy Development as a Human Right: Lessons from Developmental. *Science, Neuron,* 102, 724-727.
- Chen, D., et al. (2023). Psychosocial functioning in transgender youth after 2 years of hormones. *The New England Journal of Medicine,* 388:240-50.
- Chen, S., Brenner, A. & Wang, Y. (2020). Discrimination and adolescents' academic and socioemotional adjustment: The moderating roles of family and peer culture socialization. *International Journal of Psychology, 55* (5), 702-712.
- Cicchetti, D., & Rogosch, F. A. (2002). A developmental psychopathology perspective on adolescence. *Journal of Consulting and Clinical Psychology, 70*(1), 6–20.
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin, 98*(2), 310–357.
- Corrigan, P. W., et al. (2014). Challenging the public stigma of mental illness: A meta-analysis of outcome studies. *Psychiatric Services, 65*(10), 1213–1222.
- Dick, D.M. (2022). The promise and peril of genetics. *Current Directions in Psychological Science,* 31 (6), 480-485. https://doi.org/10.1177/09637214221112041
- Depp, C. A., & Jeste, D. V. (2006). Definitions and predictors of successful aging: A review. *American Journal of Geriatric Psychiatry, 14*(1), 6–20.
- Fiske, S. T., & Taylor, S. E. (2021). *Social Cognition* (selected chapters). Sage.
- Forslund, T et al., (2022) Attachment goes to court: child protection and custody issues. *Attachment & Human Development*, 24:1, 1-52, DOI: 10.1080/14616734.2020.1840762
- Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry, 26*(1), 1–26.
- Hofmann, S. G., et al. (2012). Emotion dysregulation as a transdiagnostic mechanism. *Behavior Research and Therapy, 50*(7–8), 502–510.

- Hogan, B. E., et al. (2002). Social support interventions: Do they work? *Clinical Psychology Review, 22*(3), 381–440.
- Kao, K., Nayak, S., Doan, S. N., & Tarullo, A. R. (2018). Relations between parent EF and child EF: The role of socioeconomic status and parenting on executive functioning in early childhood. *Translational Issues in Psychological Science*, 4(2), 122.
- Knight, B. G., & Poon, C. Y. (2008). Contextual adult life span theory for adapting psychotherapy with older adults. *Journal of Rational-Emotive & Cognitive-Behavior Therapy, 26*(4), 232–249.
- Koen, J.D., & Rugg, M.D., (2019) Neural DeDifferentiation in the Aging Brain. *Trends in*
- *Cognitive Science,* 23(7), 547-559.
- Lakey, B., & Orehek, E. (2011). Relational regulation theory: A new approach to explaining social support's links to mental health. *Psychological Review, 118*(3), 482–495.
- Lee, J.Y. & Rosenthal, S.M. (2023). Gender-affirming care of transgender and gender diverse youth: Current Concepts. *Annual Review of Medicine*, 74, 107-116.
- Lei, R.F., Leshin, R.A., Rhodes, M. (2020). The development of intersectional social prototypes. *Psychological Science*, 1-16.
- Link, B. G., & Phelan, J. C. (2001). Conceptualizing stigma. *Annual Review of Sociology, 27*, 363–385
- Luthar, S. S., et al. (2000). The construct of resilience: A critical evaluation. *Child Development, 71*(3), 543–562
- Lyons-Ruth, K., et al. (2006). From infant attachment disorganization to adult dissociation. *Attachment & Human Development, 8*(3), 299–326.
- Masten, A. S. (2014). *Ordinary Magic* (Chapters 1 & 4). Guilford Press.
- Morrison, A. P., et al. (2005). Cognitive therapy for persecutory delusions. *The British Journal of Clinical Psychology, 44*(2), 127–140.
- Nelson, C.A., Zeanah, C., Fox, N. (2019). How early experience shapes human development: The case of psychosocial deprivation. *Neural Plasticity,* 1-12.
- O'Donnell, K.J. & Meaney, M.J. (2020). Epigenetics, Development, and Psychopathology. *Annual Review of Clinical Psychology.* 327-344.
- Portwood, S. G., Lawler, M. J., & Roberts, M. C. (2021). Science, practice, and policy related to adverse childhood experiences: Framing the conversation. *American Psychologist, 76*(2), 181–187. https://doi.org/10.1037/amp0000809
- Richters, J. (1997). The Hubble hypothesis and the developmentalist's dilemma. *Development and Psychopathology, 9*, 193-229.
- Rutter, M. (2012). Resilience as a dynamic concept. *Development and Psychopathology, 24*(2), 335–344.
- Sahi, R.S., Eisenberger, N.I., Silvers, J.A. (2023). Peer facilitation of emotion regulation in adolescence. *Developmental Cognitive Neuroscience,* 62, 101262.
- Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development, 81*(1), 6–22.
- Schulenberg, J. E., Sameroff, A. J., & Cicchetti, D. (2004). The transition to adulthood as a critical juncture in the course of psychopathology and mental health. *Development and Psychopathology*, 16(4), 799-806.
- Shonkoff, J. P., et al. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics, 129*(1), e232–e246.
- Sroufe, L. A. (2013). The promise of developmental psychopathology: Past and present. *Development and Psychopathology, 25*(4), 1215–1224.
- Syed, M., Santos, C., Chol Yoo, H., Juang, L.P. (2018). Invisibility of racial/ethnic minorities in developmental science: Implications for research and institutional practices*. American Psychologist*, 73(6), 812-826.
- Toth, S. L., & Cicchetti, D. (2010). The historical origins and developmental pathways of developmental psychopathology. *The American Psychologist, 65*(8), 931–938.
- Turkheimer, E. (2000). Three laws of behavioral genetics and what they mean. *Current Directions in Psychological Science*, 9(5), pp 160-164. https://doi.org/10.1111/1467-8721.00084

- Watson, A. C., et al. (2007). Understanding the impact of stigma on people with mental illness. *World Psychiatry, 6*(1), 16–20.
- Verhaeghen, P. (2011). Aging and executive control: Reports of a demise greatly exaggerated. *Current Directions in Psychological Science, 20(3), 174-180.*

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1) Group-led Reading Summary and Discussion - 50 points (25% of total course grade)

Starting on Week 4, groups of 2-3 students will present a 30-minute integrative summary of the assigned readings, followed by a 10–15-minute discussion. Students will sign up for discussion slots during week 2 of the course. Presentations should include no more than 20 power point slides. The discussion leaders will give a brief overview of the topic including summary of each of the required readings, e.g., what are the major issues/points the reading is making, how is it connected to core developmental processes or social psychology phenomenon, and how is this related to your future work as clinical psychologists, etc. Leaders may provide a brief overview on background material and the slides should include figures, or brief film clips from classic studies (e.g., video of tasks used or examples) depending on the topic. The goal is to make the presentation engaging and integrative. After the readings are summarized, leaders may also bring in work or make connections relevant to their own fields. Grades will be based on accuracy, clarity, depth, and ability to generate and facilitate discussion. Slides should not simply be text summaries of the readings. Students can sign up for weeks on CANVAS. Each group of students will lead a discussion twice during the semester. **Each discussion led will be worth 25 points each.**

2) Discussions Posts – 50 points (25% of total course grade)

The course will be taught in seminar-discussion format; therefore, it is expected that class members will have completed the assigned readings prior to class, attend each session, and actively participate in discussions online and during class. Course members will be asked to submit short (1/2-page max) response post and respond to at least one other response post for during **weeks 2 thru 13.** These response posts should be completed on canvas by 12 noon the day prior to each class and responses to other group members will be accepted until the start of class. The posts for each week will be worth 5 points each. Of the 12 possible posts (weeks 2 thru 13), the highest 10 grades will count towards your final course grade. These posts should not include a summary of the readings but instead answer the below questions for at least 2 of the readings.

1) How do the readings for today address one of the 4 core course questions? In the context of this question, what are the next steps for research?
2) How does this reading relate to other readings for the course, are there interesting connections you can make across domains?
3) How does this reading relate to your own areas of research? Does this reading specifically inform your work and if yes, how?
4) How does this work relate to ongoing or current events in the world? Would disseminating this information help answer an important question or give policy makers information that might impact a specific policy or program?
5) How did this work or area of research arise, in other words, what are the contexts that led to the work and is there reason to criticize or critically evaluate those contexts.

3) Press Release Project – 20 points (10% of total course grade) – Due Week 8

It is important for researchers to summarize their work for the public. Although there are a variety of mechanisms through which this can be accomplished, one way to responsibly disseminate research findings is through writing a press release or a public abstract (e.g., something that is necessary for NSF funding). The purpose of these documents is to inform the public about research findings or proposed research that will be conducted and why it is important. Press releases and/or public abstracts should be written for a lay audience, and it should use non-technical language. It should explain how the research will lead or has led to fundamental advancements of scientific knowledge, and it should describe how the research results may be relevant to societal concerns. For this assignment, you will write a press release about your own research findings in developmental psychology, social psychology or research recently published in this area that is closely related to your own research (e.g., paper from your lab group, or developmental / social psychology study on the same topic as your research.

Things to keep in mind for the Press Release Project:

1) Think about the public you are seeking to reach through the news story: what readership do you want to reach, and what would you like them to do as a consequence of receiving this information.

2) Think of 2 or 3 key messages that you want to convey (and you think the authors want to convey), write these down and practice how to communicate them in simple terms.

3) Be aware of the limitations of the data and overstepping what the data allow you say, but…It's also okay to speculate: you can share a hunch, just be clear that it is a hunch or a hypothesis.

4) As one media specialist once said to have a story, you need a fact, a quote, and a comparison (you should quote yourself or another senior person working on the project or make up a quote if you are reviewing someone else's research. Examples can be found on Canvas or at the UF media relations webpage: https://news.ufl.edu/.

Press Release Grading Rubric (20 points):
1) Title (1 point)
2) A quick summary (first two paragraphs) of findings (2 points)
3) Quote: quote telling what you found or what the authors found in a conversational tone. (1 Point)
4) Experimental Design: Should be clear in this section about exactly what was done and when. Try to use a chronological narrative so a reporter can follow all with no confusion and no need to reread (4 Points)
5) Follow up with an explanatory quote from you for clarification and for adding subtleties and fine details (1 points)
6) What does this mean and why is it important, is the bigger picture clear (4 points)
7) What should be done in the future if appropriate. (2 points)
8) Connection to development or social aspects of behavior (2 points)
9) Style: Short sentences and paragraphs, no jargon, grammar, appropriate length (1 points)
10) On time and participated in peer review (2 points)

More advice for writing op-eds:

https://scholars.org/resource/how-best-practices-writing-compelling-oped

4. Statement of the Evidence Group Project 20 points (10% of total course grade). Due week 13

Similar to communicating research to the public, it is increasingly important for psychologists and researchers to communicate replicable and reliable science to policy makers. Currently there are many forms of science communication, but the policy brief or statement of the evidence articles (Society for Research in Child Development) are particularly useful. For this assignment groups will be assigned based on research interests (3-4 per group) and will be required to write an 800-word Statement of the Evidence Report according to the suggested style in SRCD. Below are links to examples.

Examples:

https://www.srcd.org/sites/default/files/resources/SRCD%20SOTEGender%20Affirming%20Policies%202022.pdf

https://www.srcd.org/sites/default/files/resources/FINAL_AddressingInequalities-Black.pdf

https://www.srcd.org/sites/default/files/resources/FINAL_The%20Science%20is%20Clear_0.pdf

Statement of Evidence Grading Rubric (20 points)

1) Title, brief abstract (120 words), formatting/proofing: 4 points
2) 2-3 main take home points bolded (to be put in blue box in examples): 4 points.
3) Research Summary: 5 points
4) Policy Suggestions (5-10 specific suggestions with references): 5 points
5) Group participation: 2 points

5) Take Home Exam 60 points (30% of total course grade) - Due Final Week of Class.

There will be a final take-home exam given out at the end of the semester and due during finals week. The exam will be in essay format and will cover the "big issues" and questions we have covered throughout the course. Students will have question options (e.g., answer 2-3 of the following 4 questions) and each question can be answered in about 2-3 pages of single-spaced text. You will be asked to integrate the themes and research that we have covered during the semester, provide examples from the course readings, and describe unanswered questions or propose new research. Answers should be written in APA format and references included. You will have 1 week to complete the exam and are expected to work independently.

Grading

[The Grading Section includes the detailed methods by which students are graded and the grading rubrics. Typically for Grading Method Detail: You will list each course requirement and due dates (papers, exams, case studies, etc.) List the points or percent associated with each requirement (percentages must sum to 100%).]

Requirement	**Due date**	**Points or % of final grade (% must sum to 100%)**
Group-led Reading Summary and Discussion	TBD	50 points (25%) : 25 points x 2
Participation and Response Posts	TBD	50 points (25%)
Press Release Project	TBD	20 points (10%)
Statement of the Evidence Group Project	TBD	20 pts (10%)
Take Home Exam	TBD	60 Points (30%)

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

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

In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades. [Only include if applicable; This does not apply to graduate level courses. Please remove if the course is 5XXX or above.]

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

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

Exam Policy

The final exam will be a take-home exam.

Policy Related to Make Up Exams or Other Work

Make-up exams will not be given unless an appropriate and verifiable excuse is provided (see UF policy for excused absences below). It is the students' responsibility to contact the instructor by e-mail prior to missing the scheduled exam. Requests must be turned into the instructor within one week of the scheduled exam date. Students who miss an exam but have an approved excuse must also make arrangements within one week of the original exam date. In the absence of an approved excuse, a missed exam will result in zero points.

Assignments are due by the date and time specified by the instructor. If a student misses a deadline without a valid reason that aligns with UF policy, then the assignment is considered late or missing. Each day late will results in 10% loss of points on the assignment.

Course Policy Related to Required Class Attendance

Students are expected to arrive on time to class meetings and remain throughout the scheduled class time. Attendance of class is mandatory. Three or more unexcused absences will result in failure of the course. Missed classes due to illness will require demonstration of making up missed work and experiences. If students must be absent, it is expected they will contact the instructor as soon as possible and be responsible for any missed material. Students who miss lectures are expected to acquire lecture notes from other students who attended.

We expect you to attend and to be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. If you must miss a class because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify us immediately to set-up alternative arrangements *prior* to the date when you will be absent. Please note that all faculty are bound by the UF policy for excused absences.

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify us immediately to set up alternative arrangements. You must provide clear evidence that you have made up any and all work and training experiences that you missed.

Accommodations for students with disabilities

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

Online course evaluations

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

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

Policy Related to Required Class Attendance

Excused absences must be consistent with university policies in the Graduate Catalog (https://catalog.ufl.edu/graduate/regulations/#text). Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

If a student expects to miss a class, please contact the instructor prior to the class to inquire instructor approval for an excused absence. Unexcused class absences will result in 0 points for that day's discussion posts.

Late arrivals (i.e., more than 10 minutes) may be classified as excused or unexcused.

Excused late arrivals include those due to unforeseen patient care responsibilities (e.g., patient crisis), time needed to walk from the clinic to HPNP, late dismissal from another class, and other reasons per the discretion of the instructor. Excused late arrivals will not incur penalty to class participation grades.

Late arrivals due to research obligations, foreseeable personal obligations, and other reasons per the discretion of instructor unless approval is (1) obtained from the instructor prior to the class, or (2) students the instructor of the reasons behind their late arrivals at the end of class. The instructor will then determine if this is an excused or unexcused late arrival. If students do not meet with the instructor after class, the late arrival will be considered unexcused, regardless of the reason behind the late arrival.

Early departures (i.e., more than 10 minutes) may be classified as excused or unexcused. Excused early departures include those due to unforeseen patient care responsibilities (e.g., patient crisis), time needed to walk from HPNP to the clinic to see a patient, and other reasons per the discretion of the instructor. Students should notify the instructor

of the reasons behind their early departures prior to the start of class. Excused early departures will not incur penalty to class participation grades.

Students may have one unexcused absence from class without incurring a point penalty. For every unexcused absence past one, the student will 5 points off their final grade.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to complete all required reading before class and be well prepared to participate actively in live discussions of the reading material. You are responsible for demonstrating your understanding (or lack thereof) of the material via comments that you initiate. Critical comments are welcome as long as they contribute to open ongoing respectful discussion.

Electronic devices may be required for some of the quizzes, which can be taken via Canvas. Unless otherwise instructed, please refrain from excessive use of tablets, laptops, cell phones or any other electronic devices while participating in class as it can become distracting and inconsiderate of other students and the instructor. Please do not arrive late to class as it is distracting and inconsiderate of others.

Communications Guidelines

I appreciate and encourage questions about the lecture material and contributions of your own knowledge about the subject during class. For a successful course, it is essential that an atmosphere of respect is maintained. It is important that you treat everyone in the classroom with respect and allow them a place to speak. It is perfectly fine to express how strongly you feel about something, but you must allow others this same opportunity, and you must be respectful and sensitive to others' views when expressing your own. If there is ever a time when you feel I have not given you, the class, or the topic that level of respect and sensitivity, please let me know. These standards for respectful communication apply to all email, discussion posts or other class communication.
Please see the Netiquette Guidelines for more details:
https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx

ACADEMIC POLICIES & RESOURCES

University academic policies and resources can be found at: https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

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 22177

Info

Request: CLP 6XXX Clinical Master's Practicum
Description of request: The College of Public Health and Health Professions requests to create new course CLP 6XXX: Clinical Master's Practicum New Course
Submitter: April Oneal apriloneal3@ufl.edu
Created: 11/18/2025 3:42:05 PM
Form version: 2

Responses

Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Clinical Master's Practicum
Transcript Title Clinical Master's Practicum
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 1

S/U Only? No
Contact Type Regularly Scheduled
Course Type Internship
Weekly Contact Hours 1
Course Description Offers 5th-semester Master's students supervised clinical practicum placements to apply evidence-based therapeutic skills, with individualized supervision schedules set by each trainee and licensed psychologist.
Prerequisites Admitted into any graduate program within the Clinical and Health Psychology department at the University of Florida, or with instructor approval, and completion of CLP6XXX – Introduction to Master's Practicum in Clinical Psychology.
Co-requisites n/a
Rationale for Placement in the Curriculum This practicum in Clinical and Health Service Psychology relates to the initial development of Profession Wide Competencies (both foundational and functional competencies) and Discipline Specific Knowledge, particularly Communication and Interpersonal Skills, as defined by the American Psychological Association's Competency Benchmarks in Professional Psychology.

Foundational competencies: professionalism, individual and cultural diversity, ethical legal standards and policies, professional values and attitudes, and communication and interpersonal skills.

Functional competencies: assessment, intervention, supervision, evidenced-based practice, and management-administration
Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus

CLP 6XXX: Clinical Master's Practicum (one credit hour)

Semester: Fall & Spring
Delivery Format: On-Campus

Instructor Name: David M. Janicke, PhD, ABPP
Room Number: Per individual supervisor
Phone Number: 352-273-6046
Email Address: djanicke@phhp.ufl.edu; DCT@phhp.ufl.edu
Office Hours: Per individual supervisor
Preferred Course Communications: email thought may also vary per individual supervisor.
Prerequisites: Admitted into any graduate program within the Clinical and Health Psychology department at the University of Florida, or with instructor approval, and completion of CLP XXXX – Introduction to Master's Practicum in Clinical Psychology.

PURPOSE AND OUTCOME

Course Overview

Offers 5th-semester Master's students supervised clinical practicum placements to apply evidence-based therapeutic skills, with individualized supervision schedules set by each trainee and licensed psychologist.

Relation to Program Outcomes

This practicum in Clinical and Health Service Psychology relates to the initial development of Profession Wide Competencies (both foundational and functional competencies) and Discipline Specific Knowledge, particularly Communication and Interpersonal Skills, as defined by the American Psychological Association's Competency Benchmarks in Professional Psychology.

> **Foundational competencies:** professionalism, individual and cultural diversity, ethical legal standards and policies, professional values and attitudes, and communication and interpersonal skills
> **Functional competencies:** assessment, intervention, supervision, evidenced-based practice, and management-administration.

Course Objectives and/or Goals

The Clinical Master's Practicum 1 is designed to develop a range of clinical skills and competencies in health service psychology under close supervision of a licensed psychologist:

1. Ethical and Legal Standards: Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct, as well as beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting.
2. Individual and Cultural Diversity: Displays awareness and sensitivity in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics. Articulates dimensions of diversity (e.g., race, gender, sexual orientation) and how ethnic group values influence who one is and how one relates to other people. Articulates beginning understanding of the way culture and context are a consideration in working with clients.
3. Professional Values and Attitudes: Conduct self in a professional manner at all times. Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct.

4. Communication and Interpersonal Skills: Form and maintain productive and respectful relationships with patients, administrative staff, peers, supervisors, and professionals from other disciplines. Communicate clearly using verbal, nonverbal, and written skills in a professional context.
5. Evidence-Based Practice: Demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology, as well as basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications.
6. Assessment: Demonstrates knowledge of initial interviewing methods (both structured and semi-structured interviews, mini-mental status exam).
7. Supervision: Demonstrates awareness of the need to base diagnoses and assessment on multiple sources of information. Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing.
8. Management/Administration: Demonstrate knowledge of, and ability to function within, professional settings and organizations, including compliance with clinic and department policies and procedures.
9. Supervision: Demonstrates basic knowledge of expectations for supervision and demonstrates knowledge of the process of supervision.

Instructional Methods

Students will engage in supervised clinical activities at their assigned practicum site under the direction of a licensed psychologist, including discussion of therapy cases and review of didactics materials that to presenting problems of patients seen in clinic. Trainees are expected to attend all scheduled clinic days, prepare for patient encounters through appropriate chart review and case formulation, and complete required documentation in a timely and professional manner. Students must actively participate in individual and/or group supervision, come prepared to discuss cases, and integrate supervisory feedback into clinical practice. All clinical work should be conducted in accordance with APA Ethical Principles, relevant legal standards, and clinic policies and procedures. Students should expect to engage in 1 to 2 hours of supervision per week, and between 6 to 8 hours of direct clinical care per week.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Topic
1	Attend weekly clinic day; see supervisor patient assignments
2	Attend weekly clinic day; see supervisor patient assignments
3	Attend weekly clinic day; see supervisor patient assignments
4	Attend weekly clinic day; see supervisor patient assignments
5	Attend weekly clinic day; see supervisor patient assignments
6	Attend weekly clinic day; see supervisor patient assignments
7	Attend weekly clinic day; see supervisor patient assignments
8	Attend weekly clinic day; see supervisor patient assignments
9	Attend weekly clinic day; see supervisor patient assignments
10	Attend weekly clinic day; see supervisor patient assignments
11	Attend weekly clinic day; see supervisor patient assignments
12	Attend weekly clinic day; see supervisor patient assignments

13	Attend weekly clinic day; see supervisor patient assignments
14	Attend weekly clinic day; see supervisor patient assignments
15	Attend weekly clinic day; see supervisor patient assignments

Course Materials and Technology

Required Textbook: None

Recommended Readings:

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). https://doi.org/10.1176/appi.books.9780890425787
2. Ethical Principles of Psychologists and Code of Conduct. American Psychological Association.
3. Florida Statutes and Administrative Codes.
4. UF Health Psychology Specialties Clinic Policies and Procedures in TEAMS_CHP Resources_Clinic_Files_Clinic Policies and Procedures: Clinic Policies and Procedures
5. France, C. R., Masters, K. S., Belar, C. D., Kerns, R. D., Klonoff, E. A., Larkin, K. T., Smith, T. W., Suchday, S., & Thorn, B. E. (2008). Application of the competency model to clinical health psychology. *Professional Psychology: Research and Practice*, *39*(6), 573.
6. Stedman, J. M., & Schoenfeld, L. S. (2011). Knowledge competence in clinical and counseling training and readiness for internship. *Journal of clinical psychology*, *67*(1), 1-5. https://doi.org/https://doi.org/10.1002/jclp.20740
7. Jackson et al., (2012). Application of the Competency Cube Model to Clinical Child Psychology. *Professional Psychology: Research and Practice, 43,* 432-441

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

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

There is no exam in the course. Required readings/rotation preparation and deadlines for written products determined by individual supervisor as necessitated by clinical population. As part of each practicum experience, students will be expected to engage in a range of activities to prepare for and be successful in clinical care delivery including, but not limited to, medical record review and other case preparation, administration, scoring and interpreting on assessment instruments for therapy intakes, conducting a diagnostic interview, case conceptualization, progress report and intake report writing, engagement in individual, group, or tiered supervision as appropriate**.**

Grading

This course is graded as Satisfactory or Unsatisfactory as determined by supervisor's evaluation of attainment of functional and foundational competencies. Students will be provided feedback throughout the semester and provided formal evaluation at the conclusion of the semester via the Clinical Competency Assessment Tool (CCAT). Students are

rated on a scale from 0-5 on 17 dimensions. These dimensions include: (1) Professionalism, (2) Individual and Cultural Diversity, (3) Ethical Legal Standards and Policy, (4) Reflective Practice/Self-Assessment/Self-Care, (5) Relational, (6) Science, (7), Evidenced-Based Practice, (8) Assessment, (9) Diagnostic/Case Conceptualization Skills, (10) Intervention, (11), Communication about Findings, (12) Consultation, (13) Supervision, (14) Systems, (15) Management/Administration, (16), Advocacy, and (17) Systems Change.

Students must receive a rating a 1 or higher (based on the scale below) on 80% of the 17 rated dimensions (noted above) to receive a grade of S "satisfactory" in the course.

0 = Student needs marked improvement in the area to continue acceptable progress in the program; competency is LOWER than the typical 1st semester graduate student.
1 = Student's performance is satisfactory but there may be areas in need of improvement; competency is typical of a graduate student who is just beginning a year-long core practicum or a therapy case (i.e., competency in this area is just beginning to be developed).
2 = Student's performance is commensurate with year level of training; competency is typical of a student who has completed 1-2 core rotations (or several outpatient therapy cases) and is on track.
3 = Student's performance is commensurate with year level of training; competency is typical of a student who has completed 3 core rotations (or many outpatient therapy cases) and is on track.
4 = Student's performance is commensurate with that of a student who completed the Core Assessment Practicum or a year of outpatient therapy cases.
5 = Student is at a professional or near-professional level; competency is beyond the level typically associated within this area has been achieved and the STUDENT IS READY FOR INTERNSHIP.
6= = Not Able to Rate

Any concerns will be discussed with the student. Any Unsatisfactory student evaluations will result in a remediation plan for the student determined by the Master's Program director with input from the supervising and program faculty.

Exam Policy

There are no exams for this course.

Policy Related to Make Up Exams or Other Work

There are no specific policies related to make up of work. You are expected to attend scheduled individual and/or group supervisions as determined by specific clinic. Clear and timely communication of absences to individual supervisor is expected.

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

Clinical Leave Notification Policies

Once clinical practicum begins, the model of semesters with breaks in between no longer applies. Professional patient care responsibilities require advance planning to facilitate continuity of care. Students must communicate planned leave with as much notice as possible. Students are strongly encouraged to discuss with clinical supervisors any known leave requests at the beginning of each clinical rotation. Students should provide 2 months advance note of leave request to program director and clinical supervisors whenever possible, although illness and emergencies often allow for much shorter lead time. In situations of illness or an emergency, the students should contact their supervisor and/or the program direct as soon as possible to notify them of the student's absence for clinic.

Policy Related to Required Class Attendance

Practicum Length. This practicum is expected to be completed for the entire fall/spring semester; however, exceptions may be granted with the approval of the supervisor and the Director of the Master's Training Program.

Please always consult the official UF Academic Calendar to determine the date that classes begin each semester. Please note that practicum dates do not coincide with the actual length of the UF defined semester. Rotations typical begin and end:

Fall Semester

1.Fall Begins: The Monday of the 3rd week in August. Note that practicum begins before classes begin, which is typically the Wednesday of the Fall semester.

2.Fall Ends: The day before Christmas Eve (or the Friday before if Christmas falls on the weekend). Not that the end date does not coincide with the end of the semester.

Spring Semester

1.Spring Begins: The Monday of 1st week of January, which is typically the week before spring semester classes begin.

2. Spring Ends: The Friday of the 2nd week in May. Note that the end date does not coincide with the end of the semester.

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

Excused absences must be consistent with university policies in the Graduate Catalog (https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies). Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx *[Include this language for all graduate courses.]*

ACADEMIC POLICIES & RESOURCES

University academic policies and resources can be found at: https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to adhere to all professional standards during your time on clinic and in supervisory relationships.

Communications Guidelines

Clear, timely, and appropriate communication to individual supervisors of absences and other clinic-related questions is expected.

Online Faculty Course Evaluation Process

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

PHHP Student Resources

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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." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Center for Inclusion & Multicultural Engagement website: www.multicultural.ufl.edu

Course|New for request 22168

Info

Request: CLP 6XXX Research in Perioperative Cognitive Medicine Seminar
Description of request: The College of Public Health and Health Professions request to create new course CLP6XXX Research in Perioperative Cognitive Medicine Seminar.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 11/14/2025 12:54:17 PM
Form version: 1

Responses

Recommended Prefix CLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Research in Perioperative Cognitive Medicine Seminar
Transcript Title Periop Cog Med Seminar
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic Yes
Repeatable Credit? Yes
Multiple Offerings in a Single Semester No

Amount of Credit 1

S/U Only? Yes
Contact Type Regularly Scheduled
Course Type Seminar
Weekly Contact Hours 1
Course Description Discuss and analyze recent scholarly publications and current research in the field of perioperative cognitive medicine with special emphasis on brain health and geriatric medicine. Selected publications include peer-reviewed primary research and review studies from the last 5 years.
Prerequisites Clinical Neuroscience of Aging (GMS6771) and Perioperative Brain Behavior Theory (CLP6XXX)

Rationale for Placement in the Curriculum The course was designed specifically for inclusion in the Perioperative Cognitive Medicine certificate program and is intended for clinicians interested in applying basic concepts of anesthesiology to their practice and for clinical researchers studying perioperative medicine. Students will learn about cutting-edge research and clinical techniques in the field of perioperative medicine.
Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus

CLP6XXX: Research in Perioperative Cognitive Medicine Seminar (1 credit hour)

Spring: 2026
Delivery Format: Online, Synchronous and optional asynchronous
UF E-Learning: Canvas

Instructor Name: Catherine Price, PhD, ABPP-CN
Room Number: 1149 Newell Drive, Gainesville, Florida
Phone Number: 352-494-6999
Email Address: cep23@phhp.ufl.edu
Office Hours: Weekly for one hour via Zoom; Friday 2pm https://ufl.zoom.us/my/catherineprice
Teaching Assistants: TBD
Preferred Course Communications: UFL Email

Prerequisites

This is a graduate-level course, only post-baccalaureate students will be admitted. Prerequisite courses: Clinical Neuroscience of Aging (GMS6771) and Perioperative Brain Behavior Theory (CLP6XXX).

PURPOSE AND OUTCOME

Course Overview

This seminar course will discuss and analyze recent scholarly publications and current research in the field of perioperative cognitive medicine with special emphasis on brain health and geriatric medicine. Selected publications include peer-reviewed primary research and review studies from the last 5 years.

Relation to Program Outcomes

The course was designed specifically for inclusion in the Perioperative Cognitive Medicine certificate program and is intended for clinicians interested in applying basic concepts of anesthesiology to their practice and for clinical researchers studying elements of perioperative medicine. Students will learn about cutting-edge research and clinical techniques in the field of perioperative medicine.

Course Objectives and/or Goals

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

1.0 Recite modern research techniques in perioperative medicine
2.0 Discuss a variety of topics in perioperative medicine research, including cognitive outcomes
3.0 Critically analyze peer-reviewed scientific articles
4.0 Evaluate the relationships between preoperative, intraoperative, and postoperative variables and patient outcomes

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	1/16/2026	Subanesthetic Dosing Effects on Cognition	Han et al., 2023
2	1/23/2026	Regional vs. General Anesthesia Effects on Delirium	Li et al., 2022
3	1/30/2026	Anesthetic Depth and EEG-Monitoring Effects on Delirium Incidence	Evered et al., 2021; Sun et al., 2020
4	2/6/2026	Spinal vs. General Anesthesia in Older Adults	Neuman et al., 2021
5	2/13/2026	Effect of Remimazolam on Postoperative Delirium	Yang et al., 2023
6	2/20/2026	Non-Pharmacological Delirium Prevention	Deeken et al., 2022
7	2/27/2026	Cognitive Prehabilitation Canvas based 10 item mid-semester exam released. Topics cover week 1-7.	Humeidan et al., 2021
	3/3/2026	Mid-semester exam closes at 12:00am	
8	3/6/2026	Anticholinergic Medications as Risk Factor for Postoperative Delirium	Mueller et al., 2020
9	3/13/2026	Metabolic Syndrome as a Risk Factor for Postoperative Delirium	Feinkohl et al., 2023
10	3/20/2026	Neuroimaging and Biomarkers: Delirium Pathophysiology	Smith et al., 2024
11	3/27/2026	Glymphatic System and Perioperative Neurocognitive Disorders	Roy et al., 2025
12	4/3/2026	Dementia and Delirium	Han et al., 2022
13	4/10/2026	Perioperative Brain Health	Vacas et al., 2022
14	4/17/2026	Alzheimer's Disease Neuroprotection Research Initiative	Liu et al., 2023
15	4/24/2026	Frontiers in Perioperative Cognitive Anesthesia for ADRD Canvas based 10 item end of semester exam released. Topics cover weeks 8-15.	Price, 2022
	4/30/2026	End of semester exam closes at 12;00am	

Course Materials and Technology

Required:

- Computer running Mac iOS 15 or PC Windows 11

Students will need a computer. All aspects of the course will take place on UF's eLearning platform, Canvas.

Provided:

- Readings are provided in pdf format in Canvas.
- Course slides are developed and provided by the instructors.

Readings:

i. Han, C., Ji, H., Guo, Y., Fei, Y., Wang, C., Yuan, Y., Ruan, Z., & Ma, T. (2023). Effect of Subanesthetic Dose of Esketamine on Perioperative Neurocognitive Disorders in Elderly Undergoing Gastrointestinal Surgery: A Randomized Controlled Trial. *Drug design, development and therapy*, *17*, 863–873. https://doi.org/10.2147/DDDT.S401161

ii. Li, T., Li, J., Yuan, L., Wu, J., Jiang, C., Daniels, J., Mehta, R. L., Wang, M., Yeung, J., Jackson, T., Melody, T., Jin, S., Yao, Y., Wu, J., Chen, J., Smith, F. G., Lian, Q., & RAGA Study Investigators (2022). Effect of Regional vs General Anesthesia on Incidence of Postoperative Delirium in Older Patients Undergoing Hip Fracture Surgery: The RAGA Randomized Trial. *JAMA*, *327*(1), 50–58. https://doi.org/10.1001/jama.2021.22647

iii. Evered, L. A., Chan, M. T. V., Han, R., Chu, M. H. M., Cheng, B. P., Scott, D. A., Pryor, K. O., Sessler, D. I., Veselis, R., Frampton, C., Sumner, M., Ayeni, A., Myles, P. S., Campbell, D., Leslie, K., & Short, T. G. (2021). Anaesthetic depth and delirium after major surgery: a randomised clinical trial. *British journal of anaesthesia*, *127*(5), 704–712. https://doi.org/10.1016/j.bja.2021.07.021

iv. Sun, Y., Ye, F., Wang, J., Ai, P., Wei, C., Wu, A., & Xie, W. (2020). Electroencephalography-Guided Anesthetic Delivery for Preventing Postoperative Delirium in Adults: An Updated Meta-analysis. *Anesthesia and analgesia*, *131*(3), 712–719. https://doi.org/10.1213/ANE.0000000000004746

v. Neuman, M. D., Feng, R., Carson, J. L., Gaskins, L. J., Dillane, D., Sessler, D. I., Sieber, F., Magaziner, J., Marcantonio, E. R., Mehta, S., Menio, D., Ayad, S., Stone, T., Papp, S., Schwenk, E. S., Elkassabany, N., Marshall, M., Jaffe, J. D., Luke, C., Sharma, B., … REGAIN Investigators (2021). Spinal Anesthesia or General Anesthesia for Hip Surgery in Older Adults. *The New England journal of medicine*, *385*(22), 2025–2035. https://doi.org/10.1056/NEJMoa2113514

vi. Yang, J. J., Lei, L., Qiu, D., Chen, S., Xing, L. K., Zhao, J. W., Mao, Y. Y., & Yang, J. J. (2023). Effect of Remimazolam on Postoperative Delirium in Older Adult Patients Undergoing Orthopedic Surgery: A Prospective Randomized Controlled Clinical Trial. *Drug design, development and therapy*, *17*, 143–153. https://doi.org/10.2147/DDDT.S392569

vii. Deeken, F., Sánchez, A., Rapp, M. A., Denkinger, M., Brefka, S., Spank, J., Bruns, C., von Arnim, C. A. F., Küster, O. C., Conzelmann, L. O., Metz, B. R., Maurer, C., Skrobik, Y., Forkavets, O., Eschweiler, G. W., Thomas, C., & PAWEL Study Group (2022). Outcomes of a Delirium Prevention Program in Older Persons After Elective Surgery: A Stepped-Wedge Cluster Randomized Clinical Trial. *JAMA surgery*, *157*(2), e216370. https://doi.org/10.1001/jamasurg.2021.6370

viii. Humeidan, M. L., Reyes, J. C., Mavarez-Martinez, A., Roeth, C., Nguyen, C. M., Sheridan, E., Zuleta-Alarcon, A., Otey, A., Abdel-Rasoul, M., & Bergese, S. D. (2021). Effect of Cognitive Prehabilitation on the Incidence of Postoperative Delirium Among Older Adults Undergoing Major Noncardiac Surgery: The Neurobics Randomized Clinical Trial. *JAMA surgery*, *156*(2), 148–156. https://doi.org/10.1001/jamasurg.2020.4371

ix. Mueller, A., Spies, C. D., Eckardt, R., Weiss, B., Pohrt, A., Wernecke, K. D., Schmidt, M., & PERATECS-Group (2020). Anticholinergic burden of long-term medication is an independent risk factor for the development of postoperative delirium: A clinical trial. *Journal of clinical anesthesia*, *61*, 109632. https://doi.org/10.1016/j.jclinane.2019.109632

x. Feinkohl, I., Janke, J., Slooter, A. J. C., Winterer, G., Spies, C., Pischon, T., & BioCog Consortium (2023). Metabolic syndrome and the risk of postoperative delirium and postoperative cognitive dysfunction: a multi-centre cohort study. *British journal of anaesthesia*, *131*(2), 338–347. https://doi.org/10.1016/j.bja.2023.04.031

xi. Smith, C. J., Hodge, D., Harrison, F. E., & Williams Roberson, S. (2024). The Pathophysiology and Biomarkers of Delirium. *Seminars in neurology*, *44*(6), 720–731. https://doi.org/10.1055/s-0044-1791666

xii. Roy, B., Kumar, R., Sarovich, S. D., & Vacas, S. (2025). The Role of the Glymphatic System in Perioperative Neurocognitive Disorders. *Journal of neurosurgical anesthesiology*, *37*(2), 181–187. https://doi.org/10.1097/ANA.0000000000000973

xiii. Vacas, S., Canales, C., Deiner, S. G., & Cole, D. J. (2022). Perioperative Brain Health in the Older Adult: A Patient Safety Imperative. *Anesthesia and analgesia*, *135*(2), 316–328. https://doi.org/10.1213/ANE.0000000000006090

xiv. Han, Q. Y. C., Rodrigues, N. G., Klainin-Yobas, P., Haugan, G., & Wu, X. V. (2022). Prevalence, Risk Factors, and Impact of Delirium on Hospitalized Older Adults With Dementia: A Systematic Review and Meta-

Analysis. *Journal of the American Medical Directors Association*, *23*(1), 23–32.e27. https://doi.org/10.1016/j.jamda.2021.09.008

xv. Liu, J., van Beusekom, H., Bu, X. L., Chen, G., Henrique Rosado de Castro, P., Chen, X., Chen, X., Clarkson, A. N., Farr, T. D., Fu, Y., Jia, J., Jolkkonen, J., Kim, W. S., Korhonen, P., Li, S., Liang, Y., Liu, G. H., Liu, G., Liu, Y. H., Malm, T., … Wang, Y. J. (2023). Preserving cognitive function in patients with Alzheimer's disease: The Alzheimer's disease neuroprotection research initiative (ADNRI). *Neuroprotection*, *1*(2), 84–98. https://doi.org/10.1002/nep3.23

xvi. Price C. C. (2022). The New Frontier of Perioperative Cognitive Medicine for Alzheimer's Disease and Related Dementias. *Neurotherapeutics : the journal of the American Society for Experimental NeuroTherapeutics*, *19*(1), 132–142. https://doi.org/10.1007/s13311-021-01180-w

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

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

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

Additional Academic Resources

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

ACADEMIC REQUIREMENTS AND GRADING

Students will have assigned readings with Zoom based discussion of associated research investigations, and will have the opportunity to engage with researchers studying the topic of perioperative medicine and cognition. All topics will be pertinent to perioperative neurocognitive disorders.

Scholarly Analysis of Scientific Literature: Students are expected to participate in active discussions during the live Zoom class each week. Instruction will include a framework for analyzing scientific literature and materials; students will be challenged to analyze course materials within this framework during live discussions. If a student cannot attend live meetings, then the student will be required to review the taped Zoom interaction and provide the instructor via email with a paragraph summarizing their reaction to the reading and the taped discussion within 3 days of the missed class. Active discussion and analysis of the literature will be noted by the instructor (1 point per week the student asks a question or otherwise engages in discussion in class) and is cumulatively worth 35% of the final grade. The primary instructor will also provide one Zoom office hour every week for students to visit and ask questions pertinent to the topic of perioperative cognitive disorders and comments relative to the Zoom interaction videos.

Mid-semester and Final-semester exams: Two 10 point exams will be used to grade basic knowledge reviewed in the courses. The first exam will be released midway through the course, and the final exam will be released on the last class day. Questions will be pertinent to the topics discussed as part of the seminar research series. Questions will be

true and false, fill in the blank, and short answer based. Questions will address research techniques, research findings from the topics presented in each of the seminars. Both exams are open book and can refer to the recorded videos.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Participation	Weeks 1-15	30%
Exam 1	03/03/2026	35%
Exam 2	04/30/2026	35%

Point system used: Satisfactory/Unsatisfactory. Students must earn an 80% or better overall in the class to earn a Satisfactory passing grade.

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

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

Exam Policy

There will be no exams in this course.

Policy Related to Required Class Attendance

Class attendance is strictly required as the course grade is solely based on attendance and participation. Late arrivals and early departures will not be tolerated. Students must check-in and check-out with the TA as they arrive and depart. If a student misses a check-in or check-out they will not receive attendance credit for that week's class.
If a student misses or anticipates missing class due to an excused absence (see below), then the student must email the instructor and TA within 48 hours of the missed class.

Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog

(https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies). Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

ACADEMIC POLICIES & RESOURCES

University academic policies and resources can be found at: https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class readings. This preparation gives you the knowledge needed to engage in higher levels of learning and discussion during the class sessions. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Communications Guidelines

Email is the preferred mode of communication for the instructor and TA. Please include the course number in the subject line when sending an email to the instructor or TA. Expect a response within 2 business days. Please keep email messages brief and professional.

Zoom will be used for all class sessions.

When attending a Zoom class or meeting, you should:

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

Academic Integrity

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

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

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

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

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

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

Recording Within the Course

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

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

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

Online Faculty Course Evaluation Process

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

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at https://my-ufl.bluera.com

Guidance on how to provide constructive feedback is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/."

SUPPORT SERVICES

Accommodations for Students with Disabilities

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

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

Counseling and Student Health

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

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

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

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 21890

Info

Request: EDA 7XXX Fieldwork in Educational Leadership and Policy
Description of request: The School of Human Development and Organizational Studies in Education is requesting that a new course be established in the Educational Leadership program.
Submitter: Jennifer Kent jenniferkent@ufl.edu
Created: 9/10/2025 8:48:41 AM
Form version: 2

Responses

Recommended Prefix EDA
Course Level 7

Course Number XXX
Lab Code None
Course Title Fieldwork in Educational Leadership & Policy
Transcript Title Fieldwork Ed Lead and Policy
Delivery Method PD - Primarily Distance Learning (80-99% 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 6
Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3.0
Course Description Equips doctoral candidates in educational leadership and policy with the practical and analytical skills necessary to design, implement, and manage rigorous field-based research. Emphasizing real-world application, the course guides students through the data collection and fieldwork phase of their dissertation study providing structured support for fieldwork logistics.
Prerequisites (EDL_EDD or EDL_PHD) & Academic Level 9
Co-requisites N/A
Rationale for Placement in the Curriculum This advanced graduate course will be offered as an elective course for doctoral candidates in Ed Leadership and Policy. This course will support candidates in designing and implementing data collection and analysis activities associated with their dissertation in practice final research projects.

Syllabus Content Requirements All Items Included

Fieldwork in Educational Leadership and Policy

EDA 7XXX: Section XXXX
Class Period and Location: Online Asynchronous
Academic Term: Fall 20XX,
3 credit course

INSTRUCTOR CONTACT INFORMATION:

Name: TBD
E-mail: TBD
Office Phone: TBD
Office: TBD
Office Hours: TBD

COURSE DESCRIPTION:

Equips students in educational leadership and policy with the practical and analytical skills necessary to design, implement, and manage rigorous field-based research. Emphasizing real-world application, the course guides students through the data collection and fieldwork phase of their dissertation study providing structured support for fieldwork logistics.

PREREQUISITES:

Academic Level 9 (doctoral candidacy).

COURSE OBJECTIVES:

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

- **Identify and access appropriate educational data sources** to support field-based research in leadership and policy contexts.
- **Develop and implement participant recruitment strategies** that are aligned with research goals.
- **Design and execute data collection plans** using both qualitative and/or quantitative methods tailored to specific research questions.
- **Apply best practices for secure data storage**, ensuring compliance with institutional and legal standards.
- **Conduct rigorous data analysis** using appropriate qualitative coding techniques and statistical procedures to generate actionable insights.

TEXTBOOKS:

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

Required

- American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: the official guide to APA style* (7th ed.). American Psychological Association.

- Graduate School. (2025). *University of Florida's Guide for Preparing Theses and Dissertations.* https://success.grad.ufl.edu/media/successgradufledu/pdf/Guide-for-Preparing-TD-2025.pdf

Recommended

- Danelo, D. J. (2017). *The Field Researcher's Handbook: A Guide to the Art and Science of Professional Fieldwork.* Georgetown University Press.
- Nicol, A. A. M., & Pexman, P. M. (2010). *Presenting your findings: A practical guide for creating tables* (6th ed.). American Psychological Association.

SCHEDULE:

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

Week	Topic	Assignment(s) Due
1	Foundations of Field Based Inquiry in Ed Leadership & Policy	• Download dissertation template • Read *University of Florida's Guide for Preparing Theses and Dissertations*
2	Conducting Research for Policy Impact	Fieldwork Check-in Report #1 Due
3	Navigating IRBs and Protocols; Informed consent, participant recruitment.	IRB Submission
4	Accessing and Managing Educational Data Systems	Fieldwork Check-in Report #2 due
5	Participant Recruitment: Strategies, Equity, and Consent	Data Collection Summary Report due
6	Qualitative Fieldwork: Interviews, Focus Groups, and Observations	Fieldwork Check-in Report #3 Due
7	Quantitative Fieldwork: Surveys, Assessments, and Metrics	Fieldwork Check-in Report #4 Due
8	Digital Tools for Data Collection and Management	Fieldwork Check-in Report #5 Due
9	Secure Data Storage and Confidentiality Practices	Fieldwork Check-in Report #6 Due
10	Coding and Thematic Analysis for Qualitative Data	Fieldwork Check-in Report #7 Due
11	Statistical Techniques for Policy-Oriented Research	Data Analysis Summary due.
12	Interpreting Mixed Methods Data for Leadership Decisions	Fieldwork Check-in Report #8 Due
13	Writing for Policy Audiences: Reports, Briefs, and Presentations	Fieldwork Check-in Report #9 Due
14	Peer Review and Collaborative Feedback in Research	Fieldwork Check-in Report #10 Due
15	Synthesizing Fieldwork: Reflective Analysis	Summary Draft due and shared with Chair

COURSE ASSIGNMENTS:

Fieldwork Check-in Reports (25%): Students will submit periodic reports demonstrating the student's fieldwork goals and progress. Check-ins will be submitted through graded surveys.

Data Collection Summary Report (25%): Students will submit a summary of their data collection work. This summary report will include relevant data collection information appropriate for their selected research design.

Data Collection Analysis Report (25%): Students will submit a report of their data analysis. This report should include a detailed discussion.

Summary Draft (25%): Students will submit a summary draft of the research conducted including an introduction, a summary of the data collection process, data charts, tables, and figures, data analysis and a conclusion.

GRADING:

Assignment	Total Points	Percentage of Final Grade
Fieldwork Check-In Reports x 10	100	25%
Data Collection Summary Report	50	25%
Data Collection Analysis Report	50	25%
Summary Draft Report	50	25%

Course Grading Scale

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

CAMPUS POLICIES:
https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

TECHNOLOGY POLICIES:
Acceptable Use Policy
Please read the University of Florida Acceptable Use Policy. It is expected that you abide by this policy.

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

Technology Requirements
As stated in the Student Computing Requirement Policy, the University of Florida requires all students to have continuous ongoing access to computer hardware and software appropriate to their degree program. Coursework in all degree programs requires the use of a computer and reliable high-speed internet connectivity. Activities related to student life including academic advisement, course registration, official university correspondence, use of library resources, and student financial affairs are predicated on access to a computer with internet connectivity. For updated information about computer configurations and software packages, please review the Information Technology Student Computing Recommendations and Requirements List.

Course|New for request 21889

Info

Request: EDA 7XXX Advanced Scholarly Writing in Educational Leadership and Policy
Description of request: The School of Human Development and Organizational Studies in Education is requesting that a new course be established in the Educational Leadership program.
Submitter: Jennifer Kent jenniferkent@ufl.edu
Created: 9/10/2025 8:43:13 AM
Form version: 3

Responses

Recommended Prefix EDA
Course Level 7

Course Number XXX
Lab Code None
Course Title Advanced Scholarly Writing in Educational Leadership & Policy
Transcript Title AdvScholarlyWritingEdLead
Delivery Method PD - Primarily Distance Learning (80-99% 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 6
Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3.0
Course Description Supports doctoral candidates in Educational Leadership & Policy as they work toward completing their dissertations and advancing their scholarly writing. This course provides structured guidance in transforming dissertation research into publishable articles and professional conference presentations. Through iterative drafting, instructor mentorship, and collaboration, students strengthen their academic voice, refine their arguments, and build momentum toward successful dissertation defense.
Prerequisites (EDL_EDD or EDL_PHD) & Academic Level 9
Co-requisites N/A
Rationale for Placement in the Curriculum Graduate degree level course for Educational Leadership & Policy doctoral students. This course is intended as an elective during the student's doctoral candidacy period of study and is an advanced offering of EDA6198 "Communicating Scholarly Writing in Ed Leadership."
Syllabus Content Requirements All Items Included

Advanced Scholarly Writing in Educational Leadership & Policy

EDA 7XXX: Section XXXX
Class Period and Location: Online Asynchronous
Academic Term: Fall 20XX
3 credit course

INSTRUCTOR CONTACT INFORMATION:
Name: TBD
E-mail: TBD
Office Phone: TBD
Office: TBD
Office Hours: TBD

COURSE DESCRIPTION:

Supports doctoral students in Educational Leadership & Policy as they work toward completing their dissertations and advancing their scholarly writing. This course provides structured guidance in transforming dissertation research into publishable articles and professional conference presentations. Through iterative drafting, instructor mentorship, and collaboration, students strengthen their academic voice, refine their arguments, and build momentum toward successful dissertation defense and broader impact in the field.

PREREQUISITES:

Academic Level 9 (doctoral candidacy).

COURSE OBJECTIVES:

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

- **Identify and justify** appropriate academic journals and professional conferences for disseminating dissertation-based research, considering relevance, audience, and impact.
- **Develop and maintain** a personalized, semester-long writing schedule that supports consistent progress toward dissertation completion and publication goals.
- **Draft and revise** a journal-style manuscript or conference proposal that translates dissertation findings into a compelling scholarly contribution, incorporating iterative feedback from peers and instructors.
- **Critically evaluate** peer writing by offering balanced, discipline-informed feedback that strengthens clarity, argumentation, and scholarly voice.

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

Required

- Belcher, W.B. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success* (2nd ed.). University of Chicago Press.

- American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: the official guide to APA style* (7th ed.). American Psychological Association.

- Graduate School. (2025). *University of Florida's Guide for Preparing Theses and Dissertations.* https://success.grad.ufl.edu/media/successgradufledu/pdf/Guide-for-Preparing-TD-2025.pdf

SCHEDULE:

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

Week	Topic	Assignment(s) Due
1	Introduction to Advanced Scholarly Inquiry	Read syllabus and Belcher, Chapter 2
2	From Data to Narrative	Writing Schedule due
3	Making Meaning	Writing milestone #1 due
4	The Art of Argument	Read: Belcher, Chapter 3
5	Crafting Coherence	Writing milestone #2 due
6	Beyond Description	Read: Belcher, Chapter 7
7	Voice & Authority	Writing milestone #3 due
8	Feedback as Fuel	Read: Belcher, Chapter 8 & 9
9	Bridging Research & Practice – Ed Policy	Writing milestone #4 due
10	Writing for Reviewers	Peer Review due
11	Transforming Chapters into Journal Articles	Read: Belcher, Chapter 10
12	Coherence-Ready	Read: Belcher, Chapter 11; Writing milestone #5 due
13	Revision Strategies	Read: Belcher, Chapter 4; Complete peer review revisions
14	Publishing with Purpose	Final Draft Due

COURSE ASSIGNMENTS:

Writing milestones (x5) (25%): Students will submit periodic reports demonstrating the student's writing goals and progress. Check-ins will be submitted through graded surveys.

Writing Schedule (25%): Students will complete and submit a personalized writing schedule. This schedule should outline key milestones, including page targets, due dates, and a detailed writing plan aligned with the dissertation timeline.

Peer Review and Revisions (25%): Students will be assigned a partner for whom they will provide feedback on their initial draft. Students will submit a written peer review report that will be shared with their assigned partner. The assignment grade is based on the quality of feedback provided. Students will complete revisions of their writing based on peer feedback.

Final Draft (25%): Building off the writing milestones and using the peer review feedback, students will submit a final draft of their writing to be shared with their Chair.

GRADING:

Assignment	Total Points	Percentage of Final Grade
Writing Milestones x 5	100	25%
Writing Schedule	50	25%
Peer Review & Revisions	50	25%
Final Draft	50	25%

Course Grading Scale

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

CAMPUS POLICIES:

https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

TECHNOLOGY POLICIES:

Acceptable Use Policy

Please read the University of Florida Acceptable Use Policy. It is expected that you abide by this policy.

Software Use

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

action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Technology Requirements

As stated in the Student Computing Requirement Policy, the University of Florida requires all students to have continuous ongoing access to computer hardware and software appropriate to their degree program. Coursework in all degree programs requires the use of a computer and reliable high-speed internet connectivity. Activities related to student life including academic advisement, course registration, official university correspondence, use of library resources, and student financial affairs are predicated on access to a computer with internet connectivity. For updated information about computer configurations and software packages, please review the Information Technology Student Computing Recommendations and Requirements List.

Course|New for request 21983

Info

Request: EDF 7XXX Computational Psychometrics
Description of request: The emerging trend of new technology in educational assessments increased the possibility for the design and administration of new assessment systems. The computational psychometric framework introduces how the AI-empowered techniques could inform the new challenges arising with the increased use of digitally based assessment. The methods will be discussed in the realm of “psychometric-centered”, “Theory-based” and “Data-driven evidence-based” frameworks. This course provides both conceptual understanding with hands-on experiences with Python to understand the current practices in computational psychometrics. In this course, you will learn about the related theories, examples, and the assessment design and development practices within the computational psychometric framework. Commonly used methodologies, (e.g., machine learning, deep learning, reinforcement learning, and natural language processing techniques) will be introduced and discussed with practical examples in Python.

Submitter: Eunjin Shin jinnie.shin@ufl.edu
Created: 11/21/2025 12:59:12 PM
Form version: 2

Responses

Recommended Prefix EDF
Course Level 7

Course Number XXX
Lab Code None
Course Title Computational Psychometrics
Transcript Title Computational Psychometrics
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 A comprehensive overview of computational psychometric techniques and applications in
educational research, with an emphasis on Python-based text analysis and machine learning integration.
Prerequisites EDF7405 Advanced Quantitative Foundations &
EDF6436 Theory of Measurement
Co-requisites N/A
Rationale for Placement in the Curriculum This course is strategically positioned within the "AI for Educational Research" pathway, following
the completion of advanced quantitative courses that lay the groundwork for basic linear algorithmic training and basic measurement theory. EDF 7xxx builds upon this foundation, and introduces how the AI-empowered techniques could inform the new challenges arising with the increased use of digitally based assessment.
The placement ensures that students are well-versed in quantitative reasoning and are now ready to extend their analytical
prowess to incorporate advanced AI-driven techniques. The knowledge and skills acquired in this

course will empower students to process and analyze text data effectively, a crucial step in the contemporary research and evaluation methodology program.
Syllabus Content Requirements All Items Included

Computational Psychometrics
EDF 7XXX: Section XXXX
Class Period: Day, Period, Time
Class Location: _____
Academic Term: Spring 20XX 3 credit course

INSTRUCTOR CONTACT INFORMATION:

Name: Jinnie Shin, Ph.D.
E-mail: jinnie.shin@coe.ufl.edu
Office Phone: 352-273-4330
Office: Norman Hall 2711I
Office Hours: Tuesdays and Thursdays from 10:50am-11:50am. Others by appointment.

Course Description:

A comprehensive overview of computational psychometrics techniques and applications in educational research, with an emphasis on Python-based text analysis and machine learning integration.

Course Objectives

The emerging trend of new technology in educational assessments increased the possibility for the design and administration of new assessment systems. The computational psychometric framework introduces how the AI-empowered techniques could inform the new challenges arising with the increased use of digitally based assessment. The methods will be discussed in the realm of "psychometric-centered", "Theory-based" and "Data-driven evidence-based" frameworks. This course provides both conceptual understanding with hands-on experiences with Python to understand the current practices in computational psychometrics. In this course, you will learn about the related theories, examples, and the assessment design and development practices within the computational psychometric framework. Commonly used methodologies, (e.g., machine learning, deep learning, reinforcement learning, and natural language processing techniques) will be introduced and discussed with practical examples in Python.

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

- Implement and evaluate ML/NLP models for assessment tasks (e.g., scoring, item difficulty prediction, feedback generation).
- Apply reinforcement-learning ideas to adaptive testing or feedback policies.
- Compute and interpret key metrics (e.g., reliability indices, IRT parameters, calibration, DIF) and link them to validity arguments.
- Build reproducible Python workflows for data preparation, feature engineering, model training, and error analysis.
- Critically appraise ethical, privacy, and bias issues in AI-enabled assessment and propose practical mitigations.
- Communicate technical findings to educational stakeholders using clear visuals and concise reports.

TEXTBOOKS:

Required

- Von Davier, Mislevy, & Hao (2022). Computational Psychometrics: New Methodologies for a New Generation of Digital Learning and Assessment *with Examples in R and Python*
- Required journal articles are provided on the Canvas course website.

SCHEDULE

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

Week	Topic	Reading	Assignment
1	Introduction, Syllabus, & Introduction to Computational Psychometrics Introduction to the Project Data and Python	• Part 1 – Chapter 3; Part 2 –Chapter 8 of Von Davier et al. (2022) • von Davier, A. A. (2017) Computational psychometrics in support of collaborative educational assessments. Journal of Educational Measurement, 54(1), 3-11.	Welcome survey
2	Frameworks in CP**:** Psychometric-centered, theory-driven, data-driven/evidence-based; Evidence-Centered Design (ECD)**;**	• Part 2 – Chapter 8; Part 2 – Chapter 5 of Von Davier et al. (2022) • Mislevy, R. J., Behrens, J. T., Dicerbo, K. E., & Levy, R. (2012). Design and discovery in educational assessment: Evidence-centered design, psychometrics, and educational data mining. *Journal of educational data mining*, *4*(1), 11-48	
3	Supervised and Unsupervised machine learning in Computational Psychometrics	• Part 2- Chapter 9; Chapter 10; Chapter 14 • Zhai, X., Yin, Y., Pellegrino, J. W., Haudek, K. C., & Shi, L. (2020). Applying machine learning in science assessment: a systematic review. Studies in Science Education, 56(1), 111-151.	
4	Supervised and Unsupervised machine learning with Text and Survey Responses	• Portnoff, L., Gustafson, E., Rollinson, J., & Bicknell, K. (2021). Methods for Language Learning Assessment at Scale: Duolingo Case Study. *International Educational Data Mining Society*.	Assignment & Data Analysis 1
5	Supervised and Unsupervised machine learning for log data analysis	• Teig, N., Scherer, R., & Kjærnsli, M. (2020). Identifying patterns of students' performance on simulated inquiry tasks using PISA 2015 log-file data. *Journal of Research in Science Teaching*, *57*(9), 1400-1429. • de Schipper, E., Feskens, R., Salles, F., Keskpaik, S., dos Santos, R., Veldkamp, B., & Drijvers, P. (2025). Identifying students' solution strategies in digital mathematics assessment using log data. Large-scale Assessments in Education, 13(1), 23.	
6	Knowledge inference models (BKT/IRT-KF); longitudinal structure; missingness	• Part 1 – Chapter 5 • Bulut, O., Shin, J., Yildirim-Erbasli, S. N., Gorgun, G., & Pardos, Z. A. (2023). An introduction to Bayesian knowledge tracing with pyBKT. Psych, 5(3), 770-7	

		• Deonovic, B., Yudelson, M., Bolsinova, M., Attali, M., & Maris, G. (2018). Learning meets assessment: On the relation between item response theory and Bayesian knowledge tracing. Behaviormetrika, 45(2), 457-474.	
7	Knowledge inference models (Deep-Knowledge-Tracing); longitudinal structure; missingness	• Piech, C., Bassen, J., Huang, J., Ganguli, S., Sahami, M., Guibas, L. J., & Sohl-Dickstein, J. (2015). Deep knowledge tracing. Advances in neural information processing systems, 28.	Assignment Data Analysis 2
8	Social Network Analysis (SNA) in CP: Assessment data	• Part 2 – Chapter 13 • Singh, S. S., Muhuri, S., Kumar, S., & Barua, J. (2025). From nodes to knowledge: Exploring social network analysis in education. *ACM Transactions on the Web*, *19*(1), 1-36.	
9	Social Network Analysis (SNA) in CP: collaboration, discourse, feedback graphs; network features for outcomes	• Part 2 – Chapter 13 • Xu, W., Chen, Y., & Yang, L. (2025). The dynamics of social performance and cognitive depth between students and teacher in online discussion forums with the SNA and LDA approach. *Innovations in Education and Teaching International*, *62*(1), 135-151.	
10	Integration of Measurement models in Computational Psychometrics: CTT/IRT	• Uto, M., & Aramaki, K. (2024). Linking essay-writing tests using many-facet models and neural automated essay scoring. Behavior Research Methods, 56(8), 8450-8479. • Wind, S. A., & Xu, Y. (2024). Calibrating and evaluating automated scoring engines and human raters over time using measurement models. In The Routledge international handbook of automated essay evaluation (pp. 371-385). Routledge.	
11	Measurement models in Computational Psychometrics: FA	• Pokropek, A. (2024). Confirmatory Factor Analysis with Word Embeddings: Measurement Models for Textual Big Data. • Shin, J., & Aguinalde, A. P. (2025). Systematic comparison of computational measures of linguistic synchrony in online educational environments. Research Methods in Applied Linguistics, 4(2), 100195.	Assignment Data Analysis 3
12	Reliability in CP: Measurement Reliability and Psychometric Foundations	• Zheng, Y., Nydick, S., Huang, S., & Zhang, S. (2024). MxML (Exploring the relationship between measurement and machine learning): Current state of the	

		field. Educational Measurement: Issues and Practice, 43(1), 19-38.	
13	Reliability in CP: Computational Reliability and Algorithmic Robustness	• Pinto Jr, W. N., & Shin, J. (2025). Evaluating the Consistency and Reliability of Attribution Methods in Automated Short Answer Grading (ASAG) Systems: Toward an Explainable Scoring System. Journal of Educational Measurement. • Xiao, Z., Zhang, S., Lai, V., & Liao, Q. V. (2023). Evaluating evaluation metrics: A framework for analyzing NLG evaluation metrics using measurement theory. arXiv preprint arXiv:2305.14889.	
14	Validity in CP: Measurement Validity and Psychometric Traditions	• Zheng, Y., Nydick, S., Huang, S., & Zhang, S. (2024). MxML (Exploring the relationship between measurement and machine learning): Current state of the field. Educational Measurement: Issues and Practice, 43(1), 19-38.	
15	Validity in CP: Computational Validity and Model Interpretability	• Attali, Y. (2013). Validity and reliability of automated essay scoring. In Handbook of automated essay evaluation (pp. 181-198). Routledge. • Pack, A., Barrett, A., & Escalante, J. (2024). Large language models and automated essay scoring of English language learner writing: Insights into validity and reliability. *Computers and Education: Artificial Intelligence*, *6*, 100234.	Final Research Project

COURSE AND UNIVERSITY POLICIES:

Attendance, Make-Up Exams and Assignments

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

COURSE ASSIGNMENTS:

The course will follow Team-Based Learning (http://www.teambasedlearning.org/) principles. Students are expected to read course materials associated with each class meeting in advance of the meeting. The assessments are based on targeting different levels of Bloom's taxonomy.

Assignment and Data analyses (20% each; 60% total)

Students will complete 3 team data analyses of datasets using Python and present results. The assignment also includes short constructed-response questions which require students to discuss with their team members to demonstrate their theoretical understanding of the conceptual elements.

Research Project 30%

Students will submit a final paper that can have at most two authors, which will follow the format of proposals for the Educational Data Mining (EDM) Conference. The research project will target the Application, Analysis, Synthesis and Evaluation levels of Bloom's taxonomy. Students will pick one of the Computational Psychometrics topics introduced in the lecture and homework assignments to replicate or conduct the analysis using a new dataset. Students are expected to consult with the instructor in advance to identify the appropriate data sources, topic, and the analysis framework.

Research Project Presentation (10%)
Students will prepare a short conference presentation to introduce their research questions, methods, and preliminary findings. Students will demonstrate how they constructed and implemented the Python codes during the presentation.

GRADING:

Assignment	**Percentage of Final Grade**
Assignments and Data Analyses (20% each)	60%
Research Project	30%
Presentation	10%
TOTAL POINTS	**100%**

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

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

CAMPUS POLICIES:
Accommodations for Students with Disabilities Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the "Get Started With the DRC" webpage on the Disability Resource Center site (https://disability.ufl.edu/students/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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

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

UF Student Honor Code

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

Software Use

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

Student Privacy

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

In-Class Recording

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

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

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

CAMPUS RESOURCES:

To support consistent and accessible communication of university-wide student resources, instructors must include this link to academic policies and campus resources: https://go.ufl.edu/syllabuspolicies. Instructor-specific guidelines for courses must accommodate these policies. If you have previously listed these policies separately on your syllabus, you may provide this link in their place to ensure that syllabuses stay up-to-date, reducing administrative burden without compromising student access to current policies and support services.

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

Course|New for request 22004

Info

Request: EEL 6XXX Safe Autonomous Systems
Description of request: Requesting a new number for EEL6XXX Safe Autonomous Systems
Submitter: Nicole Young ntyoung@ufl.edu
Created: 10/13/2025 3:23:17 PM
Form version: 1

Responses

Recommended Prefix EEL
Course Level 6

Course Number XXX
Lab Code None
Course Title Safe Autonomous Systems
Transcript Title Safe Autonomous Systems
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 for a standard 15-week semester, equating to a total of 45 contact hours for the semester
Course Description Mathematical and algorithmic techniques for safety design and analysis in autonomy, including controller training, system modeling, requirements specification, and safety verification. An opportunity to dive into autonomy applications. Suitable for students who want to gain state-of-the-art knowledge in safe autonomy, deepen their design and validation skills, gain experience with a particular autonomous system, or add safety assurance to their work.
Prerequisites EEE5544 Stochastic Methods for Engineering 1 or a similar course & EEL5840 Fundamentals of Machine Learning or a similar course.

Co-requisites N/A
Rationale for Placement in the Curriculum The advancement of autonomous technologies, driven by innovations in Electrical and Computer Engineering (ECE), has created a pressing need for specialized expertise in safety assurance. The proposed course, Safe Autonomous Systems, addresses this emerging demand by equipping graduate students with the knowledge and skills necessary to design, analyze, and implement safety-critical autonomous systems.
The inclusion of this course within the ECE graduate curriculum is justified by three primary factors: technological necessity, societal demand, and career readiness. It directly addresses the growing challenges of ensuring the reliability, security, and ethical operation of autonomous systems across industries like transportation, robotics, energy, and defense.
From a career and industry perspective, this course fills a critical talent gap by preparing graduates to lead in the development and deployment of safe and sustainable autonomous technologies. It supports the ECE Department’s mission to provide advanced, forward-looking education aligned with industry needs and national research priorities.
The Safe Autonomous Systems course will be offered as part of the ECE graduate curriculum and may be applied toward the requirements for advanced degrees, including the Master of Science and Doctor of Philosophy in Electrical and Computer Engineering.

Syllabus Content Requirements All Items Included

Safe Autonomous Systems

EEL 6935

Class Periods: T E1 (5:10–6:00 PM) / R E1 (Thursdays 5:10–7:00 PM)

Location: Psychology 129

Academic Term: Spring 2025

Instructor:
Ivan Ruchkin
iruchkin@ece.ufl.edu
Office Phone Number: 352-273-2171
Office Hours: Tuesdays 6:00–7:00 PM
Office Location: Malachowsky Hall 4103

Teaching Assistant/Peer Mentor/Supervised Teaching Student:
Yuang Geng
yuang.geng@ufl.edu
Office Hours: Wednesdays 10:00–11:00 AM
Office Location: Malachowsky Hall 4104

Course Description

Mathematical and algorithmic techniques for safety design and analysis in autonomy, including controller training, system modeling, requirements specification, and safety verification. An opportunity to dive into autonomy applications. Suitable for students who want to gain state-of-the-art knowledge in safe autonomy, deepen their design and validation skills, gain experience with a particular autonomous system, or add safety assurance to their work.

Credits: 3

Course Pre-Requisites / Co-Requisites

- EEE5544 Stochastic Methods for Engineering 1 or a similar course &
- EEL5840 Fundamentals of Machine Learning or a similar course.

Course Objectives

Students will learn to:

A. Train autonomous controllers with *deep reinforcement learning*.
B. Specify *temporal logical properties* for safety and liveness.
C. Model and verify autonomous systems with *probabilistic automata.*
D. Build and analyze a realistic autonomous system inspired by recent research.

Materials and Supply Fees

- None

Required Textbooks and Software

- None

Recommended Materials

Lectures will be supplemented with reading chapters from the following books:

- Markov Decision Processes: Discrete Stochastic Dynamic Programming, Martin Puterman, 2005, ISBN: 978-0-471-72782-8
- Machine Learning: A Probabilistic Perspective, Kevin Murphy, 2012, ISBN: 978-0262305242
- Principles of Cyber-Physical Systems, Rajeev Alur, 2015, ISBN: 978-0262029117
- Reinforcement Learning: An Introduction, Richard Sutton and Andrew Barto, 1998, ISBN: 978-0262193986

- Decision Making Under Uncertainty: Theory and Application, Mykel Kochenderfer, 2015, ISBN: 978-0262331708
- Principles of Model Checking, Christel Baier and Joost-Pieter Katoen, 2008, ISBN: 978-0262026499
- Verifying Cyber-Physical Systems: A Path to Safe Autonomy, Sayan Mitra, 2021, ISBN: 978-0262044806

Required Computer
The computer should be able to execute Python 3 and follow the specifications below.
Recommended Computer Specifications: https://it.ufl.edu/get-help/student-computer-recommendations/
HWCOE Computer Requirements: https://www.eng.ufl.edu/students/advising/fall-semester-checklist/computer-requirements/

Course Schedule
Every week, lectures will introduce new material and practice it in interactive working sessions.

Module	**Week**	**Class topics**	**Evaluation**
Intro	1	Introduction to the course, course mechanics	
Autonomy modeling	2	Autonomous systems concepts and safety	HW1 released
	3	Markov chains, model abstraction and composition	
	4	Markov decision processes, probabilistic automata	HW 1 due
Safety specification	5	Safety definitions, predicate and first-order logics	Project proposal due, HW2 released
	6	Temporal logics: LTL and STL	
	7	Branching logics: CTL and PCTL	HW 2 due
Reinforcement learning	8	RL setting, Bellman equations	Midterm exam
	9	Q-learning	HW3 released
	10	Deep reinforcement learning, DQN	
	11	Actor-critic, DDPG	HW 3 due
Safety verification	12	Discrete reachability algorithms	Preliminary project due HW4 released
	13	Probabilistic verification of PCTL	
	14	Student project presentations	HW 4 due

Outro	15	N/A	Final project due

Important Dates

Feb 9, 2025 HW1 due

Feb 23, 2025 Project Proposal Due

Mar 2, 2025 HW2 due

Mar 6, 2025 Midterm Exam (T E1, PSY 129)

Mar 30, 2025 Preliminary Project Due

Apr 6, 2025 HW3 due

Apr 22, 2025 Project Presentations in Class (E1, PSY 129)

Apr 23, 2025 Final Project Due

Evaluation of Grades

Grade Component	**Total Points**	**Percent of Final Grade**
Homeworks four homeworks, one per module	120	30%
Midterm exam halfway through the semester	80	20%
Project proposal: vision, viability, clarity	40	10%
Project presentation: clarity, informativeness, timing	20	5%
Project preliminary report: soundness, clarity, progress	40	10%
Project final report: soundness, clarity, outcome	60	15%
Class participation quizzes, questions, office hours	40	10%
Total	*400*	*100%*

- Students will deepen their understanding and skills through four homeworks and one group project.
- The group projects will integrate the skills from different course modules. Students are encouraged to formulate a project around their domain of interest or their current/future research problem. Before writing the proposal, students should discuss their ideas with the instructor.

- The group project can include an algorithm implementation, a case study in an application domain, a theoretical investigation, or a systematic review of literature identifying research opportunities in a well-defined area. Projects can use a simulated environment (e.g., OpenAI gym, Carla, AirSim), an open dataset (e.g., Waymo, nuScenes), or any physical system/non-public dataset the students have access to. No single dataset or simulator will be imposed on the whole class.
- The final project reports will be evaluated on the correctness of the technical approach (i.e., whether the technique was applied appropriately), the clarity of their report, and the outcome (i.e., whether the desired result was achieved).
- The group project grades are graded by sharing the base grades for the project submissions, which is adjusted for individual students based on peer evaluation.
- Class participation will be assessed based on each student's activity in classes and in-class quizzes.
- This class has no final exam. The midterm exam will assess the mastery of the fundamentals studied in the first half of the course.

Grading Policy

Percent	Grade	Grade Points
90.0–100	A	4.00
86.6–89.9	A-	3.66
83.3–86.6	B+	3.33
80.0–83.3	B	3.00
76.6–79.9	B-	2.66
73.3–76.6	C+	2.33
70.0–73.3	C	2.00
66.6-69.9	C-	1.66
63.3–66.6	D+	1.33
60.0–63.3	D	1.00
56.6–59.9	D-	0.66
0 – 59.9	E	0.00

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

Attendance Policy, Class Expectations, and Make-Up Policy

This is an in-person class. Students are strongly encouraged to *attend the class* for the sake of improved learning and higher participation grades.

The course does not offer late days: project submissions must be submitted on time to avoid penalties. Deadlines can be adjusted based on *excused absences*, which must be consistent with university policies in the Graduate Catalog (see https://gradcatalog.ufl.edu/graduate/ for more information) and require appropriate documentation.

Academic Policies & Resources

To support consistent and accessible communication of university-wide student resources, instructors must include

this link to academic policies and campus resources: https://go.ufl.edu/syllabuspolicies. Instructor-specific guidelines for courses must accommodate these policies.

Commitment to a Positive Learning Environment
The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University's core values.

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

• Your academic advisor or Graduate Coordinator

• HWCOE Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu

• Pam Dickrell, Associate Dean of Student Affairs, 352-392-2177, pld@ufl.edu

Course|New for request 21850

Info

Request: ENY 6XXX Arthropod Vector Identification for Public Health
Description of request: This is a course request for ARTHROPOD VECTOR IDENTIFICATION FOR PUBLIC HEALTH. This course has been taught since Fall 2021 as a special topic under ENY 4934/6934. It is a dual level undergraduate and graduate course
Submitter: Anne Mathews anne.mathews@ufl.edu
Created: 11/21/2025 1:50:00 PM
Form version: 4

Responses

Recommended Prefix ENY
Course Level 6

Course Number XXX
Lab Code None
Category of Instruction Intermediate
Course Title Arthropod Vector Identification for Public Health
Transcript Title Arthropod Vector ID
Degree Type Graduate

Delivery Method(s) Online
Co-Listing Yes
Co-Listing Explanation Undergraduate students have the following assignments:
Syllabus Quiz
Introduce Yourself Discussion
Practice Quizzes
Module Quizzes
Perusall Discussions
CDC “Solve the Outbreak” Game
Midterm Exam
Final Exam
Pre and Post Quizzes

Graduate student have the following assignments:
Syllabus Quiz
Introduce Yourself Discussion
Practice Quizzes
Module Quizzes
Perusall Discussions
CDC “Solve the Outbreak” Game
Vector-borne Disease Presentations (tick and mosquito)
Vector-borne Disease Essay
iNaturalist project
Project Preparation (materials, iNaturalist username, trap construction, and site list)
iNaturalist Posts and Verification of Classmates’ Posts
Project Excel Data
Project Report
Project Presentation
Pre and Post Quizzes

The assignments that are different in the graduate level course include the Vector-borne disease presentations, Vector-borne disease assays, the iNaturalist semester project.
Effective Term Fall
Effective Year 2020
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 Insects and other arthropods play critical roles in the environment. In this course, we will focus on the role of arthropods as vectors of disease and learn how to identify to the species level the major arthropod vectors of human diseases.
Prerequisites No specific coursework is required, but students should have a good general knowledge of biology and basic entomology from undergraduate work.
Co-requisites N/A
Rationale and Placement in Curriculum In this course, we will focus on the role of arthropods as vectors of disease and learn how to identify to the genus or species level major arthropod vectors of human diseases.
Our medical entomology certificate has a required course " Advance mosquito ID" which takes place in Vero Beach, Florida.
My course comes as an alternative for students that cannot travel to Vero Beach.
Our medical entomology certificate has shown a significant increase in the number of students enrolled.
My course will allow us to take on more students given that the delivery method is online
Course Objectives By the end of this course, students will develop the necessary skill to identify major arthropod vectors
By the end of the course, students will be able to:
1. Define a vector and compare/contrast the different types of disease transmission
2. Discuss insects' external and internal structures that are essential for arthropod identification
3. Identify the major arthropods the family, genus, and/or species level that transmit pathogens, causing disease in humans
4. Employ databases to find relevant journal articles related to insects and vector-borne diseases
5. Judge and critique scientific literature related to insects and human health
6. Create, judge and critique pptx presentations on insect-vectored diseases
7. Create an arthropod surveillance tool targeting mosquitoes and ticks
8. Conduct a surveillance study during the course of the semester
9. Use Excel to compile data from the surveillance study
10. Report and assess surveillance data using iNaturalist
11. Create a short scientific report on the diversity of mosquitoes or ticks in the student's geographic area
12. Design a PowerPoint presentation which discusses the scope and result obtained during the study

Course Textbook(s) and/or Other Assigned Reading
Salomon, J., Hamer, S. A. & Swei, A. (2020, November 2). A beginner’s guide to collecting question hard ticks (Acari: Ixodidae): A standardized trick dragging protocol. Journal of Insect Science 20(6). https://doi.org/10.1093/jisesa/ieaa073
Wheeler, L. (2018). Pictorial key to genera of hard adult ticks in the USA. The Monster Hunter’s Guide to Veterinary Parasitology.
https://www.veterinaryparasitology.com/uploads/1/1/8/2/118230013/tick_identification.pdf
Thompson, A. T., White, S. A., Shaw, D., Barrett, K. B., Wyckoff, S. T., Doub, E. E., Ruder, M. G. & Yabsley, M. J. (2021, September). A multi-seasonal study investigating the phenology, host and habitat associations, and pathogens of Haemaphysalis longicornis in Virginia, U.S.A. Ticks and Tick-borne Diseases 12(5), 101773. https://doi.org/10.1016/j.ttbdis.2021.101773
West, R. G., Mathias, D. K., Day, J. F., Acevedo, C., Unnasch, T. R. & Burkett-Cadena, N. D. (2020, September 1). Seasonal changes of host use by Culiseta melanura (Diptera: Culicidae) in Central Florida. Journal of Medical Entomology 57(5), 1627-1634. https://doi.org/10.1093/jme/tjaa067
Colebunders, R., Basáñez, M. G., Siling, K., Post, R. J., Rotsaert, A., Mmbando, B., Suykerbuyk, P. & Hopkins, A. (2018, March 28). From river blindness control to elimination: Bridge over troubled water. Infectious Diseases and Poverty 7, 21. https://doi.org/10.1186/s40249-018-0406-7
Basáñez, M. G., Pion, S. D. S., Churcher, T. S., Breitling, L. P., Little, M. P. & Boussinesq, M. (2006, September 26). River blindness: A success story under threat? PLOS Medicine 3(9), e371.

https://doi.org/10.1371/journal.pmed.0030371
Bouyer, J., Carter, N. H., Batavia, C., & Nelson, M. P. (2019, February). The ethics of eliminating harmful species: The case of the tsetse fly. BioScience 69(2), 125-135. https://doi.org/10.1093/biosci/biy155
Bonney, K. M. (2014). Case study: Sick on a South American sugarcane plantation. Journal of Science Teaching 43(3), 67-71. https://academicworks.cuny.edu/kb_pubs/106
Lynteris, C. (2023, January 17). In search of lost fleas: Reconsidering Paul-Louis Simond's contribution to the study of the propagation of plague. Medical History 66(3), 242-263. https://doi.org/10.1017/mdh.2022.19
Barley, E. & Sharp, J. (2023). Clicker case: A tale of three lice. National Science Teaching Association. https://www.nsta.org/ncss-case-study/tale-three-lice

Weekly Schedule of Topics Week 0
Course introduction
Syllabus quiz (5 points)
Introduction Discussion board (5 points)
Assess your knowledge pre course quiz (10 points)
Semester project: Order all the material (5 points)

Week 1
Semester projects
PlayPosit Practice Quizzes (2)
Module 1 Quiz
Introductory Perusall Discussion
Create iNaturalist username
Semester Project Materials Submission
Live discussion semester project (extra credit)

Week 2
Ticks: Classification and Morphology
PlayPosit Practice Quizzes (2)
Module 2 Quiz
Arthropod Surveillance Trap Submission
Surveillance Sites List Submission

Week 3
Ticks Species of interest
PlayPosit Practice Quizzes (3)
Module 3 Quiz
Tick-borne Disease Presentation/Discussion
Begin collecting project specimens

Week 4
Adult Mosquito
PlayPosit Practice Quizzes (4)
Module 4 Quiz
Collect project specimens

Week 5
PlayPosit Practice Quizzes (4)
Module 5 Quiz
Mosquito-borne Disease Presentation/Discussion
Collect project specimens
iNaturalist Posting

Week 6
Mosquito Species of interest
Mosquito Identification Practice Quiz

Collect project specimens
iNaturalist Peer Posts Verification

Week 7
Black flies
PlayPosit Practice Quiz
Module 7 Quiz
Vector-borne Disease Essay
Collect project specimens

Week 8
Tsetse Flies
Module 8 Quiz (10 points)
PlayPosit Practice Quizzes (2)
Module 8 Quiz
Module 8 Perusall Discussion
Collect project specimens
iNaturalist Post

Week 9
Kissing bugs
PlayPosit Practice Quizzes (6)
Module 9 Quiz
Collect project specimens
iNaturalist Peer Posts Verification
Live Case Study Discussion 1 (extra credit)

Week 10
Fleas
PlayPosit Practice Quizzes (3)
Module 10 Quiz
Module 10 Perusall Discussion
Collect project specimens (final week)

Week 11
Lice
PlayPosit Practice Quiz
Module 11 Quiz
iNaturalist Post
Live Case Study Discussion 2 (extra credit)

Week 12
Arthropods and disease transmission
Module 12 Quiz (10 points)
Response to Module 11 Discussion board (10 points)
End-of course evaluation (10 pts extra credit)**
Module 12 Assignment: no assignement
Semester project: Exel data entry file (30 points)
Semester project: Written report (150 points)

Week 13
CDC “Solve the Outbreak” Game

Week 14
Surveillance and control
Insecticides, Sanitation and Alternatives

PlayPosit Practice Quizzes (2)
Mosquito-borne Disease Quiz (extra credit)
Module 14 Quiz
Assess Your Knowledge Post-Quiz

Week 15
Project Presentation

Grading Scheme Syllabus Quiz 20 points
Introduce Yourself Discussion 20 points
Practice Quizzes 31 @ 0 points each (ungraded)
Module Quizzes 11 @ 20 points each
Perusall Discussions 3 @ 50 points each
CDC “Solve the Outbreak” Game 20 points
Vector-borne Disease Presentations (tick and mosquito)2 @ 50 points each
Vector-borne Disease Essay 50 points
Project Preparation (materials, iNaturalist username, trap construction, and site list) 4 @ 10 points each
iNaturalist Posts and Verification of Classmates’ Posts 6 @ 10 points each
Project Excel Data 100 points
Project Report 100 points
Project Presentation 100 points
Pre and Post Quizzes 2 @ 10 points each

Full point totals are available below:

- Small Quizzes/Assignments: 80 points
- Module Quizzes: 220 points
- Perusall Discussions: 150 points
- Vector-borne Disease Assignments: 150 points
- Project Preparation and Verification: 100 points
- Project Data, Report, Presentation: 300 points

TOTAL: 1000 POINTS

Instructor(s) Estelle Martin
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

ARTHROPOD VECTOR IDENTIFICATION

ENY6934 | Fall Semester | 3 Credit Hours | Online Only

EXEMPLARY COURSE
2025-2030

INSTRUCTOR

Dr. Estelle Martin

Office: 306, Steinmetz Hall

1881 Natural Area Drive Box 110620

Gainesville, FL 32611

Phone: 352-294-6935

E-Mail: estellemartin@ufl.edu

OFFICE HOURS

- Dr. Martin: Tuesday 5-6 PM

For additional times outside these office hours, you are encouraged to message me at estellemartin@ufl.edu to arrange a time to meet. Use the subject line: ENY4932 Meeting Request. All meetings will occur via Zoom. Please allow for a 48h response time.

Course Communication

Please post course related questions on the discussion board and send private questions related to the course or grades to estellemartin@ufl.edu.

Course Website

https://ufl.instructure.com/courses/508485

Course Description

Insects and other arthropods play critical roles in the environment. Focuses on the role of arthropods as vectors of disease and how to identify to the species level the major arthropod vectors of human diseases.

Prerequisite Knowledge and Skills

No specific coursework is required, but students should have a good general knowledge of biology and basic entomology from undergraduate work.

Purpose of Course

This course is designed to provide students with the skills and knowledge required to identify arthropod vectors of human and animal diseases. Students will learn about the major arthropod vector groups, including mosquitoes, ticks, fleas, and lice, and the diseases they transmit. The course will cover the principles of arthropod identification, including morphology, life cycle, and behavior. Students will also learn about the techniques used to collect and rear arthropod specimens for identification.

Course Goals and/or Objectives

By the end of this course, students will develop the necessary skills to identify major arthropod vectors.

Instructional Methods

The class will be conducted entirely online using Canvas. You are responsible for the course content in Canvas. You should view the lectures and read the materials in the order shown in the class outline. You should also view the videos, which serve to illustrate the items discussed.

Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. A student's computer configuration should include webcam, microphone, broadband access, and Microsoft Office Suite. Individual colleges may have additional requirements or recommendations, which students should review before starting their program. More information on technical requirements is available at the UF Online website.

Minimum Technical Skills
To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

Learning Objectives

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

1. Define a vector and compare/contrast the different types of disease transmission
2. Discuss insects' external and internal structures that are essential for arthropod identification
3. Identify the major arthropods the family, genus, and/or species level that transmit pathogens, causing disease in humans
4. Employ databases to find relevant journal articles related to insects and vector-borne diseases
5. Judge and critique scientific literature related to insects and human health
6. Create, judge and critique pptx presentations on insect-vectored diseases
7. Create an arthropod surveillance tool targeting mosquitoes and ticks
8. Conduct a surveillance study during the course of the semester
9. Use Excel to compile data from the surveillance study
10. Report and assess surveillance data using iNaturalist
11. Create a short scientific report on the diversity of mosquitoes or ticks in the student's geographic area
12. Design a PowerPoint presentation which discusses the scope and result obtained during the study

Materials/Supply Fees

Students are required to purchase materials to construct their arthropod trap. Please see the "Project Materials" section of this document for more information. Students should plan to purchase these items by the end of Module 1.

Textbook and Additional Readings/Resources

No required textbook: All reading materials are provided via the eLearning site. Assigned peer-reviewed readings are included with assignments. Please see the individual Canvas modules for more details.

List of Course Journal Articles and Related Materials:

Salomon, J., Hamer, S. A. & Swei, A. (2020, November 2). A beginner's guide to collecting question hard ticks (Acari: Ixodidae): A standardized trick dragging protocol. *Journal of Insect Science 20*(6). https://doi.org/10.1093/jisesa/ieaa073

Wheeler, L. (2018). *Pictorial key to genera of hard adult ticks in the USA.* The Monster Hunter's Guide to Veterinary Parasitology. https://www.veterinaryparasitology.com/uploads/1/1/8/2/118230013/tick_identification.pdf

Thompson, A. T., White, S. A., Shaw, D., Barrett, K. B., Wyckoff, S. T., Doub, E. E., Ruder, M. G. & Yabsley, M. J. (2021, September). A multi-seasonal study investigating the phenology, host and habitat associations, and pathogens of *Haemaphysalis longicornis* in Virginia, U.S.A. *Ticks and Tick-borne Diseases 12*(5), 101773. https://doi.org/10.1016/j.ttbdis.2021.101773

West, R. G., Mathias, D. K., Day, J. F., Acevedo, C., Unnasch, T. R. & Burkett-Cadena, N. D. (2020, September 1). Seasonal changes of host use by *Culiseta melanura* (Diptera: Culicidae) in Central Florida. *Journal of Medical Entomology 57*(5), 1627-1634. https://doi.org/10.1093/jme/tjaa067

Colebunders, R., Basáñez, M. G., Siling, K., Post, R. J., Rotsaert, A., Mmbando, B., Suykerbuyk, P. & Hopkins, A. (2018, March 28). From river blindness control to elimination: Bridge over troubled water. *Infectious Diseases and Poverty 7*, 21. https://doi.org/10.1186/s40249-018-0406-7

Basáñez, M. G., Pion, S. D. S., Churcher, T. S., Breitling, L. P., Little, M. P. & Boussinesq, M. (2006, September 26). River blindness: A success story under threat? *PLOS Medicine 3*(9), e371. https://doi.org/10.1371/journal.pmed.0030371

Bouyer, J., Carter, N. H., Batavia, C., & Nelson, M. P. (2019, February). The ethics of eliminating harmful species: The case of the tsetse fly. *BioScience 69*(2), 125-135. https://doi.org/10.1093/biosci/biy155

Bonney, K. M. (2014). Case study: Sick on a South American sugarcane plantation. *Journal of Science Teaching 43*(3), 67-71. https://academicworks.cuny.edu/kb_pubs/106

Lynteris, C. (2023, January 17). In search of lost fleas: Reconsidering Paul-Louis Simond's contribution to the study of the propagation of plague. *Medical History 66*(3), 242-263. https://doi.org/10.1017/mdh.2022.19

Barley, E. & Sharp, J. (2023). *Clicker case: A tale of three lice.* National Science Teaching Association. https://www.nsta.org/ncss-case-study/tale-three-lice

COURSE CALENDAR

Module	Course topic	Assessment
0	Course Introduction	Syllabus quiz Introduce Yourself Discussion Assess Your Knowledge Pre-Quiz Order semester project materials
1	Perusall Introduction and Semester Projects	PlayPosit Practice Quizzes (2) Module 1 Quiz Introductory Perusall Discussion Create iNaturalist username Semester Project Materials Submission Live discussion semester project (extra credit)
2	Ticks Part 1: Classification and Morphology	PlayPosit Practice Quizzes (2) Module 2 Quiz Arthropod Surveillance Trap Submission Surveillance Sites List Submission
3	Ticks Part 2: Species of Interest	PlayPosit Practice Quizzes (3) Module 3 Quiz

Module	Course topic	Assessment
		Tick-borne Disease Presentation/Discussion Begin collecting project specimens
4	Mosquitoes Part 1: Adult Identification	PlayPosit Practice Quizzes (4) Module 4 Quiz Collect project specimens
5	Mosquitoes Part 2: Larval Identification	PlayPosit Practice Quizzes (4) Module 5 Quiz Mosquito-borne Disease Presentation/Discussion Collect project specimens iNaturalist Posting
6	Mosquitoes Part 3: Species of Interest and Associated Disease	Mosquito Identification Practice Quiz Collect project specimens iNaturalist Peer Posts Verification
7	Black Flies	PlayPosit Practice Quiz Module 7 Quiz Vector-borne Disease Essay Collect project specimens
8	Tsetse Flies	PlayPosit Practice Quizzes (2) Module 8 Quiz Module 8 Perusall Discussion Collect project specimens iNaturalist Post
9	Kissing Bugs	PlayPosit Practice Quizzes (6) Module 9 Quiz Collect project specimens iNaturalist Peer Posts Verification Live Case Study Discussion 1 (extra credit)
10	Fleas	PlayPosit Practice Quizzes (3) Module 10 Quiz Module 10 Perusall Discussion Collect project specimens (final week)
11	Lice	PlayPosit Practice Quiz Module 11 Quiz iNaturalist Post Live Case Study Discussion 2 (extra credit)
12	Arthropods and Disease Transmission	PlayPosit Practice Quizzes (2) Module 12 Quiz iNaturalist Peer Posts Verification Project Excel Data Project Written Report
13	Solve the Outbreak	CDC “Solve the Outbreak” Game
14	Vector Control	PlayPosit Practice Quizzes (2) Mosquito-borne Disease Quiz (extra credit) Module 14 Quiz Assess Your Knowledge Post-Quiz
15	Course Conclusion	Project Presentation

METHODS OF EVALUATION

Assignment	Number & Points
Syllabus Quiz	20 points
Introduce Yourself Discussion	20 points
Practice Quizzes	31 @ 0 points each **(ungraded)**
Module Quizzes	11 @ 20 points each
Perusall Discussions	3 @ 50 points each
CDC "Solve the Outbreak" Game	20 points
Vector-borne Disease Presentations (tick and mosquito)	2 @ 50 points each
Vector-borne Disease Essay	50 points
Project Preparation (materials, iNaturalist username, trap construction, and site list)	4 @ 10 points each
iNaturalist Posts and Verification of Classmates' Posts	6 @ 10 points each
Project Excel Data	100 points
Project Report	100 points
Project Presentation	100 points
Pre and Post Quizzes	2 @ 10 points each
TOTAL	**1000 POINTS**
Extra Credit: Online Case Study Discussions	2@10 points
Extra Credit: Stopping Mosquito-borne Diseases Quiz	10 points

COURSE FORMAT AND ASSIGNMENTS

This course is offered as pre-recorded lectures delivered by the eLearning course management system Canvas. Slides are available as PDFs and transcripts should you care to print them.

Introductory Assignments

At the beginning of the term, you will complete a syllabus quiz to orient yourself in the course and an introductory assignment to become acquainted with your fellow students.

PlayPosit Practice Quizzes

Over the course of the term, you will complete 32 PlayPosit quizzes which are embedded in the course lectures. These are ungraded but will help prepare you for the weekly module quizzes.

Module Quizzes

Most weeks of the term, you will complete a module quiz which assesses your knowledge of the material for the week. Quizzes are multiple-choice and must be taken in Canvas unless other arrangements are made in advance.

Perusall Discussions

You will complete 3 Perusall discussions this term. The first is an introductory discussion that will orient you in the platform. The other 2 discussions require that your read a journal article related to the focus of that week's module and annotate it with your peers. This will give you practice in reading and assessing scientific literature and help you establish a learning community with your fellow students.

"Solve the Outbreak" Game

Over Thanksgiving week, you will complete a fun and interactive game where you are given a disease-outbreak scenario and asked to determine solutions for controlling it.

Vector-borne Disease Presentations

You will create two PowerPoint presentations, one on a tick-borne disease and one on a mosquito-borne disease. The presentations will be posted to a Canvas discussion. You will post a reply to at least one other student's presentation discussing what you learned from their work.

Vector-borne Disease Essay

You will write a two-page researched essay on the state of either mosquito-borne or tick-borne disease in your state.

Project Preparation

Early in the term, you will prepare for your semester project by 1) ordering the materials to build your trap 2) building your trap 3) compiling a list of surveillance sites and 4) creating an iNaturalist username. You will submit photos of the first three steps in the process and also submit the iNaturalist username you've created.

iNaturalist Posts and Verification of Classmates' Posts

Three times during the term, you will upload specimen photos and data to iNaturalist. Each week after submitting this data, you will verify 5 of your classmates' posts at iNaturalist.

Project Excel Data

By the end of Week 12, you will submit the Excel data sheet for your project that you updated during Weeks 3-10.

Project Report

By the end of Week 12, you will submit a report on your semester project written in the style of a scientific publication. The report will include your project goals, materials and methods, results, data discussion, and areas for future research.

Project Presentation

By the end of Week 15, you will submit a narrated PowerPoint presentation which summarizes your semester project.

Pre- and Post-Quizzes

At the beginning and end of the term, you will take pre- and post-quizzes on the subject matter of the course. This will help you determine your knowledge growth during the semester.

Extra Credit

During the term, you will have the opportunity to attend a live online case study discussion (via Zoom) for extra credit. This will give you the opportunity to interact with me and your fellow students.

In addition, there is an extra-credit quiz on stopping mosquito-borne diseases that you can take after viewing a presentation during Week 14.

SEMESTER PROJECT CALENDAR AND MATERIALS

Over the course of the semester, you will build an arthropod surveillance tool (trap), collect specimens of your chosen vector species (ticks or mosquitoes) over a period of weeks, compile data and photos of your specimens and periodically post them to iNaturalist, submit your data and a written report of your project, and finally create a narrated PowerPoint summarizing your project. More details are available in the course Canvas shell.

Project Calendar

Module	Due Date	Assignment/Task Description	Points
0	Aug. 28	Choose project and order materials	n/a
1	Sept. 4	Create iNaturalist username Submit photo of project materials	20
2	Sept. 11	Create arthropod surveillance tool (trap) and submit picture Compile a list of surveillance sites and submit	20
3	Sept. 18	Begin collecting project specimens	n/a
4	Sept. 25	Collect project specimens	n/a
5	Oct. 2	Collect project specimens iNaturalist post (*Weeks 3-4 data and photos*)	10
6	Oct. 9	Collect project specimens iNaturalist peer posts verification	10
7	Oct. 16	Collect project specimens	n/a
8	Oct. 23	Collect project specimens iNaturalist post (*Weeks 5-7 data and photos*)	10
9	Oct. 30	Collect project specimens iNaturalist peer posts verification	10
10	Nov. 6	Finish collecting project specimens	n/a
11	Nov. 13	Finalize Excel data Begin writing Project Report iNaturalist post (*Weeks 8-10 data and photos*)	10
12	Nov. 20	Submit Excel data sheet Submit Project Report	210

Module	Due Date	Assignment/Task Description	Points
		iNaturalist peer posts verification	
13	Nov. 27	Work on Project PowerPoint Presentation	n/a
14	Dec. 4	Continue working on Project PowerPoint Presentation	n/a
15	Dec. 11	Submit Project PowerPoint Presentation	100
		TOTAL	**400**

Project Materials

Tick Drag Materials

- Dowel
  - Item #19386
  - Model #436513)
  - Buy
- Fabric
  - Width 1m
  - Length 1m
  - Buy
- Cord
  - Length to preference of person dragging, needs to be at least 5 ft.
  - Buy

Mosquito Oviposition Trap Materials

- Paper towel
- Packing tape
- 3-4 large paper clips
- Black garbage bag
- Fish, dog, or cat food
- Two empty 2-liter soda bottles
- Tweezers
- Scissors
- Razor

You may already have many of these items at home. They can also be purchased at grocery stores like Publix or big box stores like Target or Wal-Mart or ordered online.

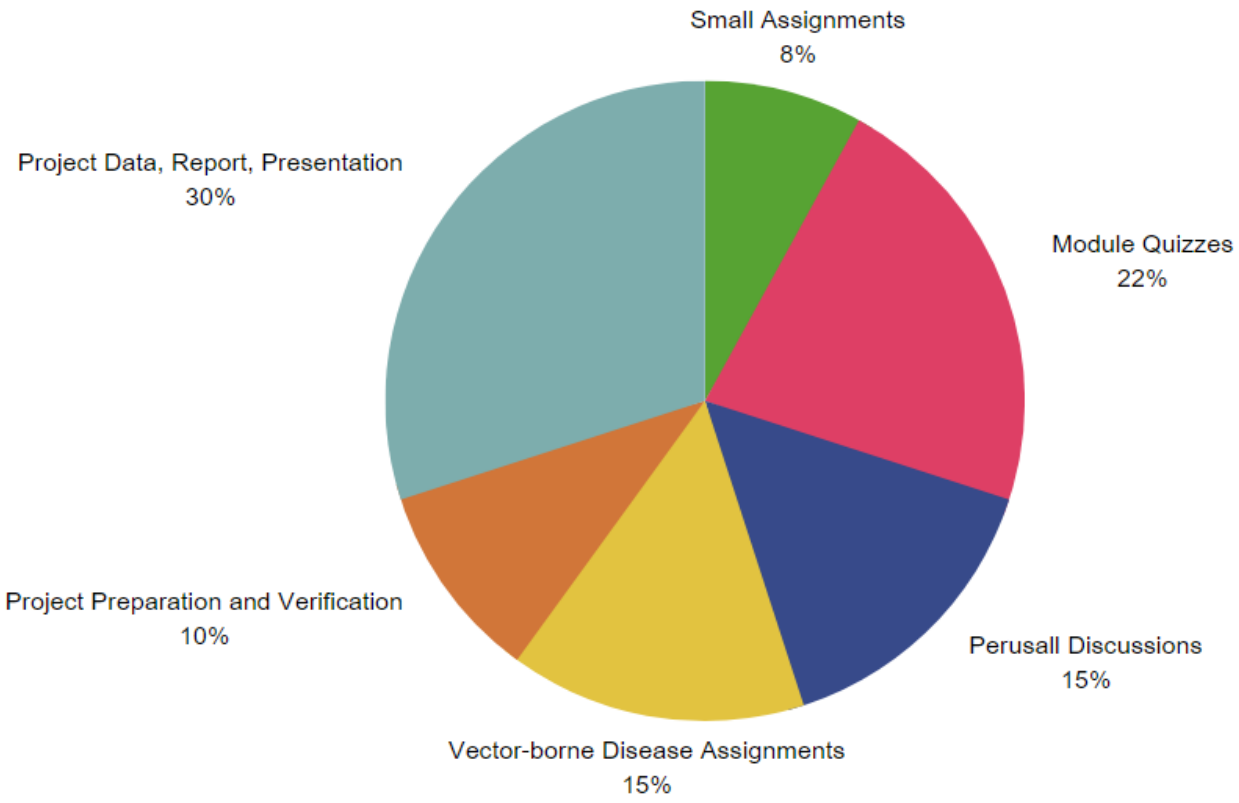
Detailed instructions for constructing both arthropod traps are in the course Canvas shell.

COURSE GRADING

Students are responsible for the content of the lectures. To see the specific breakdown of course points, please look at the Methods of Evaluation table earlier in this document. Full point totals are available below:

- Small Quizzes/Assignments: **80 points**
- Module Quizzes: **220 points**
- Perusall Discussions: **150 points**
- Vector-borne Disease Assignments: **150 points**
- Project Preparation and Verification: **100 points**
- Project Data, Report, Presentation: **300 points**

TOTAL: 1000 POINTS



Grading Scale

The final grade, based on accumulation of points, will be assigned as:

A	93– 100	B-	80- 82.9	D+	67- 69.9
A-	90– 92.9	C+	77- 79.9	D	63- 66.9
B+	87– 89.9	C	73- 76.9	D-	60- 62.9
B	83– 86.9	C-	70- 72.9	E	<59.9 and below

Grade point equivalencies for grades: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Grades and Feedback Posting Schedule

My general policy is to post grades and feedback for all assignments in Canvas one week after the due date. If there is ever a delay in grading, I will notify students via a Canvas announcement.

Grades and Grade Points

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

TIPS FOR SUCCESS

Early in the week – over the weekend, or by Monday at the latest – you should read through the Canvas module pages for the week to get an idea of what you will need to do and how much time you will need to allot for each activity.

I recommend blocking out several chunks of time each week that you will dedicate to working on this course, the same way that you would have scheduled lecture times for a synchronous course.

To succeed in the course, remember to do the following:

- Digest course content.
- Utilize available resources.
- Pace yourself and work ahead whenever possible.
- Stay on top of the material.
- Plan and organize your semester.
- Remember that success requires time, effort, and commitment.

COURSE POLICIES

Attendance Policy

There is no attendance policy, but it will be difficult to pass the course unless you read the materials carefully and listen to the lectures. Students are encouraged to work on this class weekly since all writing assignments are due by the date posted and must be submitted using Canvas.

Quiz/Exam Policy

You have only one chance to take each quiz or exam, so prepare in advance. Please take quizzes and exams using a reliable computer and connection. Contact me in advance (minimum of two weeks) if there will be a problem with the dates of the scheduled exams.

Submission Policy

All assignments are due on the **Monday** of the following week **@ 11:59 PM**, and the whole content of the course will be available to student as they start the course.

Late Work Policy

To receive credit for late work, students must complete and submit the work by **Sunday** of the next course week **@ 11:59 PM** (7 days after the original due date). All late submissions will be docked 10 points for each 24 hours after the deadline.

UF POLICIES

For information on current UF policies, see **https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/**

Differential assignments between the undergraduate and the graduate version of the course are highlighted in green.

Undergraduate students have the following assignments:
Syllabus Quiz
Introduce Yourself Discussion
Practice Quizzes
Module Quizzes
Perusall Discussions
CDC "Solve the Outbreak" Game
Midterm Exam
Final Exam
Pre and Post Quizzes

Graduate student have the following assignments:
Syllabus Quiz
Introduce Yourself Discussion
Practice Quizzes
Module Quizzes
Perusall Discussions
CDC "Solve the Outbreak" Game
Vector-borne Disease Presentations (tick and mosquito)
Vector-borne Disease Essay
iNaturalist project
Project Preparation (materials, iNaturalist username, trap construction, and site list)
iNaturalist Posts and Verification of Classmates' Posts
Project Excel Data
Project Report
Project Presentation
Pre and Post Quizzes

The assignments that are different in the graduate level course include the Vector-borne disease presentations, Vector-borne disease assays, the iNaturalist semester project. These are replaced by the midterm and final exams in the undergraduate version of the course

ARTHROPOD VECTOR IDENTIFICATION

ENY4932 | Fall Semester | 3 Credit Hours | Online Only

EXEMPLARY COURSE
2025-2030

INSTRUCTOR

Dr. Estelle Martin

Office: 306, Steinmetz Hall

1881 Natural Area Drive Box 110620

Gainesville, FL 32611

Phone: 352-294-6935

E-Mail: estellemartin@ufl.edu

OFFICE HOURS

- Dr. Martin: Tuesday 5-6 PM

For additional times outside these office hours, you are encouraged to message me at estellemartin@ufl.edu to arrange a time to meet. Use the subject line: ENY4932 Meeting Request. All meetings will occur via Zoom. Please allow for a 48h response time.

Course Communication

Please post course related questions on the discussion board and send private questions related to the course or grades to estellemartin@ufl.edu.

Course Website

https://ufl.instructure.com/courses/508485

Course Description

Insects and other arthropods play critical roles in the environment. In this course, we will focus on the role of arthropods as vectors of disease and learn how to identify to the species level the major arthropod vectors of human diseases.

Prerequisite Knowledge and Skills

As a prerequisite, you must have completed BSC2005 or BSC2010.

Purpose of Course

This course is designed to provide students with the skills and knowledge required to identify arthropod vectors of human and animal diseases. Students will learn about the major arthropod vector groups, including mosquitoes, ticks, fleas, and lice, and the diseases they transmit. The course will cover the principles of arthropod identification, including morphology, life cycle, and behavior. Students will also learn about the techniques used to collect and rear arthropod specimens for identification.

Course Goals and/or Objectives

By the end of this course, students will develop the necessary skills to identify major arthropod vectors.

Instructional Methods

The class will be conducted entirely online using Canvas. You are responsible for the course content in Canvas. You should view the lectures and read the materials in the order shown in the class outline. You should also view the videos, which serve to illustrate the items discussed.

Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. A student's computer configuration should include webcam, microphone, broadband access, and Microsoft Office Suite. Individual colleges may have additional requirements or recommendations, which students should review before starting their program. More information on technical requirements is available at the UF Online website.

Minimum Technical Skills
To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

Learning Objectives

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

1. Define a vector and compare/contrast the different types of disease transmission.
2. Discuss insects' external and internal structures that are essential for arthropod identification.
3. Identify the major arthropods to the family, genus, and/or species level that transmit pathogens, causing disease in humans.
4. Judge and critique scientific literature related to insects and human health.

Materials/Supply Fees

None

Textbook and Additional Readings/Resources

No required textbook: All reading materials are provided via the eLearning site. Assigned peer-reviewed readings are included with assignments. Please see the individual Canvas modules for more details.

List of Course Journal Articles and Related Materials:

Salomon, J., Hamer, S. A. & Swei, A. (2020, November 2). A beginner's guide to collecting question hard ticks (Acari: Ixodidae): A standardized trick dragging protocol. *Journal of Insect Science 20*(6). https://doi.org/10.1093/jisesa/ieaa073

Wheeler, L. (2018). *Pictorial key to genera of hard adult ticks in the USA*. The Monster Hunter's Guide to Veterinary Parasitology. https://www.veterinaryparasitology.com/uploads/1/1/8/2/118230013/tick_identification.pdf

Thompson, A. T., White, S. A., Shaw, D., Barrett, K. B., Wyckoff, S. T., Doub, E. E., Ruder, M. G. & Yabsley, M. J. (2021, September). A multi-seasonal study investigating the phenology, host and habitat associations, and pathogens of *Haemaphysalis longicornis* in Virginia, U.S.A. *Ticks and Tick-borne Diseases 12*(5), 101773. https://doi.org/10.1016/j.ttbdis.2021.101773

West, R. G., Mathias, D. K., Day, J. F., Acevedo, C., Unnasch, T. R. & Burkett-Cadena, N. D. (2020, September 1). Seasonal changes of host use by *Culiseta melanura* (Diptera: Culicidae) in Central Florida. *Journal of Medical Entomology 57*(5), 1627-1634. https://doi.org/10.1093/jme/tjaa067

Colebunders, R., Basáñez, M. G., Siling, K., Post, R. J., Rotsaert, A., Mmbando, B., Suykerbuyk, P. & Hopkins, A. (2018, March 28). From river blindness control to elimination: Bridge over troubled water. *Infectious Diseases and Poverty 7*, 21. https://doi.org/10.1186/s40249-018-0406-7

Basáñez, M. G., Pion, S. D. S., Churcher, T. S., Breitling, L. P., Little, M. P. & Boussinesq, M. (2006, September 26). River blindness: A success story under threat? *PLOS Medicine 3*(9), e371. https://doi.org/10.1371/journal.pmed.0030371

Bouyer, J., Carter, N. H., Batavia, C., & Nelson, M. P. (2019, February). The ethics of eliminating harmful species: The case of the tsetse fly. *BioScience 69*(2), 125-135. https://doi.org/10.1093/biosci/biy155

Bonney, K. M. (2014). Case study: Sick on a South American sugarcane plantation. *Journal of Science Teaching 43*(3), 67-71. https://academicworks.cuny.edu/kb_pubs/106

Lynteris, C. (2023, January 17). In search of lost fleas: Reconsidering Paul-Louis Simond's contribution to the study of the propagation of plague. *Medical History 66*(3), 242-263. https://doi.org/10.1017/mdh.2022.19

Barley, E. & Sharp, J. (2023). *Clicker case: A tale of three lice.* National Science Teaching Association. https://www.nsta.org/ncss-case-study/tale-three-lice

COURSE CALENDAR

Module	Course topic	Assessment
0	Course Introduction	Syllabus quiz Introduce Yourself Discussion Assess Your Knowledge Pre-Quiz
1	Perusall Introduction and Semester Projects	Introductory Perusall Discussion
2	Ticks Part 1: Classification and Morphology	PlayPosit Practice Quizzes (2) Module 2 Quiz
3	Ticks Part 2: Species of Interest	PlayPosit Practice Quizzes (3) Module 3 Quiz Module 3 Perusall Discussion
4	Mosquitoes Part 1: Adult Identification	PlayPosit Practice Quizzes (4) Module 4 Quiz
5	Mosquitoes Part 2: Larval Identification	PlayPosit Practice Quizzes (4) Module 5 Quiz Module 5 Perusall Discussion
6	Mosquitoes Part 3: Species of Interest and Associated Disease	Mosquito Identification Practice Quiz
7	Black Flies	PlayPosit Practice Quiz Module 7 Quiz Module 7 Perusall Discussion Midterm Exam
8	Tsetse Flies	PlayPosit Practice Quizzes (2) Module 8 Quiz Module 8 Perusall Discussion
9	Kissing Bugs	PlayPosit Practice Quizzes (6) Module 9 Quiz Online Case Study Discussion 1 (extra credit)
10	Fleas	PlayPosit Practice Quizzes (3) Module 10 Quiz Module 10 Perusall Discussion

Module	Course topic	Assessment
11	Lice	PlayPosit Practice Quiz Module 11 Quiz Online Case Study Discussion 2 (extra credit)
12	Arthropods and Disease Transmission	PlayPosit Practice Quizzes (2) Module 12 Quiz
13	Solve the Outbreak	CDC “Solve the Outbreak” Game
14	Vector Control	PlayPosit Practice Quizzes (2) Mosquito-borne Disease Quiz (extra credit) Module 14 Quiz Assess Your Knowledge Post-Quiz
15	Course Conclusion	Final Exam

METHODS OF EVALUATION

Assignment	Number & Points
Syllabus Quiz	20 points
Introduce Yourself Discussion	20 points
Practice Quizzes	33 @ 0 points each **(ungraded)**
Module Quizzes	11 @ 20 points each
Perusall Discussions	6 @ 50 points each
CDC “Solve the Outbreak” Game	20 points
Midterm Exam	200 points
Final Exam	200 points
Pre and Post Quizzes	2 @ 10 points each
TOTAL	**1000 POINTS**
Extra Credit: Online Case Study Discussions	2 @ 10 points each
Extra Credit: Stopping Mosquito-borne Diseases Quiz	10 points

COURSE FORMAT AND ASSIGNMENTS

This course is offered as pre-recorded lectures delivered by the eLearning course management system Canvas. Slides are available as PDFs and transcripts should you care to print them.

Introductory Assignments

At the beginning of the term, you will complete a syllabus quiz to orient yourself in the course and an introductory assignment to become acquainted with your fellow students.

PlayPosit Practice Quizzes

Over the course of the term, you will complete 30 PlayPosit quizzes which are embedded in the course lectures. These are ungraded but will help prepare you for the weekly module quizzes.

Module Quizzes

Most weeks of the term, you will complete a module quiz which assesses your knowledge of the material for the week. Quizzes are multiple-choice and must be taken in Canvas unless other arrangements are made in advance.

Perusall Discussions

You will complete 6 Perusall discussions this term. The first is an introductory discussion that will orient you in the platform. The other 5 discussions require that your read a journal article related to the focus of that week's module and annotate it with your peers. This will give you practice in reading and assessing scientific literature and help you establish a learning community with your fellow students.

"Solve the Outbreak" Game

Over Thanksgiving week, you will complete a fun and interactive game where you are given a disease-outbreak scenario and asked to determine solutions for controlling it.

Midterm Exam

This multiple-choice exam will be taken during Week 7 and assess your knowledge of Weeks 1-7. Completing the module quizzes successfully will help prepare you for the midterm. The exam is multiple-choice and must be taken in Canvas unless arrangements are made in advance.

Final Exam

This multiple-choice exam will be taken during Week 15 and assess your knowledge of Weeks 8-14. Completing the module quizzes successfully will help prepare you for the final. The exam is multiple-choice and must be taken in Canvas unless arrangements are made in advance.

Pre- and Post-Quizzes

At the beginning and end of the term, you will take pre- and post-quizzes on the subject matter of the course. This will help you determine your knowledge growth during the semester.

Extra Credit

Twice during the term, you will have the opportunity to attend a live online case study discussion (via Zoom) for extra credit. This will give you the opportunity to interact with me and your fellow students.

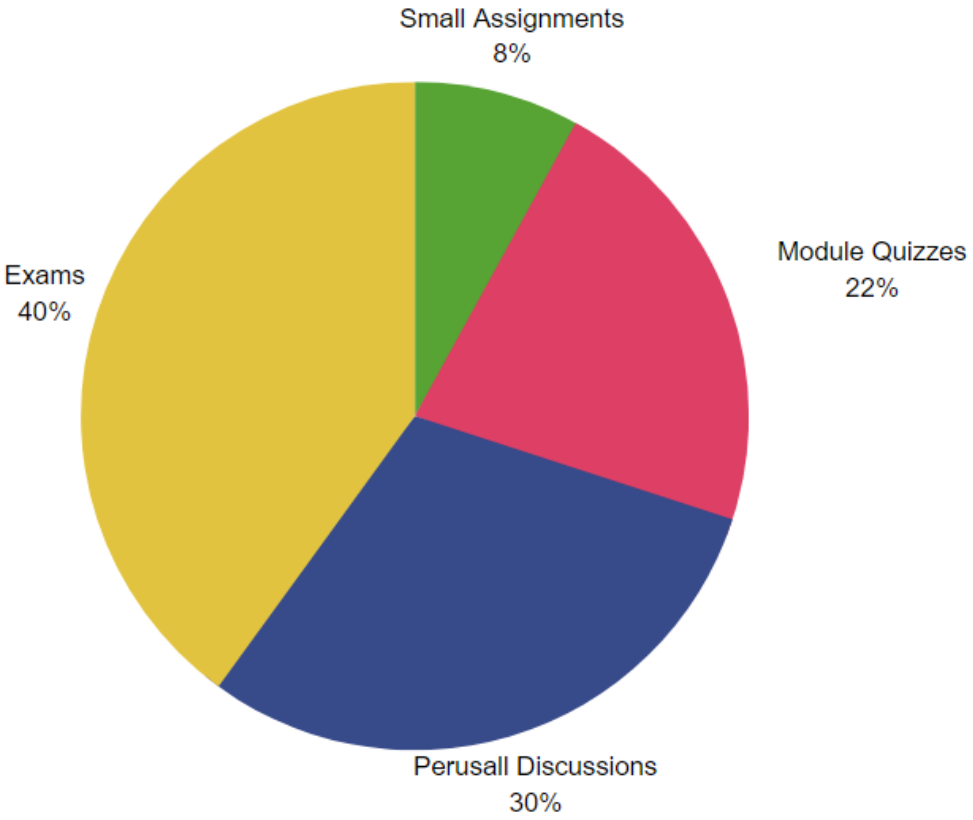
In addition, there is an extra-credit quiz on stopping mosquito-borne diseases that you can take after viewing a presentation on the subject during Week 14.

COURSE GRADING

Students are responsible for the content of the lectures. To see the specific breakdown of course points, please look at the Methods of Evaluation table earlier in this document. Full point totals are available below:

- Small Quizzes/Assignments: 80 points
- Module Quizzes: 220 points
- Perusall Discussions: 300 points
- Exams: 400 points

Total: 1000 pts



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To succeed in the course, remember to do the following:

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- Utilize available resources.
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COURSE POLICIES

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Late Work Policy

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UF POLICIES

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Course|New for request 22038

Info

Request: EVR 69XX Supervised Teaching in Ecology and Environment
Description of request: Request to add a course code for graduate teaching in ecology and environment.
Submitter: Danny Coenen dcoenen@ufl.edu
Created: 11/14/2025 1:17:27 PM
Form version: 4

Responses

Recommended Prefix EVR
Course Level 6

Course Number 9XX
Lab Code None
Course Title Supervised Teaching in Ecology and Environment
Transcript Title Teaching in Ecology & Environ
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 5
Amount of Credit Variable
If variable, # min 0
If variable, # max 3
S/U Only? Yes
Contact Type Supervision of Teaching/Research
Course Type Supervised Teaching (6940)
Weekly Contact Hours 3
Course Description University-level teaching experience in ecology or environmental science by serving as a graduate teaching assistant. Each teaching experience is unique, tailored to both the student's interest and to the instructor's needs.
Prerequisites Course coordinator approval
Co-requisites N/A
Rationale for Placement in the Curriculum This experience is intended for Interdisciplinary Ecology students considering a career in environmental education, academia, and others where transcript credit for teaching and class management is beneficial. It supports graduate students in honing their teaching skills, expanding their pedagogical and content knowledge, and navigating various teaching-related tasks.

This is the graduate version of the undergraduate supervised teaching in Environmental Science course that was approved by the UCC on October 22, 2025. An additional assignment (grade distribution analysis) was added for differentiation.
Syllabus Content Requirements All Items Included

Supervised Teaching in Ecology and Environment

EVR 6940 Class# [XXXXX] (0-3 credit hours) – [Semester and Year]

Syllabus

Course Coordinator: Dr. K. Ramesh Reddy, Director, School of Natural Resources and Environment
Email: krr@ufl.edu
Office Location: McCarty D, Room 2035
Drop-in office hours: W 1:00 – 3:00, or by appointment

Faculty Mentor: [Name & title]
Email: [Email]
Office Location: McCarty D, Room 20XX
Course: [Course Code & name of course student is assisting with]
Course Days/Times and Location: TBA

Course Description
University-level teaching experience in ecology or environmental science by serving as a graduate teaching assistant. Each teaching experience is unique, tailored to both the student's interest and to the instructor's needs.

Credits
Variable (0-3 credits). Appropriate number of credits will be determined in cooperation with SNRE's advising team and the faculty mentor, and will depend on the number of contact hours anticipated. No more than five credit hours of EVR6940 may count towards your graduate degree.

Prerequisites
Graduate student standing, course coordinator approval

Course Context:
This experience is intended for Interdisciplinary Ecology students considering a career in environmental education, academia, and others where university-level practice in teaching and class management is beneficial. It supports graduate students in honing their teaching skills, expanding their pedagogical and content knowledge, and navigating various teaching-related tasks. Responsibilities vary by class, modality, and faculty mentor, and may include creation and delivery of educational materials including lectures and activities, facilitating discussion groups or study sessions, responding to student questions, and supervised anonymized grading.

Graduate teaching assistant spots are limited and may not be available each semester. Interested students should inform Dr. Reddy via email for consideration. An application and interview process will follow during the semester prior to the teaching experience. Successful candidates are paired with an SNRE faculty member and assist them in teaching a section of an environmental science course, such as EVR2001 Introduction to Environmental Science, EVS1010 First Year Environmental Science, EVS3000 Environmental Science 1, EVS3500 Environmental Science 2, or EVS4021 Critical Thinking in Environmental Science.

Student Learning Outcomes
By the end of the semester, you will be able to:
1.) Articulate the major tenets of FERPA, the importance of upholding student privacy rights, and the importance of maintaining a safe and respectful campus.
2.) Navigate instructor features in Canvas and perform basic functions such as publishing content, posting announcements, adding comments, moderating discussion boards, and grading.
3.) Integrate guidance from your faculty mentor to effectively facilitate learning in the university classroom environment.
4.) Deliver an engaging learning experience.
5.) Self-appraise teaching performance and identify areas for continued future growth and improvement.

Textbooks and readings
There is no assigned textbook for this class. The faculty mentor will identify and assign readings depending on the unique needs of their class and tasks assigned to the student. For example:

Bain, K. (2004). *What the Best College Teachers Do*. Harvard University Press.

Svinicki, M. & McKeachie, W.J. (2014). *McKeachie's Teaching Tips* (14th ed.). Cengage Learning.

Grading

Course grading is consistent with UF grading policies. There are 600 possible points in the course, to be distributed as follows:

Graded Item	Possible Points
Required Trainings (FERPA and Maintaining a Safe and Respectful Campus)	20
Attendance	
– at required class sessions	50
– at weekly meetings with faculty mentor	30
Educational Materials and Course Management Tasks	300
Grade distribution analysis (3x 33.3 pts)	100
Self-Reflection Assignment	100
Total	**600**

This is an S/U course. Per university policy, a grade of "S" is equivalent to a "C" or higher. So, students with point totals corresponding to a letter grade of "C" or higher (≥438 points/≥73.0%) in this course will receive a grade of "S" (Satisfactory). Thus, **the minimum number of points a student must earn to pass this course with an "S" is 438 points**.

Points Earned	Percentage	Grade to be Assigned to Student
438.0 - 500.0	73.0% - 100.0%	**S**
0.0 – 437.9	0.0% - 72.9%	**U**

To avoid losing points, you must successfully submit all assignments and complete all assigned tasks by their deadline. Missing, corrupt, or incompatible files may result in grade penalties up to a

score of zero for the assignment. You are responsible for maintaining duplicate copies of all work submitted for this course until the end of the semester.
In case of a grading dispute, you must notify your faculty mentor by email within one week of the date the grade is posted to Canvas. Please include an explanation of what aspect of your grade you disagree with. End-of-semester requests for grade bumps, assignment do-overs, extra credit, etc. will be denied.
Please do not wait until the end of the semester to discuss problems with this experience. Your wellbeing and success are important to your faculty mentor, SNRE, the College of Agricultural and Life Sciences, and the University of Florida, so please reach out to discuss any concerns as soon as they arise.

***Required Trainings**:* Before you can start working as a teaching assistant, you must complete two required trainings: "FERPA Basics" and "Maintaining a Safe and Respectful Campus". These self-paced online courses take approximately 2 hours and 35 minutes to complete, respectively.
To earn credit for these trainings and to be added to the course Canvas shell, email copies of your certificates of completion to your faculty mentor and Dr. Reddy before the beginning of the first class.

***Attendance**:* As a member of the instructional team, you have enhanced responsibilities to your faculty mentor and your students. You are expected to maintain professional attendance standards, i.e. arriving on time, being prepared, and not missing required class sessions and meetings with your faculty mentor. It is your responsibility to avoid scheduling conflicts to the best extent possible and inform your mentor well ahead of time if an unavoidable conflict arises.

Your attendance score consists of two components:

1.) Required class sessions (50 points). Your faculty mentor should inform you of their expectations for class attendance and/or other events or activities they would like you to be present for (field trips, labs, seminars, etc.) during your first meeting. For asynchronous classes, these may be substituted by review sessions or similar activities. Each unexcused absence incurs a penalty of 10 points.

2.) Weekly meetings with faculty mentor (30 points). By the end of the first week of the semester, coordinate with your faculty mentor to establish a regular weekly meeting time where you will discuss aspects of the course including upcoming content, your assigned tasks, pedagogy, etc. Each unexcused absence incurs a penalty of 10 points.

Absences will be excused per the University's attendance policies. Specifically:
- in case of illness or injury, upon receipt of a doctor's note or equivalent, or by following the procedure outlined here: https://care.dso.ufl.edu/instructor-notifications.
- in case of family emergencies, deaths, or other extenuating circumstances, by following the procedure outlined here: https://care.dso.ufl.edu/instructor-notifications.
- in case of religious holidays, by informing your faculty member prior to the first day of class via email.
- in case of military duty, jury duty, participation in academic conferences, or participation in official university or UAA events, by providing appropriate evidence ahead of time.
- in all other cases, or if you are unsure, please email your mentor as soon as feasible.

Absences are generally not excused for personal non-emergency travel and vehicle problems.

***Educational Materials and Course Management Tasks**:* Responsibilities vary by class, modality, and faculty mentor, and may include creation and delivery of educational materials including lectures and activities, facilitating discussion groups or study sessions, responding to student questions, and supervised anonymized grading.

Grade distribution analysis: At the end of week 5, week 10, and at the end of the semester, the graduate student will analyze assignment rubrics and course gradebook to identify struggling students, unclear assignment instructions, and problematic exam questions. Findings will be communicated to faculty mentor for review and consideration of changes.

***Self-Reflection Assignment**:* Near the end of the semester, you will reflect on your teaching assistant experience, what you learned from it, and how you can/will apply what you learned to your future teaching endeavors. You should incorporate specific examples from your teaching experience. The reflection may take the form of a paper, a video, an oral presentation, or other format as determined by your faculty mentor.

University of Florida Academic Policies

Please visit https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/ for the latest academic policies.

Course Policies

Preamble

First and foremost, we want you to be successful in this experience and in your degree program. Please maintain proactive, open communication with your mentor and the graduate coordinator. **If at any point you experience extenuating circumstances that prevent you from performing to your full academic potential, please reach out for help!**

Make-up Policy and Late Work

Due to the nature of a teaching assistantship, it may not be feasible to submit work after the deadline. Accepting late work is at the discretion of your faculty mentor, and grading penalties for missing or late work should be established during your first weekly meeting.
Technical difficulties are not generally an excuse for missing an assignment; you should have contingency plans in case any such issues arise. I recommend storing your documents on a cloud service that can be accessed from any device (OneDrive is free for UF students), and having a plan for internet outages (such as identifying a source for public Wi-Fi near you or using your cell phone as a Wi-Fi hotspot). Try not to wait until the last minute to submit assignments!

Academic Honesty and Plagiarism

This course follows the university's honesty policy regarding cheating, plagiarism, etc.
Many students are unaware of the seriousness of violating academic ethics. **PLAGIARISM, WHETHER INTENTIONAL OR UNINTENTIONAL, IS A SERIOUS AND POTENTIALLY CAREER-ENDING FORM OF ACADEMIC MISCONDUCT. Copying and pasting from external sources without attribution is never okay in academia**.

Artificial Intelligence (AI) Statement

Artificial Intelligence is an amazing new technology that is revolutionizing the way we access and process information, just like computers, the internet, and mobile phones did in prior decades. AI can be a useful tool to aid (but NOT replace) writers when brainstorming, spellchecking, and

editing. **However, all work submitted for credit in this course must be your own. Using AI to generate *content* for you, including but not limited to copying & pasting AI output in whole or part into work submitted for this class** (even if you subsequently edit or paraphrase the AI output), **constitutes academic dishonesty unless explicitly permitted by your faculty mentor in writing (as part of written assignment instructions or email communication).**
If you use any AI application for any part of an assignment (including brainstorming ideas or editing), you must state so as part of your submission and include the entire prompt(s) that you used with the AI tool(s) as part of your submission; **failure to do so will be considered academic dishonesty**.

Students should be cognizant that large language models (LLMs) and similar AI applications are not credible sources and should not be used as such. They are also ill-suited for finding scholarly sources.
Further, many web sites, online services, and software packages (e.g. Grammarly, Canva, many word processors) now feature AI integrations. These policies apply to these services the same way that they do for LLMs. It is your responsibility to determine if any tools you use contain AI components, and if so, disclose use of that AI. AI-generated images may not be used unless expressly approved in writing by your mentor for a specific assignment.

Paper Guidelines
All writing assignments will be submitted to Canvas and must be in **.docx** format, with the proper file extension. All assignments must include citations and references in APA 7th edition formatting. You do not need cover pages, running headers, etc.
If you experience difficulties in the writing process you are encouraged to contact your mentor for advice or visit the UF Writing Studio (see *Campus Helping Resources* below).
I strongly recommend watching the following video on academic honesty, citing sources, and proper paraphrasing by the end of the drop-add period:
https://www.youtube.com/watch?v=g81hPRKWsdM

Course Communication
Outside of scheduled weekly meetings with your faculty mentor, use your UF email account to contact your mentor and/or coordinator as needed. You can expect a response within 24-48 hours on weekdays in most cases.

Email
Students are required to check their email account(s) daily (at least Monday through Friday) and respond to course/program related requests, inquiries, etc. in a timely manner.

External Communication
You may use GroupMe or similar tools to communicate with other students about the class and environmental science-related topics. **You may not, however, discuss quiz and exam questions/answers with others, including quizzes and exams from prior semesters, or collaborate on any assignments intended to be worked on individually. Doing so constitutes academic dishonesty.**

Canvas Display Name Change
Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish

your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Technical Difficulties
For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at https://helpdesk.ufl.edu, 352-392-HELP (4357) or walk-in: HUB 132

While technical difficulties are not generally an acceptable excuse, any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email me within 24 hours of the technical difficulty if you wish to request a make-up.

Zoom Conference Privacy
Should it become necessary or convenient to hold classes virtually using zoom, those class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated. As in all courses, unauthorized sharing of recorded materials is prohibited.

Software Use
All UF faculty, staff and students 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.

Course Material Copyright and Confidentiality
All course material is the property of the University of Florida and the course instructor, and **may not** be posted online for any commercial or non-commercial purpose. Students found in violation may be subject to disciplinary action under the University's Student Conduct Code.

Campus Helping Resources

Your wellbeing is important to us and the University of Florida community. If you experience a crisis or personal problem that interferes with your wellbeing, please utilize the university's counseling resources. You are, of course, always welcome and encouraged to talk to your mentor, your coordinator, or advisor about any issues that interfere with your academic performance and wellbeing.

Please visit https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/ for the latest information on academic and health & wellness resources, including the Whole Gator app.

Course Outline (subject to change)

Critical Dates

Required trainings	Monday, January 12
Grade distribution analysis 1	Friday, February 13
Grade distribution analysis 2	Friday, March 27
Self-reflection assignment	Wednesday, April 22
Grade distribution analysis 3	Friday, May 1

WEEKLY COURSE SCHEDULE

Week	Activities	Assignments Due
1	Getting Organized and Oriented • Establish a regular weekly meeting time with your faculty mentor • Learn about your mentor's expectations for class attendance and course management tasks • Complete FERPA Basics Training and Maintaining and Safe and Respectful Campus Training	FERPA Basics Certificate Maintaining and Safe and Respectful Campus Certificate
2	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Educational materials and course management tasks as assigned
3	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Educational materials and course management tasks as assigned
4	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Educational materials and course management tasks as assigned
5	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Educational materials and course management tasks as assigned Grade distribution analysis 1
6	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor •	Educational materials and course management tasks as assigned
7	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Educational materials and course management tasks as assigned
8	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Educational materials and course management tasks as assigned
9	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Educational materials and course management tasks as assigned
10	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Educational materials and course management tasks as assigned Grade distribution analysis 2

11	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Educational materials and course management tasks as assigned
12	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Educational materials and course management tasks as assigned
13	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Educational materials and course management tasks as assigned
14	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Educational materials and course management tasks as assigned Self-Reflection
15	Course Activities as Assigned by Faculty Mentor • Weekly meeting with mentor	Grade distribution analysis 3

Course Alterations
Due to unforeseen circumstances or to enhance class learning opportunities, it may be necessary to alter the information given in this syllabus during the semester. Such changes are not unusual and should be expected. All changes to the syllabus will be announced during weekly meetings. It is your responsibility to keep up with any syllabus changes.

Acknowledgment
Parts of this syllabus are based on DIE4940 (Dr. Acosta).

Addendum

Faculty Mentor Responsibilities and Expectations

- Mentors must make themselves available for a regular weekly meeting time of at least 30 minutes, during which aspects of the course, the mentee's tasks, and pedagogy will be discussed.
- Mentors should discuss the mentee's aims for what they seek to get out of the experience and accommodate those preferences as much as feasible given the constraints of the class and its modality.
- Mentees should be kept appraised of their performance through timely, rubric-based grading of assignments and tasks (as outlined in this syllabus) and actionable feedback
- Mentors must ensure that the mentee is given student-facing responsibilities so that they can establish a meaningful presence in the course. They should be introduced as a member of the instructional team at the start of the semester. In synchronous classes, student-facing tasks should include designing and delivering multiple 50-minute lectures (including associated lesson plans), designing and implementing at least one activity, etc. In asynchronous classes, this may include designing at least one extra credit assignment, moderating discussion boards, and holding quiz or exam review sessions (with associated lesson plan and Canvas announcements).
- The mentor must keep the mentee's workload manageable and ensure that assigned tasks represent a meaningful educational experience as opposed to mere "grunt work". As a general guideline (approximating the 1:3 rule that states for each hour of class, two to three hours should be spent working on the class):
    - 1 credit hour = an average of 3-4 hours of work per week (including weekly meeting and presence in classroom, if applicable)
    - 2 credit hours = an average of 6-7 hours of work per week
    - 3 credit hours = an average of 9-10 hours of work per week
    - 0 credit hours = mutually agreed upon by the mentee, mentor, and undergraduate coordinator, not to exceed an average of 10 hours per week.

Course|New for request 20136

Info

Request: VME 6XXX Caring for Nontraditional Species in Animal Shelters
Description of request: 3 credit elective in Caring for Nontraditional Species in Animal Shelters
Submitter: Julie Levy LevyJk@ufl.edu
Created: 10/29/2025 1:33:24 AM
Form version: 2

Responses

Recommended Prefix VME
Course Level 6

Course Number XXX
Lab Code None
Category of Instruction Intermediate
Course Title Caring for Nontraditional Species in Animal Shelters
Transcript Title Nontraditional Sp in Shelters
Degree Type Graduate

Delivery Method(s) Online
Co-Listing No

Effective Term Spring
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description This course equips students with knowledge and skills for legal, ethical, and humane care of nontraditional species in animal shelters. Through exploration of species-specific needs, disease prevention, shelter metrics and regulatory frameworks, students will develop strategies for improving outcomes of small mammals, reptiles, birds, horses, farm animals, wildlife and dangerous species. Emphasis is placed on evidence-based practices and legal standards to promote both animal and public health.
Co-requisites N/A
Prerequisites VME 6810(B) & VME 6811(B)
Rationale and Placement in Curriculum This is an elective course to be offered within the MS in Veterinary Medical Sciences, Concentration in Shelter Medicine
Course Objectives 1. Evaluate the physical and behavioral challenges associated with sheltering nontraditional species and propose evidence-based solutions.
2. Design shelter metrics systems that effectively monitor and manage populations of nontraditional species.
3. Critique legal and ethical frameworks governing the care, transfer, and euthanasia of nontraditional species in shelters.
4. Identify signs of common infectious and zoonotic diseases in nontraditional species and formulate prevention protocols.
5. Develop comprehensive shelter policies that address disease control, legal compliance, and humane treatment of diverse species.
6. Assess forensic cases involving nontraditional species and recommend appropriate shelter interventions.

7. Interpret local, state, and federal regulations to ensure compliance in shelter operations involving farm animal species, wildlife, and dangerous species.
8. Compare and contrast euthanasia practices across species and construct protocols that prioritize safety, ethics, and environmental considerations.

Course Textbook(s) and/or Other Assigned Reading 1. There are no required textbooks. All assigned readings will be posted in e-Learning and online Course Reserves to download and review at no cost.

2.Examples of assigned readings provided in Canvas and Course Reserves:
a. Hurley KF, Levy JK. Rethinking the Animal Shelter's Role in Free-Roaming Cat Management. Front Vet Sci. 2022 Mar 8;9:847081. doi: 10.3389/fvets.2022.847081. PMID: 35372561; PMCID: PMC8964341.
. b. Schumacher E, Berliner E, Hicks S, et al. The Association of Shelter Veterinarians' Guidelines for Humane Rabbit Housing in Animal Shelters. J Shelter Med Community Anim Health 2025, 4: 149 - http://dx.doi.org/10.56771/jsmcah.v4.149
c. Smith, S.A. Fish Welfare in Public Aquariums and Zoological Collections. Animals 2023, 13, 2548. https://doi.org/10.3390/ani13162548
d. Boutelle C, Bonaparte S, Orciari LA, Kirby JD, Chipman RB, Fehlner-Gardiner C, Thang C, Julien D, Hirose JAM, García BC, Wallace RM, Blanton JD. Rabies surveillance in the United States during 2023. J Am Vet Med Assoc. 2025 Jul 18;263(10):1310-1317. doi: 10.2460/javma.25.05.0344. PMID: 40683310.
Weekly Schedule of Topics Course Schedule (SEE ATTACHED SYLLABUS FOR FORMATTING IN A TABLE)

Module 1: Introduction
1 week
Course overview/introductions; planning for project and assignment due dates; define non-traditional species; understand current numbers and impact of nontraditional species in US shelters; current gaps in knowledge of the how to best manage these species in a shelter setting
Readings
Recorded Media
Discussions (2)
Assignments (2)
Reflection (1)

Module 2: Small Mammals
2 weeks
Basic husbandry - specific focus on rabbits; differences between sheltering rabbits in the UK versus the US; spay/neuter for rabbits in shelter systems; rabbit hemorrhagic disease virus (RHDV); owning ferrets in the US; small mammals
Readings
Recorded Media
Discussion (1)
Assignments (3)
Reflection (1)
Quiz (1)
Final Project Sign Up (1)

Module 3: Reptiles, Amphibians, Fish
1 week
Basic husbandry; local laws related to venomous, poisonous, or invasive species; access to veterinary care for these species; impacts of misinformation
Readings
Recorded Media
Discussions (2)
Assignments (2)
Reflection (1)

Module 4: Farm, Large Animals

2 weeks
Basic husbandry; pig ownership and how this impacts rescues and shelters; transporting and housing large animals; differences between farm animals vs companion animals; ethics and implications of speciesism and animal welfare; reportable diseases in farm and farm animals; capacity for care and large animals
Readings
Recorded Media
Discussions (2)
Assignment (1)
Reflection (1)

Module 5: Birds
1 week
Basic husbandry; advanced behavior needs of birds - especially psittacines (parrots); psittacosis; backyard chickens, the rise in poultry keeping; investigating cockfighting cases
Readings
Recorded Media
Discussion (1)
Assignment (1)
Quiz (1)
Reflection (1)

Module 6: Horses
2 weeks
Basic husbandry; overpopulation of horses in the US; equine slaughter ban; access to care issues with horses; expense of horse ownership; implementing horse adoption programs; behavioral health of horses; assessing quality of life in horses
Readings
Recorded Media
Discussions (2)
Assignments (2)
Reflection (1)

Module 7: Wildlife, Dangerous Animals
2 weeks
Relationship between animal shelters, animal control, and wildlife services/management; local/state laws regarding handling wildlife; ethics of wildlife rehabilitation; wildlife rehabilitation centers in shelters; dangerous animals
Readings
Recorded Media
Discussions (2)
Assignment (1)
Reflection (1)

Module 8: Zoonoses
1 week
Zoonoses of common nontraditional species seen in a special setting; reportable diseases; special considerations between wildlife and domestic animals
Readings
Recorded Media
Discussions (2)
Assignment (1)
Reflection (1)

Module 9: Euthanasia
1 week
Euthanasia of exotic species - methods and special considerations; assessing quality of life

Readings
Recorded Media
Discussion (1)
Assignment (1)

Reflection (1)

Module 10: Final Project
2 weeks
Final Project with (2) peer reviews

Grading Scheme SEE SYLLABUS FOR GRADING SCHEME FORMATTED IN TABLE

Assignments X 14
Total 55%
See individual grading rubrics in e-learning for detailed grading criteria

Discussions X 15
Total 15%
See grading rubric in syllabus for detailed grading criteria

Reflections X 9
Total 10%
See grading rubric in syllabus for detailed grading criteria

Quizzes X 2
Total 5%

Final Course Project + Peer Reviews
Total 15%
See grading rubric in syllabus for detailed grading criteria

GRADING SCHEME (Canvas default scheme)

A	100.00 – 94.00
A-	93.99 – 90.00
B+	89.99 – 87.00
B	86.99 – 84.00
B-	83.99 – 80.00
C+	79.99 – 77.00
C	76.99 – 74.00
C-	73.99 – 70.00
D+	69.99 – 67.00
D	66.99 – 64.00
D-	63.99 – 61.00
E	60.99 – 0

Instructor(s) Instructor JoAnna Jarred, DVM, MS

Course Coordinator Julie Levy, DVM, PhD
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

Caring for Nontraditional Species in Animal Shelters

VME 6934/6XXX

3 credits

University of Florida Online Graduate Program in Shelter Medicine

Course Instructor

Name: Joanna Jarred, DVM, MS
Email: joannajarred@ufl.edu
Office hours: Monday 6:30pm-8:30pm Eastern Time or by appointment via Google Meet link

Course Coordinator

Name: Julie Levy, DVM, PhD, DACVIM, DABVP
E-mail: levyjk@ufl.edu
Office hours: Thursdays 10:00am-11:00am Eastern Time or by appointment via Bookings link
Phone: 352-258-6658

Course Prerequisites

VME 6810 and VME 6811

Course Website

https://onlinesheltermedicine.vetmed.ufl.edu/

Course Description

This course equips students with knowledge and skills for legal, ethical, and humane care of nontraditional species in animal shelters. Through exploration of species-specific needs, disease prevention, shelter metrics and regulatory frameworks, students will develop strategies for improving outcomes of small mammals, reptiles, birds, horses, farm animals, wildlife and dangerous species. Emphasis is placed on evidence-based practices and legal standards to promote both animal and public health.

Course Learning Outcomes

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

1. Evaluate the physical and behavioral challenges associated with sheltering nontraditional species and propose evidence-based solutions.
2. Design shelter metrics systems that effectively monitor and manage populations of nontraditional species.
3. Critique legal and ethical frameworks governing the care, transfer, and euthanasia of nontraditional species in shelters.
4. Identify signs of common infectious and zoonotic diseases in nontraditional species and formulate prevention protocols.
5. Develop comprehensive shelter policies that address disease control, legal compliance, and humane treatment of diverse species.

6. Assess forensic cases involving nontraditional species and recommend appropriate shelter interventions.
7. Interpret local, state, and federal regulations to ensure compliance in shelter operations involving farm animal species, wildlife, and dangerous species.
8. Compare and contrast euthanasia practices across species and construct protocols that prioritize safety, ethics, and environmental considerations.

Course Schedule

This course consists of 10 modules that are each 1-2 weeks long. Please refer to Canvas for updates and announcements for any changes to this schedule.

Modules	Topics and Concepts	Assignments	SLO #
Module 1 Introduction 1 week	Course overview/introductions; planning for project and assignment due dates; define non-traditional species; understand current numbers and impact of nontraditional species in US shelters; current gaps in knowledge of the how to best manage these species in a shelter setting	Readings Recorded Media Discussions (2) Assignments (2) Reflection (1)	1, 2, 5
Module 2 Small Mammals 2 weeks	Basic husbandry - specific focus on rabbits; differences between sheltering rabbits in the UK versus the US; spay/neuter for rabbits in shelter systems; rabbit hemorrhagic disease virus (RHDV); owning ferrets in the US; small mammals	Readings Recorded Media Discussion (1) Assignments (3) Reflection (1) Quiz (1) Final Project Sign Up (1)	3, 1, 4, 5
Module 3 Reptiles, Amphibians, Fish 1 week	Basic husbandry; local laws related to venomous, poisonous, or invasive species; access to veterinary care for these species; impacts of misinformation	Readings Recorded Media Discussions (2) Assignments (2) Reflection (1)	3, 1, 4, 5
Module 4 Farm, Large Animals 2 weeks	Basic husbandry; pig ownership and how this impacts rescues and shelters; transporting and housing large animals; differences between farm animals vs companion animals; ethics and implications of speciesism and animal welfare; reportable diseases in farm and farm animals; capacity for care and large animals	Readings Recorded Media Discussions (2) Assignment (1) Reflection (1)	3, 1, 4, 5
Module 5 Birds 1 week	Basic husbandry; advanced behavior needs of birds - especially psittacines (parrots); psittacosis; backyard chickens, the rise in poultry keeping; investigating cockfighting cases	Readings Recorded Media Discussion (1) Assignment (1) Quiz (1) Reflection (1)	3, 1, 4, 5, 6

Modules	Topics and Concepts	Assignments	SLO #
Module 6 Horses 2 weeks	Basic husbandry; overpopulation of horses in the US; equine slaughter ban; access to care issues with horses; expense of horse ownership; implementing horse adoption programs; behavioral health of horses; assessing quality of life in horses	Readings Recorded Media Discussions (2) Assignments (2) Reflection (1)	3, 8, 1, 4, 5
Module 7 Wildlife, Dangerous Animals 2 weeks	Relationship between animal shelters, animal control, and wildlife services/management; local/state laws regarding handling wildlife; ethics of wildlife rehabilitation; wildlife rehabilitation centers in shelters; dangerous animals	Readings Recorded Media Discussions (2) Assignment (1) Reflection (1)	7, 3, 1, 4, 5
Module 8 Zoonoses 1 week	Zoonoses of common nontraditional species seen in a special setting; reportable diseases; special considerations between wildlife and domestic animals	Readings Recorded Media Discussions (2) Assignment (1) Reflection (1)	4, 3, 5
Module 9 Euthanasia 1 week	Euthanasia of exotic species - methods and special considerations; assessing quality of life	Readings Recorded Media Discussion (1) Assignment (1) Reflection (1)	8, 3, 5
Module 10 Final Project 2 weeks	Final project with peer reviews	Final Project with (2) peer reviews	1-8 depending on project focus

Required Textbooks, Course Materials, and Technology

1. There are no required textbooks. All assigned readings will be posted in e-Learning and online Course Reserves to download and review at no cost.
2. Required Technology includes a computer with reliable high speed internet access, compatible web browser, video player with ability to play MP4 videos, microphone, speakers and/or headphones with sound, and PDF reader. Click for more information on hardware and software necessary for Canvas. Canvas offers mobile applications for both Apple and Android products. These apps may be downloaded in the respective app stores. Depending on the device and equipment, not all Canvas features may be available on mobile devices or the app at this time. The UF Virtual Private Network (VPN), multi-factor authentication, and other security and access features are required for full access to this course and assignments and can be downloaded at no cost here.
3. Students must have Microsoft Office software installed and have basic skills for using Word, Excel, and PowerPoint. Free Microsoft Office365 and Google G Suite software is available to all students

via Gator Cloud. Visit UF Software Licensing Services to learn about other free and discounted software available to students.

4. Help for IT issues is available 24 hours a day from the UFIT Computing Help Desk at 352-392-4357 (HELP) or helpdesk@ufl.edu. Help for Canvas issues is available at 352-392-4357 or learning-support@ufl.edu. Check here for hours.

Methods of Evaluation

All assignments open Monday at 8:00 am on the first day of the module and are due by Sunday at 11:59 pm on the last day of the module. Grades will be calculated based on the following:

Item	Weight	Assignment Purpose and Grading Criteria
Assignments	55%	Module assignments are designed to help students apply key concepts, deepen their understanding of species-specific sheltering practices, and develop critical thinking skills. Each assignment reinforces learning objectives by encouraging students to analyze real-world scenarios, synthesize information from readings and discussions, and propose evidence-based solutions relevant to the care of nontraditional species in shelter settings. Each assignment will be graded with a specific rubric.
Discussions	15%	Discussions encourage students to compose thoughtful and provocative responses to the prompt that demonstrate clear and analytical understanding of the topic, apply course material to interpretations and analysis, and express clear opinions. Students practice respectful and substantive professional feedback in responding to posts and explaining how the original post affected them or offering an alternative viewpoint on the topic. Discussions have a standardized grading rubric.
Reflections	10%	Reflections encourage students to think critically about what they've learned, how they've learned it, and how it applies to real-world contexts. Reflections have a standardized grading rubric.
Quizzes	5%	Quizzes assess knowledge and encourage consistent study habits throughout the semester. Quizzes are open book and graded on a point system based on percentages of correct answers. Feedback for each item is automatically provided after the quiz is submitted.
Final Project and Peer Evaluations	15%	The final project provides students with an opportunity to research a topic and demonstrate their deeper understanding of sheltering nontraditional species through both practical application and critical analysis. Students will practice professional communication by creating and delivering a presentation to their peers that highlights species-specific considerations and integrates lessons learned from managing more common shelter animals. In addition to presenting, students will engage in peer review by evaluating classmates' projects, participating in discussions, and offering constructive feedback. The project is assessed using a standard rubric.
Total	100%	

Due Dates and Late Submissions

Due dates are provided on the course calendar in Canvas. Assignments submitted after the due dates will be awarded half credit. Deadline extensions may be requested prior to assignment deadlines for specific unavoidable reasons such as travel, illness, or emergencies. Request an extension in advance of the due date by sending an email through the Canvas Inbox to your instructors explaining the reason you need more time and when you expect to submit the work. Please title these posts clearly with "REQUEST EXTENSION FOR ASSIGNMENT__"

Grading Scheme

Course grades will be assigned based on the following grading scheme. This grading scale is final.

Letter	Scale
A	100.00 – 94.00
A-	93.99 – 90.00
B+	89.99 – 87.00
B	86.99 – 84.00
B-	83.99 – 80.00
C+	79.99 – 77.00
C	76.99 – 74.00
C-	73.99 – 70.00
D+	69.99 – 67.00
D	66.99 – 64.00
D-	63.99 – 61.00
E	60.99 – 0

Course Policies

This course is specifically designed to be an online learning experience. While most content is delivered asynchronously, students are expected to participate in any and all virtual sessions, engage actively in online discussions, complete interactive digital activities and assignments on time, and take part in other scheduled online learning components. Our primary goal is to deliver a high-quality educational experience that prepares students effectively for their professional careers, which necessitates consistent and meaningful engagement in the virtual classroom setting. The medium for communication between course instructors, teaching assistants, and students will be via Canvas e-Learning. We use Canvas email to communicate about course-related issues. This is more likely to result in better communication with your classmates and instructors than emailing personally via Outlook. Using Canvas for course communications also helps us remain compliant with the student privacy FERPA regulations.

University Policies

All courses within the College of Veterinary Medicine graduate curriculum adhere to the University of Florida Syllabus Policies. The provided link is regularly maintained to guarantee the accuracy and consistency of these policies UF Syllabus Policies.

Community Respect

The University of Florida College of Veterinary Medicine strives to cultivate an atmosphere of respect, empathy, and open-mindedness within an exceptional community of students, faculty, and staff. It is our intent that students from varied backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of this course, and that the viewpoint of students brought to this course be considered a resource, strength, and benefit. We intend to present materials and activities that are respectful to all. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course's effectiveness for you personally or for other students or student groups.

Students with Accommodations

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

Student Use of Artificial Intelligence (AI)

Students may use Artificial Intelligence (AI) tools for proofing/editing their work, but NOT for initial authoring of any written or oral assignments. The UF Honor Code applies, and checking tools might be used if the instructors or TAs suspect that work was produced by use of AI authoring tools.

Appendix A: Examples of Assignments and Rubrics

Final Project: Nontraditional Species in Shelter Medicine

Purpose

The goal of the final project is to enable students to showcase their understanding of working with non-traditional species in a shelter setting. This includes both practical skills and the ability to think critically about how these species may require different considerations compared to dogs and cats, while applying lessons learned from the research of more common species.

The project also provides students with the opportunity to develop their presentation skills, including creating an engaging presentation and delivering it live to their peers. Additionally, students will have the chance to enhance their knowledge by reviewing their classmates' presentations, engaging in discussions, asking questions, and offering feedback.

Topic Selection

Students will submit three options for species or taxonomic group topics they would like to present. Based on topic selection(s) from their classmates, the instructor will select one of these options for the student to focus on. The student will then deliver a live presentation on the chosen topic via Zoom later in the semester. The goal is to ensure a diverse range of species or taxonomic groups is represented in each group's presentation session.

Presentation Schedule & Guidelines

- Final presentation sessions will be scheduled over multiple days during the week before finals, from XXXX to XXXX
- Students will sign up for their preferred presentation session early in the semester. Once a time slot is confirmed, rescheduling is not possible.
- Each presentation session will consist of 3-5 student presentations delivered live over Zoom.
- Engagement Requirement: Students are expected to be fully engaged and present and to submit peer evaluations with constructive commentary for all presentations within their assigned session.
- Extra credit: Attend and review presentations in other sessions (+2 points per review).

Project Requirements

Students will create a presentation on a species or taxonomic group of their choice, focusing on how these animals currently fit into the shelter system and the best practices for their care. The presentation should serve as a 'guide' for anyone working in a shelter. While you may suggest 'gold standard' practices, the main focus should be on what is realistically achievable for the average shelter.

- Format: Live Zoom presentation with visual aids (PowerPoint or similar).
- Presentation length: 20 minutes
- Sources: Use reliable references; cite in APA or MLA format on slides, give credit to image sources.
- Submission: Upload your slides to the assignment before your scheduled session.

The presentation should include the following topics, with the level of detail for each area tailored to the topic selected.

Checklist of Required Topics

- Basic Husbandry (diet, enclosures, isolation, etc.)
- Population Management, Capacity for Care, & Standard Operating Procedures (SOPs)
- Handling
- Medical Health
- Surgery (if applicable)
- Behavioral Health & Enrichment
- Transport
- Public Health & Zoonoses
- Euthanasia

Your presentation should highlight the key themes and learning objectives of this course as they relate to your chosen species, incorporating both course content and additional information from your literature review.

Keep in mind that the emphasis of your presentation may vary depending on the species selected. For example, wildlife species may have limited information on basic husbandry but greater relevance in areas such as public health and zoonotic disease. Equine presentations may place less emphasis on surgery and more on transport or shelter housing considerations, etc.

Rubric
Total Points: 40

Criteria	Excellent	Proficient	Insufficient
Content Accuracy & Relevance (8 pts)	8 pts – Information is accurate, clearly presented, and directly relates to the chosen species or group within a shelter context. Recommendations are appropriate for average shelters.	4 pts – Information is mostly accurate with minor errors or unclear points. Recommendations are somewhat practical but may lack clarity or full applicability.	0 pts – Information contains significant inaccuracies or is not relevant to the species or shelter context. Recommendations are unrealistic or missing.
Coverage of Required Topics (10 pts)	10 pts – All listed topic areas are addressed with appropriate depth and species-specific detail. Topics are clearly explained and connected to real shelter practice.	5 pts – Most topics are covered, but some lack depth or species-specific detail. Connections to shelter practice are present but not always clear.	0 pts – Several topics are missing or addressed superficially with little relevance to shelter practice.
Clarity, Organization & Timing (5 pts)	5 pts – Presentation is well-organized, logical, and flows smoothly. Must be 20 minutes in length (within a 2-minute grace period: 18–22 minutes).	3 pts – Presentation is somewhat organized but may have minor issues with flow or clarity. Timing slightly outside grace period.	0 pts – Presentation is disorganized, difficult to follow, or significantly under/over time.

Visual Aids & Engagement (5 pts)	5 pts – Visual aids (slides, videos, etc.) are effective, clearly designed, and support the presentation. They are engaging without being overwhelming or text-heavy. Final PowerPoint is submitted prior to the presentation as a file upload.	3 pts – Visual aids are present and generally clear but may lack polish or engagement. Submission may be late or incomplete.	0 pts – Visual aids are missing, poorly designed, or detract from the presentation.
Delivery & Professionalism (5 pts)	5 pts – Speaker demonstrates command of the material, speaks clearly and confidently, and maintains professionalism.	3 pts – Speaker is generally clear but may lack confidence or have minor professionalism issues.	0 pts – Speaker is unclear, unprepared, or unprofessional.
Use of Sources &Citations (2 pts)	2 pts – Reliable sources are used and cited either on slides or verbally. Research supports all claims and recommendations. Citations are in an APA or MLA format.	1 pt – Some sources are missing or citations have formatting errors. Research partially supports claims.	0 pts – Few or no sources cited; claims lack supporting evidence.
Peer Reviews (5 pts)	5 pts – Complete structured peer reviews of classmates' presentations (that are in the same time slot as you) using the same rubric. All categories are scored and have engaging constructive comments.	3 pts – Peer reviews completed but some comments lack depth or specificity. Constructive comments are provided for some, but not all categories.	0 pts – Peer reviews missing or minimal effort shown. Comments are absent or not constructive.

Discussions

Instructions:
Each week, you will respond to a discussion prompt based on the assigned readings and recorded lectures. This assignment is designed to help you critically engage with course content, practice professional written communication, and learn from your peers.

Your Tasks:
1. Initial Post (6 points)
- Copy and paste the bolded discussion prompts listed above
- Write a 150–300 word response that:
  - Demonstrates a clear and analytical understanding of the topic
  - Applies course material from current and previous modules (readings, videos, lectures)
  - Expresses a thoughtful and well-supported opinion
  - Provokes further thought or discussion

2. Responses to Classmates (2 x 2 points = 4 points)
- Respond to two classmates' posts with 100–150 word replies.
- Your responses should:
  - Explain how the original post affected your thinking
  - Compare/contrast your own post with your classmate's
  - Offer additional objective information or perspectives
  - Respectfully challenge or expand upon the ideas presented
  - Avoid purely affirmational comments without elaboration

Grading Rubric (Canvas Format)

Initial Post (6 points)

Criteria	Exceptional Mastery (6 pts)	Developing Mastery (3 pts)	Insufficient (0 pts)
Content & Insight	Demonstrates deep understanding and analysis; integrates current and previous module content; presents original insights and a clear, well-supported opinion.	Demonstrates basic understanding and some analysis; applies current module course material; opinion is present but lacks original insights, depth, or clarity.	Off-topic, superficial, or missing; lacks insight or relevance to course material; repeats course content without elaboration.
Communication & Word Count	Professional tone; clear, well-organized writing with correct grammar and punctuation; meets word count (150–300 words).	Generally clear and professional; minor issues with grammar, punctuation, or organization; slightly under or over word count.	Poor grammar, punctuation, or tone; lacks professional communication style; significantly under or over word count.

Responses to Classmates (2 x 2 points)

Criteria	Exceptional Engagement (2 pts)	Developing Engagement (1 pt)	Insufficient (0 pts)
Content & Insight	Thoughtful and respectful; adds new insight, challenges ideas, or expands discussion meaningfully; may compare/contrast with own post and defend or acknowledge new perspectives.	Respectful and relevant; offers some new information or perspective but lacks depth or clarity.	Missing, purely affirmational, or lacks substance and relevance.
Communication & Word Count	Clear, professional tone; correct grammar and punctuation; meets word count (100–150 words).	Generally clear; minor issues with grammar, punctuation, or tone; slightly under or over word count.	Poor grammar, punctuation, or tone; lacks professional communication style; significantly under or over word count.

Reflection Assignment – KNOW Technique

Reflection is a powerful learning tool that encourages introspection, critical thinking, and personal growth. By thoughtfully considering what you've learned, how your understanding has evolved, and what questions remain, you deepen your engagement with course material and enhance long-term retention. This assignment invites you to reflect on your learning journey through the KNOW technique.

Assignment Instructions

Apply the KNOW technique to reflect on the required readings, lessons, and activities presented in this module. You may submit your reflection as an audio recording, a video recording, or written text. Your reflection should be substantive and clearly illustrate that you reviewed the module materials thoroughly.

Your response must be between 200–300 words. Be sure to copy and include the KNOW categories in your response:

- K: Describe what you think you Knew before you started this module.
- N: Describe what was New to you in this module.
- O: Describe your Overall Observations about the content and activities in this module.
- W: Tell What you Wonder more about after having completed this module.

Grading Rubric

Criteria	Exceptional Mastery (4 pts)	Developing Mastery (2 pts)	Insufficient (0 pts)
Content & Insight	Thorough reflection with clear understanding of module content; integrates multiple elements from readings, lessons, and activities.	Basic reflection with some understanding of module content; references some course elements.	Minimal or missing reflection; lacks connection to module content.
Introspection	Demonstrates deep personal insight and thoughtful consideration of learning experience.	Some personal insight; limited depth in reflection.	Lacks introspection or personal engagement.
Communication & Word Count	Clear, professional tone; correct grammar and punctuation; meets word count (200–300 words).	Generally clear; minor issues with grammar or tone; slightly under or over word count.	Poor grammar, punctuation, or tone; lacks professional communication style; significantly under or over word count.