Graduate Curriculum Committee

Minutes

January 11, 2024
Meeting Materials

Voting Conducted
via Zoom

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

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

There are no updates to present at this time.

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

There are no course modifications to present at this time.

IV. New 5XXX Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

There are no 5XXX courses to present at this time.

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

CLAS – Anthropology

1. ANG 6XXX   *Ethnographic Writing*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18119

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

HHP – Applied Physiology and Kinesiology

2. APK 6XXX   *Extreme Environment Physiology*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18892

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

CLAS – Mathematics

3. MAP 6XXX   *Variational Analysis*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19023

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

HHP – Sport Management

4. PET 5XXX   *High Performance Coaching: Building Character Through Sport*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18535

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

5. PET 5XXX   *High Performance Coaching: Creating Winning Environments*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18874

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

6. PET 5XXX   *High Performance Coaching: Exploring Team Dynamics*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18875

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

7. PET 5XXX   *High Performance Coaching: Priority Alignment*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18877

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

8. SPM 5XXX   *Diversity, Equity, and Inclusion in Sport Organizations*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18878

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

VI.   Information Items:

1. EEX 7303 – 19039– Change to course description
2. GIS 6116 – 19025 – Change prerequisites
3. PCO 7945 – 18539 – Change maximum repeatable credit
4. PHC 6704 – 19024 – Change prerequisites

Graduate Curriculum Committee faculty members serve three-year terms, staggered so that two members' terms end at the end of each academic year. New members are nominated by the Graduate Council and appointed by the Dean of the Graduate School. A member who serves one three-year term may be re-appointed by the Dean of the Graduate School to a second term. Any temporary vacancies may be filled by the Dean of the Graduate School with consent of the council.

PROPOSED Terms

Final semester of first term	Spring 2024	Spring 2025	Spring 2026	Spring 2027
	Rosenberg Smith-Bonahue	Hoover Nishida	Byrd Diehl	McCarty/CLAS?

Graduate Curriculum Committee

Agenda

February 8, 2024
Meeting Materials

Voting Conducted
via Zoom

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

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

There are no updates to present at this time.

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

COP – Pharmacotherapy and Translational Research

1. PHA 6137   *Clinical Pharmacogenomics Implementations*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19464

   This is a request to change the credit hours from 2 to 3. They also request to change the course description, objectives, and prerequisites.

IV. New 5XXX Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

There are no 5XXX courses to present at this time.

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

MED – Health Outcomes and Biomedical Informatics

1. GMS 6XXX   *Foundations of Programming in Biomedical Studies*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19000

   This course is targeted for biomedical scientists looking for working knowledge of programming and the quantitative foundations of AI and biomedical informatics. This is a fast-paced, hands-on course covering the following topics: programming basics in Python, elements of data processing and analytics, and essential knowledge on using high-performance computing environments.

PHHP – Health Services Research, Management and Policy

2. PHC 6XXX   *Social Stratification and Health*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19472

   This course explores the extent, causes, and consequences of social and economic inequalities on health. The course examines these topics through the lens of two central concepts: social inequality and social mobility, with a particular emphasis on intergenerational patterns of mobility within the U.S. related to health, illness, and well-being.

CLAS – Religion

3. RLG 5XXX   *Ethics after the Holocaust*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/17631

   Introduces graduate students to major philosophical and theological debates in the aftermath of the Holocaust: modernity, evil, theodicy, resentment and forgiveness, and visual representations. Engagment with major philosophical works, film, and new media.

HHP – Sport Management

4. SPM 6XXX   *The Racquets Directorship*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18965

   Students will gain an in-depth understanding and knowledge of the skills necessary for running a multi- court/multi-sport racquets program at clubs or public facilities. Students will learn the fundamentals of marketing, budgeting, communications, human capital management and leadership that the Director of Racquet Sports position involves.

5. SPM 7XXX   *Theories in Sport Management*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19359

   Doctoral students will be exposed to the key concepts of theory, the process of theory development, and the application/extension of theories in sport management, helping students to critically evaluate emergent research topics in sport management and develop theoretically based research models.

VI.   Information Items:

   1. ANG 6186 Seminar in Archeology – 19108 – Change maximum repeatable credit
   2. CAP 6137 Malware Reverse Engineering – 18233 – Change pre- and co- requisites
   3. COP 5536 Advanced Data Structures – 18232 – Change prerequisites
   4. GMS 6421 Cell Biology – 19379 – Change Variable Credit
   5. MAE 6313 Problem Solving in School Mathematics – 19097 – Change course description

Course|Modify for request 19464

Info

Request: PHA 6137 - modify credit hours, course description, objectives, and prerequisites
Description of request: Request to update the number of course credits from 2 to 3 for the Clinical Pharmacogenomics Implementation Course.
Submitter: Emely McKitrick emely.mckitrick@ufl.edu
Created: 1/23/2024 12:55:40 PM
Form version: 1

Responses

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

> Response:
> PHA

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

> Response:
> 6

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

> Response:
> None

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

> Response:
> 137

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

> Response:
> Clinical Pharmacogenomics Implementations

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

Response:
Earliest Available

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

Response:
2024

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

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

Change Course Prefix?

Response:
No

Change Course Level?

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?
*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Response:
Yes

Current Credit Hours

Response:
2

Proposed Credit Hours

Response:
3

Change Variable Credit?

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

    Response:
No

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

    Response:
Lecture

Change Rotating Topic Designation?

    Response:
No

Change Repeatable Credit?

    Response:
No

Multiple Offerings in a Single Semester
Can this course be taken by a student multiple times in the same semester?

    Response:
No

Change Course Description?

    Response:
Yes

Current Course Description

    Response:
Explore ways to implement use of pharmacogenetic tests in patient care. The course will address barriers to clinical implementation of pharmacogenetic tests by referencing appropriate guidelines and evidence-based and peer-review recourses.

Proposed Course Description (500 characters max)

Response:
Provides an overview of the use of pharmacogenomic data to inform clinical and therapeutic decision making for gene-drug pairs across a range of conditions.

Change Course Objectives

Response:
Yes

Current Course Objectives

Response:
Upon completion of this course, the student will be able to:1.Identify the key components and steps required for the successful implementation of pharmacogenomics in clinical practice.2.Describe clinical pharmacogenomics service models.3.Discuss reimbursement strategies for various care models.4.Compare and contrast approaches to clinical laboratory testing in pharmacogenomics.5.Describe the key steps to incorporate pharmacogenomic information into the electronic health record with clinical decision support.6.Discuss the economic value of pharmacogenomics and current perspectives of payers on preemptive pharmacogenomics.

Proposed Course Objectives

Response:
Upon completion of this course, the student will be able to:
1. Identify the key components and steps required for the successful implementation of pharmacogenomics in clinical practice.
2. Describe clinical pharmacogenomics service models.
3. Discuss reimbursement strategies for various care models.
4. Compare and contrast approaches to clinical laboratory testing in pharmacogenomics.
5. Describe the key steps to incorporate pharmacogenomic information into the electronic health record with clinical decision support.
6. Discuss the economic value of pharmacogenomics and current perspectives of payers on preemptive pharmacogenomics.
7. Recognize the necessary components to assess sustainability of a pharmacogenomics program.

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
PHA 6134 Foundations of Precision Medicine: Genomic Technologies
GMS 6224 Foundations of Precision Medicine: Medical Molecular Genetics

PHA 6138 Foundations of Precision Medicine: Genetic Epidemiology

Proposed Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.
(There is a limit of 246 characters)
* *

Response:
PHA 6134 Foundations of Precision Medicine: Genomic Technologies
GMS 6224 Foundations of Precision Medicine: Medical Molecular Genetics
PHA 6138 Foundations of Precision Medicine: Genetic Epidemiology
PHA 6120 Found of PM: Pharmacogenomics

Completing Prerequisites on UCC forms:

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

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

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
This is a required course in the curriculum. This course provides students with practical exercises to help them learn skills needed to implement pharmacogenomics in practice. It complements the

"Case Studies in Clinical Pharmacogenomics" course. Within the curriculum, students first complete the foundations courses to learn concepts in genetics and pharmacogenetics. They can then build on this foundation with practical and clinical knowledge gained in this course.

PHA 6935 Clinical Pharmacogenomics Implementation (3 Credit hours)
Spring 2024
Delivery Format: Online Course

Course Coordinator:
Amanda Elchynski, PharmD, BCPS
Clinical Pharmacy Coordinator, Pharmacogenomics
Arkansas Children's Hospital
ElchynskiA@archildrens.org

Pre-Requisites:
- PHA 6134 Foundations of Precision Medicine: Genomic Technologies
- GMS 6224 Foundations of Precision Medicine: Medical Molecular Genetics
- PHA 6138 Foundations of Precision Medicine: Genetic Epidemiology
- PHA 6120 Foundations of Precision Medicine: Pharmacogenomics

Co-Requisites:
None

PURPOSE and OUTCOME
Provide an overview of the clinical implementation of pharmacogenomics in diverse practice settings. Upon completion of the course students will have the foundational tools to help implement pharmacogenetic into clinical practice.

Course Objectives
Upon completion of this course, the student will be able to:
1. Identify the key components and steps required for the successful implementation of pharmacogenomics in clinical practice.
2. Describe clinical pharmacogenomics service models.
3. Discuss reimbursement strategies for various care models.
4. Compare and contrast approaches to clinical laboratory testing in pharmacogenomics.
5. Describe the key steps to incorporate pharmacogenomic information into the electronic health record with clinical decision support.
6. Discuss the economic value of pharmacogenomics and current perspectives of payers on preemptive pharmacogenomics.
7. Recognize the necessary components to assess sustainability of a pharmacogenomics program.

Instructional Methods
This is an online asynchronous course. Students will learn from viewing recorded lectures, completing patient cases, and participating in patient-case discussion boards, exams, and completing a final capstone project. The course duration is 12 weeks (see Course Schedule). The course duration is 12 weeks (see Course Schedule). Instructors are available throughout the course to clarify information via discussion board postings.

Materials and Supply Fees
N/A

Course Materials and Technology
There is no required textbook or software for this course. All coursework will be provided via the Canvas e-Learning Management System.

For assistance with Canvas or other course technology, please contact: UF Distance Education Support Services - dess@ahc.ufl.edu

Required Textbooks and Software
There is no required textbook or software for this course.
Students will have access to handouts and other resources. Journal articles, class notes developed by the instructor, or other required reading/resources will be provided to students through the course website.

Course Schedule

Date	Activity/Assessment		Contact Hrs
Week 1			
1/8 – 1/14	Lecture	Course Introduction –Dr. Amanda Elchynski	
	Lecture	Challenges and Solutions for Implementing Pharmacogenomics in Diverse Practice Settings - Dr. Kelsey Cook	0.5
	Readings	• Giri J et al. Concepts Driving Pharmacogenomics Implementation into Everyday Healthcare. Pharmacogenomics and Personalized Medicine. 2019:12 305–318. • Arwood M et al. Implementing Pharmacogenomics at Your Institution: Establishment and Overcoming Implementation Challenges. Clin Transl Sci (2016) 9, 233–245	3.0
	Assignment	Pharmacogenomics Implementation Readiness Assessment	1.0
	Discussion	Discussion Board: Introduction	0.25
Week 2			
1/15 – 1/21	Lecture	Practice and Evidence Analysis for Pharmacogenomics Implementation – Dr. Amanda Elchynski	0.75
	Readings	● Krebs K, Milani L. Translating pharmacogenomics into clinical decisions: do not let the perfect be the enemy of the good. Hum Genomics. 2019 Aug 27;13(1):39. ● Caudle KE, Gammal RS, Whirl-Carrillo M, Hoffman JM, Relling MV, Klein TE. Evidence and resources to implement pharmacogenetic knowledge for precision medicine. Am J Health Syst Pharm. 2016 Dec 1;73(23):1977-1985.	2.0
	Discussion	Discussion Board: Evidence Analysis for Pharmacogenomics Implementation	1.0
	Assignment	Analyzing Clinical Evidence for Pharmacogenomics Implementation	1.5
Week 3			
1/22 – 1/28	Lecture	Ordering and Interpreting Pharmacogenomic Laboratory Tests - Dr. Amanda Elchynski	0.75

	Readings	• Haga SB, Kantor A. Horizon Scan Of Clinical Laboratories Offering Pharmacogenetic Testing. Health Aff (Millwood). 2018 May;37(5):717-723. doi: 10.1377/hlthaff.2017.1564. • Vo TT, Bell GC, Owusu Obeng A, Hicks JK, Dunnenberger HM. Pharmacogenomics Implementation: Considerations for Selecting a Reference Laboratory. Pharmacotherapy. 2017 Sep;37(9):1014-1022.	1.25
	Discussion	Discussion Board: Interpreting Pharmacogenomic Laboratory Test	1.0
Week 4			
1/29 – 2/4	Lecture	PGx Testing Considerations: Panel vs. Single and Preemptive vs Reactive – Dr. Elchynski	0.5
	Readings	• van der Wouden CH, Guchelaar HJ, Swen JJ. Precision Medicine Using Pharmacogenomic Panel-Testing: Current Status and Future Perspectives. Clin Lab Med. 2022 Dec;42(4):587-602. doi: 10.1016/j.cll.2022.09.012. PMID: 36368784.	1.25
	Assignment	Translating Raw Results (include 5-10 minute video tutorial)	1.0
	Assignment	Evaluating and Interpreting Pharmacogenomic Test Results	1.0
Week 5			
2/5 – 2/11	Lecture	Clinical Decision Support for Pharmacogenomics Implementation –Dr. Khoa Nguyen	0.5
	Readings	• Wake DT, Smith DM, Kazi S, Dunnenberger HM. Pharmacogenomic Clinical Decision Support: A Review, How-to Guide, and Future Vision. Clin Pharmacol Ther. 2022 Jul;112(1):44-57.	1.5
	Discussion	Discussion Board: Clinical Decision Support	0.5
	Assignments	Developing and Implementing Clinical Decision Support	1.0
Week 6			
2/12 – 2/18	Exam	Week 1 -5	1.0
Week 7			
2/19 – 2/25	Lecture	Billing and Reimbursement for Pharmacogenomic Testing – Dr. Kristin Wiisanen and Dr. Sara Rogers	1.5
		• Hefti E, Blanco JG. Documenting Pharmacogenomic Testing with CPT Codes. J AHIMA. 2016 Jan;87(1):56-9. • L Rogers S, Keeling NJ, Giri J, Gonzaludo N, Jones JS, Glogowski E, Formea CM. PARC report: a health-systems focus	1.5

		on reimbursement and patient access to pharmacogenomics testing. Pharmacogenomics (Links to an external site.). 2020 Jul;21(11):785-796. doi: 10.2217/pgs-2019-0192. Epub 2020 Aug 4. PMID: 32748688. (PARC Report.pdf) ● ASHP Issue Brief on PGx Testing LCD. Available at: https://www.ashp.org/advocacy-and-issues/key-issues/other-issues/additional-advocacy-efforts/ashp-issue-brief-cms-releases-a-future-lcd-for-pharmacogenomics-testing	
	Discussion	Discussion Board: Billing and Reimbursement	0.5
Week 8			
2/26 – 3/3	Lecture	Precision Medicine Education: The Patient's Perspective – Dr. Jamie Wilkey	0.75
	Readings	● Wynn RM, Adams KT, Kowalski RL, Shivega WG, Ratwani RM, Miller KE. The Patient in Precision Medicine: A Systematic Review Examining Evaluations of Patient-Facing Materials. J Healthc Eng. 2018 Sep 3;2018:9541621. doi: 10.1155/2018/9541621. ● Haga SB, Mills R, Bosworth H. Striking a balance in communicating pharmacogenetic test results: promoting comprehension and minimizing adverse psychological and behavioral response. Patient Educ Couns 2014;97(1):10-15. https://doi.org/10.1016/j.pec.2014.06.007	2.5
	Discussion	Discussion Board: Patient Education	0.5
Week 9			
3/4- 3/10	Lecture	Precision Medicine Education: The Provider's Perspective – Dr. Amanda Elchynski	0.5
	Readings	● Unertl KM, Jaffa H, Field JR, Price L, Peterson JF. Clinician Perspectives on Using Pharmacogenomics in Clinical Practice. Per Med. 2015;12(4):339-347. doi: 10.2217/pme.15.10. Erratum in: Per Med. 2019 Mar;16(2):185. PMID: 26635887; PMCID: PMC4664195. ● Wynn J, Lewis K, Amendola LM, Bernhardt BA, Biswas S, Joshi M, McMullen C, Scollon S. Clinical providers' experiences with returning results from genomic sequencing: an interview study. BMC Med Genomics. 2018 May	3

		8;11(1):45. doi: 10.1186/s12920-018-0360-z.	
	Assignment	Provider Education Handout	1.0
Week 10			
3/11 – 3/17	Lecture	Program Evaluation and Quality Improvement – Dr. Emily Cicali	0.5
	Lecture	Clinical Pharmacogenomics Implementation Case Study: Arkansas Children's Hospital	0.5
	Readings	• Empey PE, Stevenson JM, Tuteja S, Weitzel KW, Angiolillo DJ, Beitelshees AL, Coons JC, Duarte JD, Franchi F, Jeng LJB, Johnson JA, Kreutz RP, Limdi NA, Maloney KA, Owusu Obeng A, Peterson JF, Petry N, Pratt VM, Rollini F, Scott SA, Skaar TC, Vesely MR, Stouffer GA, Wilke RA, Cavallari LH, Lee CR; IGNITE Network. Multisite Investigation of Strategies for the Implementation of CYP2C19 Genotype-Guided Antiplatelet Therapy. Clin Pharmacol Ther. 2018 Oct;104(4):664-674. doi: 10.1002/cpt.1006. Epub 2018 Jan 30. PMID: 29280137; PMCID: PMC6019555. • Cassat S, Massey L, Buckingham S, Kemplay T, Little J. Development of health-system inpatient pharmacy clinical metrics. Am J Health Syst Pharm. 2019 Nov 13;76(23):1958-1964. doi: 10.1093/ajhp/zxz225. PMID: 31687757. • Cicali EJ, Lemke L, Al Alshaykh H, Nguyen K, Cavallari LH, Wiisanen K. How to Implement a Pharmacogenetics Service at your Institution. J Am Coll Clin Pharm. 2022 Nov;5(11):1161-1175. doi: 10.1002/jac5.1699. Epub 2022 Aug 27. PMID: 36589694; PMCID: PMC9799247.	2.75
	Discussion	Discussion Board: Program Evaluation and Quality Improvement	0.75
Week 11			
3/18 – 3/24	Lecture	Challenges of implementing phenoconversion – Dr. Amanda Elchynski	0.5
	Lecture	Clinical Pharmacogenomics Implementation Case Study: Nemours – Dr. Ben Duong	0.5
	Readings	• Cicali EJ, Elchynski AL, Cook KJ, Houder JT, Thomas CD, Smith DM, Elsey A, Johnson JA, Cavallari LH, Wiisanen K. How to Integrate CYP2D6 Phenoconversion Into Clinical Pharmacogenetics: A Tutorial. Clin Pharmacol Ther. 2021 Sep;110(3):677-687.	2.25

		doi: 10.1002/cpt.2354. Epub 2021 Jul 28. PMID: 34231197; PMCID: PMC8404400. ● Dunnenberger HM, Biszewski M, Bell GC, Sereika A, May H, Johnson SG, Hulick PJ, Khandekar J. Implementation of a multidisciplinary pharmacogenomics clinic in a community health system. Am J Health Syst Pharm. 2016 Dec 1;73(23):1956-1966.	
	Discussion	Discussion Board: Phenoconversion	0.75
Week 12			
3/25 – 3/31	Lecture	Clinical Pharmacogenomics Implementation Case Study: University of Florida GatorCare	1.0
	Readings	Tuteja S, Salloum RG, Elchynski AL, Smith DM, Rowe E, Blake KV, Limdi NA, Aquilante CL, Bates J, Beitelshees AL, Cipriani A, Duong BQ, Empey PE, Formea CM, Hicks JK, Mroz P, Oslin D, Pasternak AL, Petry N, Ramsey LB, Schlichte A, Swain SM, Ward KM, Wiisanen K, Skaar TC, Van Driest SL, Cavallari LH, Bishop JR. Multisite evaluation of institutional processes and implementation determinants for pharmacogenetic testing to guide antidepressant therapy. Clin Transl Sci. 2022 Feb;15(2):371-383. doi: 10.1111/cts.13154.	1.0
	Discussion	● Discussion Board: What topics are you interested in that were not covered?	0.25
Week 13			
4/1 – 4/7	Exam	Weeks 6 - 11	1.0
Week 14-Week 15			
4/8 – 4/21	Lecture	Capstone Project Description	0.25
		Capstone Project Time	
Total Hours			**45**

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

Attendance Policy, Class Expectations, and Make-Up Policy
This is an online course with optional attendance at the UF Precision Medicine Conference and therefore, attendance means you are expected to complete the course learning activities so that you meet the established deadlines.   Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar. Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.

Students will be allowed to make-up quizzes, assignments, and discussion board activities for acceptable reasons as described in the Graduate Catalog. See:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance

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.

ACADEMIC REQUIREMENTS AND GRADING
Grading

Activity	Points Per Activity	Total Points Per Activity	Percentage of Final Grade
Assignments (6)	100 points each	600	50%
Discussion Boards (8)	20 points each	160	13%
Exams (2)	100 points each	200	17%
Capstone Assignment	250 points	250	20%
Total		**1210 Points**	**100%**

This course is divided into modules. Each module includes recorded lectures, readings, and if applicable, exams, assignments, and discussion board assignments. The final module consists of a Capstone Assignment. Additional information about these course elements is provided below:

Discussion Board Assignments
Throughout the course, students will be required to complete eight discussion board assignments. Students will be asked to answer a question based on the topics covered in that week's lecture and readings. Students should use primary literature to support their arguments and should interpret the information available to synthesize an opinion prior to posting their answer. **Students must interact with two different students post** and provide thoughtful questions and re-interpretation of their classmates' opinions and analysis. To help facilitate interaction you must post and interact with the other students on at least two separate days. This will allow students to each have time to respond back to each other's questions and re-interpretation of their post. A grading rubric is provided in **Appendix A**.

Assignments
Students will be required to complete a total of six assignments focused on pharmacogenomic implementation. Submission details and grading criteria for all assignments will be provided on the course website **Appendix B**.

Exams
There are two scheduled Exams to take place at Week 6 and Week 13. Exams are formatted with multiple choice questions and short-response questions. The exams will be available across a multiple-day period for students to complete. Exams are open-book and open-note but must be completed and submitted individually by each student.

Capstone Assignment (Reflection Assignment)
The capstone assignment is the final assignment in the course. Students are encouraged to use the lectures and assignments over the course to help complete the project. **Appendix C**.

Grading Policy

Percent	Grade	Grade Points
92.5 - 100.0	A	4.00
89.5 – 92.49	A-	3.67
86.5 – 89.49	B+	3.33
82.5 – 86.49	B	3.00
79.5 – 82.49	B-	2.67
76.5 – 79.49	C+	2.33
72.5 – 76.49	C	2.00
69.5 – 72.49	C-	1.67
66.5 – 69.49	D+	1.33
62.5 – 66.49	D	1.00
59.5 - 62.49	D-	0.67
< 59.50	E	0.00

Letter grade to grade point conversions are fixed by UF and cannot be changed.

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Policy Related to Quizzes, Assignment submissions, and Discussion Board Participation
Make-Up Policy: Students will be allowed to make-up quizzes, assignments, and discussion board activities for acceptable reasons as described in the Graduate Catalog (see http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance). Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Course Participation
This is an online course with optional attendance at the UF Precision Medicine Conference and therefore, attendance means you are expected to complete the course learning activities so that you meet the established deadlines. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar. Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.

Policy Related to Late Assignments
Students are expected to submit assignments on time. If a student has an emergency, they must communicate with the instructor in a timely manner (more than one day prior to the

deadline, if possible). It is at the instructor's discretion to provide assignment extensions. Assignments are subject to reduced credit based on the submission of late assignments.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior: Students are expected to participate in online collaborations such as the asynchronous discussion board. Students should make sure that discussion board comments are posted on the correct discussion thread. Discussion board comments should be clearly written, relevant to the topic of discussion, use appropriate grammar and spelling, and concise.

Communication Guidelines: In all course communications including emails and treaded discussions, students are expected to follow Netiquette Guidelines. These guidelines promote an environment that encourages everyone to ask questions and learn from each other. Discussion board posts that are not respectful of other opinions discourage a positive learning environment. The following link provides these guidelines: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."** It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/, http://gradschool.ufl.edu/students/introduction.html. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center:
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

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.

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

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Academic Resources

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

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. https://www.crc.ufl.edu/.

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

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

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

Student Complaints Campus*:* https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints*:* http://www.distance.ufl.edu/student-complaint-process.

Appendix A. Rubric for Assessing Student Participation in Discussion Board Activities
Grade Determination:
Total Points – 20 points = 100%, 18 points = 90%, 16 points = 80%, 14 points = 70%, 12 points = 60%, 10 points = 50%, 8 points = 40%, 6 points = 30%, 4 points = 20%, 2 point = 10%, 0 points = 0%

Proficiency Level	Below Expectations (0- 13 Points)	Meets Expectations (14-18 Points)	Above Expectations (18-20 Points)
Content	Information is plagiarized or directly copied from reference material, or no reference material is used. No citations are referenced. Reflections are descriptive: a reiteration of what was presented by instructor or in the assigned readings. Serious misinterpretations or not interpretation of the information is evident.	Information is summarized and not a reiteration of information provided by the instructor or in readings. Some references are sometimes made to readings or experiences. Provides less than full citations for works referenced.	Cites multiple readings and prior experiences and explains how these references extend and refine insights. Provides full citations for works referenced.
Interpretation	Presents information without any interpretations. Reflection is shallow and egocentric.	Interpretations of information are clear but lack insight into application or meaning.	Interprets information in accurate and insightful ways.
Organization	Information is disorganized.	Most information is logically presented and well organized.	All information is logically presented and well organized.
Mechanics	Three or more grammatical, spelling or punctuation errors.	1-2 grammatical, spelling or punctuation errors.	No grammatical, spelling or punctuation errors.
Quality of Information	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste, e.g., "I love it", "I hate it", "It's bad" etc.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions and specific, thoughtful criticisms or contributions.
Adherence to direction	Does not post on (2) other student posts or post the discussion and 2 posts on others students on the same day	Post on 2 other students with thoughtful discussion/questions on separate days	Post on 2 other students with thoughtful discussion/questions on separate days

Appendix B. Rubric for Assessing Student Participation in Assignments

Grade Determination:

Total Points – 100 points = 100%, 90 points = 90%, 80 points = 80%, 70 points = 70%, 60 points = 60%, 50 points = 50%, 40 points = 40%, 30 points = 30%, 20 points = 20%, 10 point = 10%, 0 points = 0%

Proficiency Level	Below Expectations (0-60 Points)	Meets Expectations (61-79 Point)	Above Expectations (80-100 Points)
Quality of Information	Information is plagiarized or directly copied from reference material, or no reference material is used. No citations are referenced. Reflections are descriptive: a reiteration of what was presented by instructor or in pre-readings read. Serious misinterpretations or not interpretation of the information is evident.	Information is summarized and not a reiteration of information provided by the instructor or in readings. Some references are sometimes made to readings or experiences. Provides less than full citations for works referenced.	Cites multiple readings and prior experiences and explains how these references extend and refine insights. Provides full citations for works referenced.
Interpretation	Presents information without any interpretations. Reflection is shallow and egocentric.	Interpretations of information are clear but lack insight into application or meaning.	Interprets information in accurate and insightful ways.
Organization	Information is disorganized.	Most information is logically presented and well organized.	All information is logically presented and well organized.
Mechanics	Three or more grammatical, spelling or punctuation errors.	1-2 grammatical, spelling or punctuation errors.	No grammatical, spelling or punctuation errors.

Appendix C. Rubric for Written Capstone Assignment

Students will be graded on the quality of information, interpretation, and organization of information presented. Students are expected to interpret information in an accurate and insightful way using logically presented and well-organized thought. Students should not plagiarize any content from published works. Large sections of quoted text will also be considered unacceptable. Plagiarism will result in a 0 grade for the capstone assignment. Please be sure to cite sources throughout the report.

Total Points – 100 points = 100%, 90 points = 90%, 80 points = 80%, 70 points = 70%, 60 points = 60%, 50 points = 50%, 40 points = 40%, 30 points = 30%, 20 points = 20%, 10 point = 10%, 0 points = 0%

Rubric for Written Capstone Assignment			
	Proficiency Level		
Domain	**Below Expectations (0-60)**	**Meets Expectations (61-79)**	**Above Expectations (80-100)**
Quality of Information	Information is plagiarized or directly copied from reference material, or no reference material is used. No citations are referenced. Reflections are descriptive: a reiteration of what was presented by instructor or in pre-readings read. Serious misinterpretations or not interpretation of the information is evident.	Information is summarized and not a reiteration of information provided by the instructor or in readings. Some references are sometimes made to readings or experiences. Provides less than full citations for works referenced.	Cites multiple readings and prior experiences and explains how these references extend and refine insights. Provides full citations for works referenced.
Interpretation	Presents information without any interpretations. Reflection is shallow and egocentric.	Interpretations of information are clear, but lack insight into application or meaning	Interprets information in accurate and insightful ways.
Organization	Information is disorganized.	Most information is logically presented and well organized.	All information is logically presented and well organized
Mechanics	Three or more grammatical, spelling or punctuation errors.	1-2 grammatical, spelling or punctuation errors.	No grammatical, spelling or punctuation errors.

Course|New for request 19000

Info

Request: GMS 6XXX Foundations of Programming in Biomedical Studies
Description of request: The department is requesting a new course to be created, as a course to introduce students to the programming tools and required skills to take further data science and AI-related coursework in HOBI. The course will be the final course in a sequence that is going to be part of a proposed 4 course certificate program, which will use 3 other existing courses.
Submitter: Matthew Mitterko mmitterko@aa.ufl.edu
Created: 4/26/2023 5:51:22 PM
Form version: 1

Responses

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

Response:
GMS

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
Note: 5000 level courses must be submitted through the undergraduate new course process

Response:
6

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

Response:
XXX

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

Response:
None

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.
* *

Response:

Intermediate

• *1000 level = Introductory undergraduate*
• *2000 level = Introductory undergraduate*
• *3000 level = Intermediate undergraduate*
• *4000 level = Advanced undergraduate*
• *5000 level = Introductory graduate*
• *6000 level = Intermediate graduate*
• *7000 level = Advanced graduate*
• *4000/5000= Joint undergraduate/graduate*
• *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Foundations of Programming in Biomedical Studies

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

Response:
Fndns of Program in Biomed Stu

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

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus, Online

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

Response:
No

Effective Term

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

Response:
Fall

Effective Year

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

Response:
2024

Rotating Topic?

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
This course is targeted for biomedical scientists looking for working knowledge of programming and the quantitative foundations of AI and biomedical informatics. This is a fast-paced, hands-on course covering the following topics: programming basics in Python, elements of data processing and analytics, and essential knowledge on using high-performance computing environments.

Co-requisites

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

Response:
N/A

Prerequisites

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

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:
N/A

Completing Prerequisites on UCC forms:

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

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

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
Provide necessary programming skills for students taking advanced courses in Biomedical Informatics

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
By the end of this course, students will be able to:
- Explain Python Basics including Types, Expressions, and Variables.
- Describe Data Structures in Python including Lists, Tuples, Dictionaries, Sets.
- Apply Python programming using Branching, Loops, Functions, Objects & Classes.
- Work with data in Python using Pandas and Numpy libraries.
- Perform exploratory data analysis, understand key principles of sampling and select appropriate tests of significance for multiple contexts
- Create data visualizations and numerical summaries with Python
- Hands-on practice using Linux/Unix system

- Explain high-performance computing environments and GPU computing

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
No

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1:
- Introduction to the course - Yonghui
- Programming environment for Python - Xing
- o IDEs (Integrated Development Environments) and text editors (Vim, Eclipse)
- o Jupyter notebook

Week 2:
- Linux Command Lines (SSH), Python scripts (Vim) - Xing
- Code management software (Github) - Xing

Week 3:
- Python programming basics - Cheng/Yu
- o Reserved keywords
- o Variables
- o Functions
- o Libraries, e.g., NumPy
- o Loops

Week 4:
- Data structures - Cheng/Yu
- o List, dictionary, sets

Week 5:
- Persistence – Xing/Ho Yin (pandas)
- o I/O operations read/write files
- o Read and write delimited and JSON files
- o Handling large files in Linux system
- o Handling large datasets (data frames, pandas)

Week 6:
- Object-oriented programming - Yu

Week 7:
- Create data visualizations and numerical summaries with Python - Xing

Week 8:
- Regular Expression - Danielle

Week 9:
- Debug program and solve problem, effectively using search engine and other tools - Xing

Week 10:
- PyTorch for deep learning - Yu

Week 11:
- Study Case #1

Week 12:
- Final team project

Week 13:
- Final team project Q&A

Week 14:
- Final team project Q&A

Week 15:
- Final team project presentation

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
o   Letter grade A/B/C/D/F

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

Response:
Yonghui Wu, or other HOBI faculty to be determined

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

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

     Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

     Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

* *

     Response:
Yes

University of Florida

Department of Health Outcomes & Biomedical Informatics
College of Medicine

Instructor Name: Yonghui Wu
Course Number and Title: Foundations of Programming in Biomedical Studies
Credit Hours: 3
Meeting Times: TBD
Semester/Year: FALL 2024
Delivery Format: On- Campus
Location: TBD
Room Number: TBD
Phone Number: (352) 294-8436
Email Address: yonghui.wu@ufl.edu
Office Hours: By appointment
Canvas URL: http://elearning.ufl.edu/
Department Website: https://health-outcomes-policy.ufl.edu/

PREREQUISITES: NA.

MAIN TEXT (required)

This course is targeted for biomedical scientists looking for working knowledge of programming and a quantitative foundation of artificial intelligence (AI) and biomedical informatics. This is a fast-paced, hands-on course covering the following topics: programming basics in Python, elements of data processing and analytics, and essential knowledge on using high-performance computing environments for biomedical research.

ADDITIONAL REFERENCES

1. Michael Urban and Joel Murach. Python Programming Book. 2021.
2. Python For Beginners. Python.org. n.d. URL: https://www.python.org/about/gettingstarted/

DESCRIPTION OF COURSE CONTENT

This course covers Python programing basics including reserved key words, variables, functions, common libraries; how to debug and solve coding issues; data structures such as List, Dictionary, Sets; I/O operations to handle files, object-oriented programing, data visualization and summarization, regular expression in Python, Python for deep learning – PyTorch, and hands-on projects to apply Python programming to process biomedical data such as electronic health records.

PURPOSE OF THE COURSE

This course aims to teach biomedical science students code in Python, one of the most popular programming languages today. This class covers the fundamentals of developing scripts to automate routine work and scale large-load work. By the end of this course, students will have a better understanding of common coding skills in

Python, and acquire knowledge of its data structures, modules, functions, input/output, and the basics of the object-oriented methodologies. Students will be able to apply Python to handle various biomedical data such as electronic health records.

COURSE OBJECTIVES & GOALS

Upon successfully finishing this course, students will be able to:
1. Explain Python Basics including Types, Expressions, and Variables.
2. Process and represent EHR data using data structures in Python including Lists, Tuples, Dictionaries, Sets.
3. Apply Python programming for biomedical research using Branching, Loops, Functions, Objects & Classes.
4. Work with biomedical data in Python using common libraries such as Pandas and Numpy libraries.
5. Create data visualizations and numerical summaries with Python.
6. Hands-on practice using Linux/Unix system.
7. Explain high-performance computing environments and GPU computing using HiPerGator for large-scale EHR data processing.

COURSE POLICIES

ATTENDANCE POLICY

Class attendance is mandatory. Excused absences follow the criteria of the UF Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to or on the day of absence, not later. UF rules require attendance during the first two course sessions. Missing more than three scheduled sessions will result in a failure. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments. Finally, students should read the assigned readings prior to the class meetings, and be prepared to discuss the material for each session.

For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

QUIZ/EXAM POLICY

Unless otherwise stipulated, all assignments are individual assignments. Students are forbidden to collaborate or consult with one another on such assignments. Students must of course follow the University Policy on Academic Misconduct, which includes but is not limited to prohibition of plagiarism. All assignments are due at the beginning of class. All assignments have to be turned in to pass the class. NO exception.

MAKE-UP POLICY

Students are allowed to make up work only as the result of illness or other unanticipated circumstances. In the event of such emergency, documentation will be required in conformance with University policy. Work missed for any other reason will earn a grade of zero.

TERM PROJECT POLICY

The final assignment for this course is a project which includes a paper assignment, a programming assignment, and a presentation. As such, this is a collaborative project. Students are expected to work on this project in a professional manner, and are expected to clearly delineate roles and responsibilities.

UF POLICIES

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

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php. You are expected and required to comply with the University's academic honesty policy (University of Florida Rules 6C1-4.017 Student Affairs: Academic Honesty Guidelines, available at http://regulations.ufl.edu/chapter4/4017.pdf). Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. Note that misrepresentation of the truth for academic gain (e.g., misrepresenting your personal circumstances to get special consideration) constitutes cheating under the University of Florida Academic Honesty Guidelines

NETIQUETTE – COMMUNICATION COURTESY

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. The first instance of clearly rude and/or inappropriate behavior will result in a warning. The second instance will result in a deduction of five percentage points (20 points) from your overall grade. The third instance will result in a drop of a letter grade (A to B, A- to B-, and so on).

Follow netiquette for online communications http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

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GETTING HELP

For issues with technical difficulties for E-learning, please contact the UF Help Desk at:
● Learning-support@ufl.edu
● (352) 392-HELP - select option 2
● https://lss.at.ufl.edu/help.shtml

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 your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Other resources are available at http://distance.ufl.edu/getting-help/

COUNSELING AND WELLNESS RESOURCES

For any type of counseling needs, especially related to stress with school, work, personal life, crisis and emergency counseling, alcohol and other drug related services as well as Psychiatry wellness, you are encouraged to make an appointment with the counseling and wellness center through this link: https://counseling.ufl.edu/

LIBRARY HELP DESK SUPPORT

Should you have any complaints with your experience in this course please visit http://distance.ufl.edu/student-complaint-process/ to submit a complaint.

EVALUATION AND GRADING POLICIES

Your semester grade will be based on a combination of class involvement, homework assignments, a group project, and a final exam.

1. Class involvement: 20%
2. Homework: 25%
3. Group project: 30%
4. Final exam: 25%

Notes: Homework assignments will lead to class discussion. Your participation during these discussions is an effective part of the grade you receive for each assignment. Instructions for each assignment, test and for the project will be carefully described when assigned.

SCALING

Letter grade	Grade points	Grade Percentage
A	4.0	95-100
A-	3.67	90-94
B+	3.33	87-89
B	3.0	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.0	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.0	63-66
D-	0.67	60-62
F	0	<60

ONLINE FACULTY COURSE EVALUATION PROCESS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/ Students' evaluations are important

(e.g. for assessing instructors' performance on their teaching activities in relation to promotion) and they will be used to improve the course topics, materials, assignments, exams, and the instructor's teaching style.

COURSE SCHEDULE (TENTATIVE)

Week	Topic	Notes
Week 1	**Introduction to the course**: Python history, programing environment, Integrated development environment.	
Week 2	**Programing essentials:** Linux Command Lines (SSH), Python scripts (Vim), Code management software (Github)	
Week 3	**Python programing basics:** Reserved keywords, Variables, Functions, Libraries, e.g., NumPy, Loops	
Week 4-5	**Python Data structure**: Lists, Dictionary, Sets	
Week 5-6	**Handle files**: Persistence, I/O operations read/write files, Read and write delimited and JSON files, Handling large files in Linux system, Handling large datasets (data frames, pandas), transfer electronic health data from long-form to short-form.	
Week 7-8	**Object-oriented programming**: Class, object, methods, inheritance.	
Week 9-10	**Data visualization**: Create data visualizations and numerical summaries with Python, how to visualize electronic health records data.	
Week 11	**Debugging and problem solving**: How to debug python program and solving problems.	
Week 12	**Python for deep learning**: PyTorch, biomedical large language models.	
Week 13	**Python for Biomedical data processing**	
Week 14	**Group project presentations**	

Course|New for request 19472

Info

Request: PHC 6XXX Social Stratification and Health
Description of request: Request to create a new course for MPH or PhD students in public health.
Submitter: April Oneal aprilloneal3@ufl.edu
Created: 1/29/2024 12:29:23 PM
Form version: 1

Responses

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

Response:
PHC

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

Response:
6

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

Response:
XXX

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

Response:
None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

Response:
Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

> Response:
> Social Stratification and Health

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

> Response:
> Social Stratification & Health

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

> Response:
> Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

> Response:
> On-Campus

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

> Response:
> No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the

department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

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

Response:
Earliest Available

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

Response:
No

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

Response:
No

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

Response:
3

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

Response:
No

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

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

> Response:
> Regularly Scheduled

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

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

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

> Response:
> Lecture

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

> Response:
> 3

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

> Response:
> This course explores the extent, causes, and consequences of social and economic inequalities on health. The course examines these topics through the lens of two central concepts: social inequality and social mobility, with a particular emphasis on intergenerational patterns of mobility within the U.S. related
> to health, illness, and well-being.

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

> Response:
> None

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

> Response:
> None

Completing Prerequisites:

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

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

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

> Response:
> This course is intended for MPH or PhD students in public health and was developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public health (ASPPH) and with the student learning outcomes (SLOs) for UF's MHP and
> Ph.D. in Public Health programs. This course seeks to establish a foundational understanding of the intersections between inequality and health in the U.S. that can be built upon throughout the entirety of the students' program of study and into their future careers as public health practitioners.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

> Response:
> The course will provide students with an understanding of the following content areas: (1) theoretical foundations for understanding social stratification and health (2) research on social stratification and health and (3) social stratification and the social organization of medical care. Topics covered in this
> class will be applied to a broad range of diseases and medical conditions for pediatric and adult populations, including Type 1 Diabetes (an autoimmune disease) as well as Type 2 Diabetes.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Required Textbook: Barr, Donald A. (2014). Health Disparities in the United Stated: Social Class, Race, Ethnicity, and Health (2nd Edition). ISBN: ISBN-13: 978-1421414751; ISBN-10: 1421414759

Required Reader: Abraham, Laurie Kaye. Mama Might be Better off Dead: The Failure of Health Care in Urban America. University of Chicago Press. ISBN-13: 978-0226001395; ISBN-10: 0226001393

Additional Required Readings: Posted on the course website (Canvas) and are noted on the course outline as "TBD". Many of these will be chapters from a book that is open-access: https://www.niddk.nih.gov/about-niddk/strategic-plans-reports/diabetes-in-america-3rd-edition

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week Date(s) Topic(s) Readings and Assignments
1 Course Introduction and Overview
*Blood Sugar Rising (PBS 2020 Documentary)
*van Dorn et al. (2020) COVID-19 Exacerbating Inequalities in the US
*Millett et al. (2020) Assessing Differential Impacts of COVID-19 on Black Communities
*Mahajan et al. (2020) Racial Demographics and COVID-19 Confirmed Cases and
Deaths: A Correlational Analysis of 2886 US Counties

2 Social Stratification in the US • ELearning PDF: Chetty et al. (2014) Is the United States Still a Land of
Opportunity? Recent Trends in Intergenerational Mobility. National Bureau of Economic Research working paper.
• ELearning PDF: Lareau A. (2002) Invisible Inequality: Social Class and Childrearing in Black Families
and White Families.
• ELearning PDF: Jerrim & Macmillan (2015) Income Inequality, Intergenerational Mobility, and the Great
Gatsby Curve: Is Education the Key?
Memo #1 Due September 8 5:00 PM

3 Health Disparities in the US and Social Ecological Approaches
• Barr Chapters 1, 2
• ELearning PDF: Schulz & Northridge (2004) Social Determinants of Health
• ELearning PDF: Adler & Rehkopf (2008) US Disparities in Health
• ELearning PDF: CDC Health Disparities and Inequalities Report (Reference only)
Memo #2 Due September 14 5:00 PM

4 Health Disparities in the US (continued)
• Barr Chapters 3, 4
• Watch Walker's Stanford National Webinar: Diabetes Disparities in a Time of COVID
Memo #3 Due September 21 5:00 PM

5 Health Disparities in the US: Race and Ethnicity • Barr Chapters 5, 6, & 8
• ELearning PDF: Chetty et al. (2014) Race and Economic Opportunity in the United States: An Intergenerational Perspective

Memo #4 Due September 28 5:00 PM

6 Case Studies: Overview of Type 1 Diabetes • Chapters 1 & 2 from Diabetes In America (see
NIDDK
NIH link for access)
• Barr Chapter 7
• ELearning PDF: Walker et al. Type 1 Diabetes though Two Lenses
• Class Guest: Dr. Michael Haller (Chief of Pediatric Endocrinology at UF)
Memo #5 Due October 5 5:00 PM

7 Type 1 Diabetes and Health Disparities in the US and Interventions • ELearning PDF: Secrest et
al.
Association of SES with Mortality in T1D
• ELearning PDF: CDC Diabetes Deaths in Children
• ELearning PDF: Walker et al. Addressing Health Disparities in T1D through Peer Mentorship
Memo #6 Due October 12 5:00 PM

8 Type 1 Diabetes and Health Disparities and Interventions (Continued) • Guest Speaker Dr. Nick
Cuttriss (MD/MPH, Pediatric Endocrinologist from Stanford University, Founder of AYUDA)
• ELearning PDF: Walker et al. Neighborhood Deprivation Index and Provider Geocoding
Memo # 7 Due October 19 5:00 PM

9 Type 1 Diabetes and Racial Health Disparities: Implicit Bias and "Access"
• Barr Chapters 8 & 9
• ELearning PDF: Willi et al. Racial-Ethnic Disparities in Management and Outcomes Among
Children
with Type 1 Diabetes
• ELearning: Addala et al. 2020
Memo # 8 Due October 26 5:00 PM

10 Case Studies: Overview of Type 2 Diabetes • View Dr. Donahoo's lecture
• Chapter 3 and 13 from Diabetes in America
• Chapters 1-3 of Mama Might be Better off Dead
Memo #9 Due November 2 5:00 PM

11 Type 2 Diabetes and Health Disparities in the US View Dr. Bell's World Diabetes Day talk
• Chapter 8 from Diabetes in America
• Chapters 4-8 from Mama Might be Better off Dead
Memo #10 Due November 9 5:00 PM

12 Type 2 Diabetes and Race • Guest speaker Dr. LaToya O/Neill
• Chapters 9-12 in Mama Might be Better off Dead
• ELearning link to Race and T2D: http://www.diabetesforecast.org/2017/nov-dec/race-and-type-
2-
diabetes.html
Memo #11 Due November 16 5:00 PM

13 Thanksgiving Break
Memo #12 Due November 23 at 5:00 PM

14 Course Conclusion NA

15 Student Presentations Recording of PowerPoint presentations must be uploaded by Monday
December 7th by 5:00 PM

16 Student Presentations Final Papers Due December 14 5:00 PM

Grading Scheme
*List the types of assessments, assignments and other activities that will be used to determine the course grade,
and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and*

grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Requirement Due date Points
Memos Ongoing 200
Zoom Discussions You are required to attend 2 of the 5 Zoom discussion sessions 30
Final Project Note: if you want feedback prior to the final submission, you must have drafts to me for review by
December 2nd 80
TOTAL 310
Requirement Due date Points
Memos Ongoing 200
Point System:
Points earned   289 280-288 274- 279 259- 273 250- 258 244- 249 229- 243 220- 228 214- 219 199- 213 190- 198
<189
Letter Grade A A- B+ B B- C+ C C- D+ D D- E
Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be
3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based
on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

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

Response:
Ashby Walker, PhD

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

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

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

* *

Response:
Yes

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6XXX: Social Stratification and Health (3 credits)
Fall 2021
Delivery Format: On-Campus
Course Website or E-Learning *if applicable*

Instructor Name: Ashby Walker, PhD
Room Number: TBD
Phone Number: 352-273-8278
Email Address: afwalker@ufl.edu
Office Hours: Fridays 12:00-2:00 p.m.
Teaching Assistant: TBD
Preferred Course Communications: Please email Dr. Walker

Prerequisites*:* PHC 6410 or equivalent.

PURPOSE AND OUTCOME

Course Overview:

This course explores the extent, causes, and consequences of social and economic inequalities on health. The course examines these topics through the lens of two central concepts: social inequality and social mobility, with a particular emphasis on intergenerational patterns of mobility within the U.S. related to health, illness, and well-being.

Relation to Program Outcomes

This course is intended for PhD students in Public Health in the health services research concentration. This course is also an elective offering for PhD students in Public Health in the social and behavioral sciences (SBS) concentration as well as MPH students in the SBS concentration. This course seeks to establish a foundational understanding of the intersections between inequality and health in the U.S. that can be built upon throughout the entirety of the students' program of study and into their future careers as public health practitioners.

Course Objectives and/or Goals

The course will provide students with an understanding of the following content areas: (1) theoretical foundations for understanding social stratification and health (2) research on social stratification and health and (3) social stratification and the social organization of medical care. Topics covered in this class will be applied to a broad range of diseases and medical conditions and chronic diseases for pediatric and adult populations.

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

1. Identify theories on social stratification and inequality and related concepts and models that are used in public health research and practice.
2. Identify the consequences of social stratification and inequality that affect the health of individuals and populations.
3. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies and interventions as they relate to addressing systemic inequalities in the U.S.
4. Critically evaluate health disparities in the United States, including they ways that social inequality and social mobility contribute to disparate outcomes.
5. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions that address social and economic inequality.
6. Apply ethical principles to public health program planning, implementation, and evaluation that address social and economic inequality.
7. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies that address social and economic inequality.
8. Work collaboratively as part of a public health team.

Instructional Methods

1. Assigned readings (textbook chapters and/or articles posted to eLearning)
2. Lectures
3. Discussion groups
4. Reflection memos
5. Final project

What is expected of you?

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

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings and Assignments
1		Course Introduction and Overview	*Blood Sugar Rising (PBS 2020 Documentary) *van Dorn et al. (2020) COVID-19 Exacerbating Inequalities in the US *Millett et al. (2020) Assessing Differential Impacts of COVID-19 on Black Communities *Mahajan et al. (2020) Racial Demographics and COVID-19 Confirmed Cases and Deaths: A Correlational Analysis of 2886 US Counties
2		Social Stratification in the US	• ELearning PDF: Chetty et al. (2014) *Is the United States Still a Land of Opportunity? Recent Trends in Intergenerational Mobility. National Bureau of Economic Research working paper.* • ELearning PDF: Lareau A. (2002) *Invisible Inequality: Social Class and Childrearing in Black Families and White Families.* • ELearning PDF: Jerrim & Macmillan (2015) *Income Inequality, Intergenerational Mobility, and the Great Gatsby Curve: Is Education the Key?* Memo #1 Due September 8 5:00 PM
3		Health Disparities in the US and Social Ecological Approaches	• Barr Chapters 1, 2 • ELearning PDF: Schulz & Northridge (2004) *Social Determinants of Health* • ELearning PDF: Adler & Rehkopf (2008) *US Disparities in Health* • ELearning PDF: *CDC Health Disparities and Inequalities Report* (Reference only) Memo #2 Due September 14 5:00 PM
4		Health Disparities in the US (continued)	• Barr Chapters 3, 4 • Watch Walker's Stanford National Webinar: Diabetes Disparities in a Time of COVID Memo #3 Due September 21 5:00 PM
5		Health Disparities in the US: Race and Ethnicity	• Barr Chapters 5, 6, & 8 • ELearning PDF: Chetty et al. (2014) *Race and Economic Opportunity in the United States: An Intergenerational Perspective* Memo #4 Due September 28 5:00 PM

6		Overview of Chronic Disease Outcomes and Social Stratification in the U.S.	• Chapters 1 & 2 from *Diabetes In America* (see NIDDK NIH link for access) • Barr Chapter 7 • ELearning PDF: Walker et al. *Type 1 Diabetes though Two Lenses* • Class Guest: Dr. Michael Haller (Chief of Pediatric Endocrinology at UF) Memo #5 Due October 5 5:00 PM
7		Health Disparities in Chronic Diseases: Interventions	• ELearning PDF: Secrest et al*. Association of SES with Mortality in T1D* • ELearning PDF: *CDC Diabetes Deaths in Children* • ELearning PDF: Walker et al. *Addressing Health Disparities in T1D through Peer Mentorship* Memo #6 Due October 12 5:00 PM
8		Health Disparities in Chronic Diseases: Interventions (Continued)	• Guest Speaker Dr. Nick Cuttriss (MD/MPH, Pediatric Endocrinologist from Stanford University, Founder of AYUDA) • ELearning PDF: Walker et al. Neighborhood Deprivation Index and Provider Geocoding Memo # 7 Due October 19 5:00 PM
9		Racial Health Disparities: Implicit Bias and "Access"	• Barr Chapters 8 & 9 • ELearning PDF: Willi et al. *Racial-Ethnic Disparities in Management and Outcomes Among Children with Type 1 Diabetes* • ELearning: Addala et al. 2020 Memo # 8 Due October 26 5:00 PM
10		Chronic Disease and Intergenerational Poverty	• View Dr. Donahoo's lecture • Chapter 3 and 13 from *Diabetes in America* • Chapters 1-3 of *Mama Might be Better off Dead* Memo #9 Due November 2 5:00 PM

11		Health Disparities in the US: American Indian Communities	View Dr. Bell's World Diabetes Day talk and Dr. Scarton's lecture (both available via Canvas) • Chapter 8 from *Diabetes in America* • Chapters 4-8 from *Mama Might be Better off Dead* Memo #10 Due November 9 5:00 PM
12		Health Disparities in the US: Hispanic and Black Communities	• Guest speaker Dr. LaToya O/Neill • Chapters 9-12 in *Mama Might be Better off Dead* • ELearning link to Race and T2D: http://www.diabetesforecast.org/2017/nov-dec/race-and-type-2-diabetes.html Memo #11 Due November 16 5:00 PM
13		Thanksgiving Break	Memo #12 Due November 23 at 5:00 PM
14		Course Conclusion	NA
15		Student Presentations	Recording of PowerPoint presentations must be uploaded by Monday December 7th by 5:00 PM
16		Student Presentations	Final Papers Due December 14 5:00 PM

Course Materials and Technology

Required Textbook: Barr, Donald A. (2018). *Health Disparities in the United Stated: Social Class, Race, Ethnicity, and Health (2nd Edition)*. ISBN: ISBN-13: 978-1421414751; ISBN-10: 1421414759

Required Reader: Abraham, Laurie Kaye. *Mama Might be Better off Dead: The Failure of Health Care in Urban America*. University of Chicago Press. ISBN-13: 978-0226001395; ISBN-10: 0226001393

Additional Required Readings: Posted on the course website (Canvas) and are noted on the course outline as "TBD". Many of these will be chapters from a book that is open-access: https://www.niddk.nih.gov/about-niddk/strategic-plans-reports/diabetes-in-america-3rd-edition

Course Website: The course website is available on Canvas and can be accessed through the eLearning @ UF website. The weekly schedule, additional course materials, You will log into the course website using your Gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

Submitting Course Materials: Course assignments should be uploaded to the eLearning site when they are due.

Announcements: Course announcement will be made on Canvas so it is vital that you check daily during the semester.

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

Additional Academic Resources

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

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

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. **Memos**: Each week students will complete memos. Memos are 2-4 pages typed, doubled-spaced (standard margins) and use APA, AMA, or ASA citation style when using outside references (including course readings). Memos provide you a chance to succinctly _**summarize**_ main findings, _**reflect**_ on the relevance of weekly topics, and _**apply**_ core concepts to your everyday world. There will be 12 memo topics to pick from and you select 10 out of the 12 to submit. All students are required to submit Memo #12 (you may not opt out of Memo #12 as it allows you to reflect on the assigned book *Mama Might be Better off Dead)*. Memos must be uploaded to the Canvas e-learning site in a word document by the start of the class they are due. **Each memo is worth 20 points for a total of 200 points for the semester.**

2. **Discussion Facilitation**: To build a participatory classroom environment, each student will help facilitate two class discussions on the assigned weekly readings. Discussion facilitators will be expected to summarize key takeaways from the readings (5 points), to develop meaningful discussion questions to help guide conversation about the readings (5 points), and to identify future directions for research in this area (5 points). **Facilitating 2 discussions is worth a total of 30 points (15 per discussion).**

3. **Final Project**: To integrate what you have learned about social stratification and health, and to develop your ability to think critically, your final project will involve a paper and presentation on racial health disparities in the U.S. and a proposed intervention. This can address any area of health and wellness that you are interested in. The project will be graded for the paper portion (50 points) as well as a PowerPoint presentation you will upload to the Canvas site (30 points). The rubric (provided in Canvas and distributed in class) uses the following evaluative criteria: (a) professionalism (b) appropriate use of citations (c) application of the course content (d) grasp of material (e) clarity and (f) inclusion of ethical responsibilities in the proposed intervention (and risk/benefits). Final projects (paper and PowerPoint) need to be uploaded to Canvas by the start of the class when they are due. **The final project is worth 80 points.**

Grading

Requirement	Due date	Points
Memos	Ongoing	**200**
Discussion Facilitation	You are required to lead 2 class discussions (worth 15 points each). The schedule for this will be determined the first week of class through a sign-up sheet).	**30**
Final Project	*Note: if you want feedback prior to the final submission, you must have drafts to me for review by December 2nd*	**80**
TOTAL		**310**

Point System:

Points earned	≥ 289	280-288	274-279	259-273	250-258	244-249	229-243	220-228	214-219	199-213	190-198	≤189
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

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

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

Exam Policy

Policy Related to Make up Exams or Other Work

Late assignments are not accepted unless arrangements have been made ahead of the due date with the instructor. If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the instructor as soon as possible.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext and https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/#excusedabsencestext

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

To maximize the use of class time, you are expected to:
1. Look at Canvas for notes and announcements prior to each class
2. Read assigned readings prior to class and come prepared for discussion
3. Limit the use of computers and other electronic devices in class to related activities

Communication Guidelines

Please email the instructor directly (email address above) rather than using the messaging tool in Canvas. For digital communication expectations see: *Netiquette Guidelines*: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Academic Integrity

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

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

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

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

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

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

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

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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

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

Course|New for request 17631

Info

Request: RLG 5XXX Ethics after the Holocaust
Description of request: To whom it may concern,
The class has been taught as a Special Topics class during my first year at the University of Florida. I wish to make it permanent, which would also make it available as part of the Ethics and Society certififcate as well as the Holocaust Studies certificiate.
Please do not hestitate to reach out to me if you have any questions or concerns about it.

Best regards,
Yaniv Feller

Submitter: Gillian Lord-Ward glord@ufl.edu
Created: 10/27/2023 4:27:39 PM
Form version: 9

Responses

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

Response:
RLG

Course Level
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). *
Note: 5000 level courses must be submitted through the undergraduate new course process

Response:
5

Rationale for 5000 level course request
Please provide the rationale for submitting this course as a 5000 level course in the space provided below. (i.e. target audience, program, school)

Response:
This course is aimed at graduate students who are interested in developing a working knowledge of post-Holocaust Jewish thought. It is meant as an introduction to this field and method, while assuming some experience and knowledge of either of the study of religion, or of the Holocaust. The course serves Religion graduate students who work on religious questions pertaining to contemporary Judaism, as well as those interested in thematic themes such as theodicy and questions of religion and violence. In addition, it serves graduate history students who are interested in thinking about the theological and philosophical impact the Holocaust had upon Jewish thought. As such, it builds both on preexisting strengths in the relevant course offering in Religion, e.g. Religion and Violence or Religion and Social Change, alongside the teaching done on the Holocaust in classes such as Holocaust in the Courtroom or Representing the Holocaust.

Course Number

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

Response:
XXX

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

Response:
None

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.
* *

Response:
Introductory

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Ethics after the Holocaust

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

Response:
Ethics after the Holocaust

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

Response:

Graduate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

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

Response:
No

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

Response:
Earliest Available

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

Response:
Earliest Available

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

Response:
No

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Seminar

Weekly Contact Hours

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

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Introduces graduate students to major philosophical and theological debates in the aftermath of the Holocaust: modernity, evil, theodicy, resentment and forgiveness, and visual representations. Engagment with major philosophical works, film, and new media.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
N/A

Completing Prerequisites on UCC forms:

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

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

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

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This course supports the curriculum of the Religion department, as well as Philosophy and the Bud Shorstein Center for Jewish Studies, by offering students an opportunity (so far missing from the curriculum) to engage in the study of reliigous thought through a close readings of important texts and case studies. This type of class is currently not on offer in UF. Its contribution to the curriculum is in treating the questions the Holocaust raises from a religious and philosophical perspectives, among others through a close reading of difficult philosophical texts on the subject.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Students who successfully complete this course will be able to:
1. Identify the major philosophical and theological challenges posed by the Holocaust.
2. Explain how the memory of an historical event shapes our present society.
3. Demonstrate the ability to closely and critically read philosophical texts, noting their merits and problems.
4. Apply, in writing and orally, philosophical theories into case-studies and evaluate their explanatory power.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Textbooks:
Hannah Arendt, Eichmann in Jerusalem (2006)
Karl Jaspers, The Question of German Guilt (2000)
Art Spiegelman, The Complete Maus (1996)

Other texts (made availabe on Canvas) include:

Zygmunt Bauman, "Sociology after the Holocaust," in Modernity after the Holocaust (2002), 1-30
David Nirenberg, "Thinking about Judaism, or the Judaism of Thought," in Anti-Judaism: The Western Tradition (2013), 1-12
Selections from the biblical Book of Job
Martin Buber, "The Question," in The Prophetic Faith (1949), 183-197
Steven Spielberg, Schindler's List (1993)
Jean Améry, "Resentments," At the Mind's Limits (1966), 62-81

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
The course is comprised of five major units: Modernity, Evil, Theodicy, Resentment, and Afterimages. Below is a rough class by class breakdown, whereby each line represents one class.

Week 1: Modernity
- Zygmunt Bauman, "Sociology after the Holocaust," in Modernity after the Holocaust, 1-30
- David Nirenberg, "Thinking about Judaism, or the Judaism of Thought" Anti-Judaism: The Western Tradition, 1-12.

Week 2: The Problem of Evil
- Hannah Arendt, The Origins of Totalitarianism, 437-459
- Arendt, Eichmann in Jerusalem, chp. 1-3

Week 3: Inversing the Categorical Imperative
- Immanuel Kant, selections from
- Arendt, Eichmann in Jerusalem, 7-8

Week 4: The Banality of Evil
- Arendt, Eichmann in Jerusalem, 14-15
- Arendt, Eichmann in Jerusalem, Epilogue, Postscript

Week 5: Biblical Theodicy
- The Book of Job (selections)
- Martin Buber, "The Question," The Prophetic Faith, 183-197

Week 6: Theodicy from within the Abyss
- Leo Baeck, "Jewish Existence" (1935)
- Yehuda Bauer, "Jewish Resistance: Myth or Reality?"

Week 7: Reimagining God
- Eli Wiesel, "God's Suffering: A Commentary"
- Hans Jonas, "The Concept of God after Auschwitz"

Week 8: Death of God
- Richard Rubenstein, "Death-of-God Theology and Judaism"
- Emmanuel Levinas, "Useless Suffering"

Week 9: Forgiveness
- Friedrich Nietzsche, Human, All Too Human, par. 45; Beyond Good and Evil, par. 260; 2.
Nietzsche, On the Genealogy of Morals, par. 4, 6-13.
- Emmanuel Levinas, "Toward the Other," Nine Talmudic Readings, 12-29

Week 10: Resentment
- Jean Améry, "Resentments," At the Mind's Limits, 62-81
- Vladimir Jankélévitch, "Should We Pardon Them?"

Week 11: German Guilt
- Karl Jaspers, The Question of German Guilt (the entire week)

Week 12: Representation in Comics
- Art Spiegelman, Maus - Part I
- Art Spiegelman, Maus - Part II

Week 13: Representation in the United States
- Steven Spielberg, Schindler's List
- Laura Levitt, "Looking Out from under a Long Shadow," American Jewish Loss after the
Holocaust

Week 14: Learning from the Germans?
- Susan Neiman, Learning from the Germans, chp. 1 and 7
- Michael Rothberg, Multidirectional Memory, introduction

Week 15: The Future of Memory
- 1. Eva's Story on Instagram; 2. Lital Henig and Tobias Ebbrecht-Hartmann, "Witnessing Eva
Stories: Media Witnessing and Self-inscription in Social Media Memory," New Media & Society
24.1 (2022): 202-226.
- Concluding discussion

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Active Participation (10%): Students should come to class having read the text and noted the main argument and at least one question they might have. Student's active participation would be measured on three parameters: 1. Knowledgeable (K): Shows evidence of having done the assigned work. 2. Thoughtful (T): Evaluates carefully issues raised in assigned work. 3. Considerate (C): Takes the perspective of others into account and listens attentively. The distinction in each of these is according to the following rubric:
Excellent (9-10): K: Consistently makes excellent contributions to the overwhelming majority of class discussions in a way that shows excellent preparation of the relevant class materials. T: Consistently makes excellent contributions to the overwhelming majority of class discussions by raising important questions, relating to other comments, or making connections across readings. C: Always respectful to others, and takes their comments seriously.
Good (8): K: Contributes to most class discussions in a way that shows good preparation of the relevant class materials. T: Contributes to most class discussions by raising important questions, relating to other comments, or making connections. C: Respectful to others and attempts to engage their comments.
Average (7): K: Regularly contributes to class discussions and is able to explain their position based on the reading. T: Regularly contributes to most class discussions by raising important questions, relating to other comments, or making connections across readings. C: Respectful, and sometimes relates to others' comments.
Insufficient (6): K: Sometimes contributes to the discussion in ways that do not necessarily show good preparation of class materials. T: Sometimes contributes to the discussion in ways that show the ability to carefully evaluate issues raised. C: Rarely takes into account how others might perceive one's comments.
Unsatisfactory (0-5): K: Never or rarely contributes to class discussions, and the contribution do not prove evidence of reading. T: Never or rarely contributes to class discussions, and the contributions do not amount to careful evaluation of the material. C: Does not take into account other people's feelings and perspectives.

Five Response Papers (15%): 2-3 pages, double spaced. Five responses, one for each unit (Modernity, Evil, Theodicy, Resentment, Afterimages). The purpose of these reflections is to engage the text in writing in preparation for class. Each of these papers should include a very brief summary of the reading and its main argument, as well as an engagment with it and a question related to the text.

Thinking with Arendt (25%): 5-6 pages, double-spaced. In this paper, students choose a theme from our discussion of Arendt in class and think through the consequences of its argument made, e.g. was Eichmann's evil really banal and does it matter? Does thoughtlessness justify capital punishment?

God and Forgiveness (25%): 5-6 pages, double-spaced. In this paper, students compare two thinkers of their choice from among the Theodicy and Resentment units. Topic include: How does the book of Job helps us understand contemporary theodicies? What do Buber and Levinas have to tell us about why do people suffer unjustly?

Afterimages (25%): 5-6 pages. How do we think or represent the Holocaust? What is the relation between philosophical arguments about it and artistic works? For this assignment also creative projects would be considered, with prior approavl of the instructor.

Numerical Grading Scale:
A 93-100 A- 90-92
B+ 87-89 B 83-86 B- 80-82
C+ 77-79 C 73-76 C- 70-72
D+ 68-69 D 63-67 D- 60-62

E <60

Grading Criteria is as follows:
- A-range – 90s – Excellent – Full command and facility with material with the ability to place it within larger historical/literary context and to make arguments based upon it.
- B-range – 80s – Very Good and Good – Solid understanding of material but without complete facility or ability to make arguments based on it.
- C-range – 70s -- Fair – Some understanding of major themes, lack of command with detail, or some understanding of detail but lack of contextual understanding.
- D-range – 60s -- Poor – Enough factual understanding to pass, but little to no contextual clarity.
- E-range – Fails – Lack of university level quality.

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

Response:
Yaniv Feller

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

* *

Response:
Yes

REL 5XXX: Ethics after the Holocaust

I. General Information

Class Meetings

- [Times]
- [Place]

Instructor

- Yaniv Feller, Anderson Hall, #122 Email: yfeller@ufl.edu
- Office Hours: XXXX and by appointment using the following link: https://calendly.com/yfeller-1/30min
- Please feel free to come by my office and talk to me. Meeting in person is preferable to email. In the case of email, please use your university email account (other accounts may land in the spam folder) and include a topic-line, your name, and the question(s) you have. I try to respond quickly but note that emails will receive a reply within two working days. This means that if you send me an email on the weekend, or if you send a request for extension in the last minute, they might be answered only later, and the penalty incurred will be implemented.

Course Description

Introduces graduate students to major philosophical and theological debates in the aftermath of the Holocaust: modernity, evil, theodicy, resentment and forgiveness, and visual representations. Engagement with major philosophical works, film, and new media. Course has no prerequisites.

Course Objectives

Students who successfully complete this course will be able to:

1. Identify the major philosophical and theological challenges posed by the Holocaust.
2. Explain how the memory of an historical event shapes our present society.
3. Demonstrate the ability to closely and critically read philosophical texts, noting their merits and problems.
4. Apply, in writing and orally, philosophical theories into case-studies and evaluate their explanatory power.

Required Readings and Works

- Arendt, Hannah. *Eichmann in Jerusalem*. Recommended edition: Penguin, 2006. ISBN: 9780143039884

- Jaspers, Karl. *The Question of German Guilt*. Recommended edition: Fordham, 2001. ISBN: 9780823220632
- Spiegelman, Art. *The Complete Maus* (Pantheon, 1996). ISBN: 978-0679406419
- All other readings and works are available in Canvas.

II. Graded Work

Participation (10%): Students should come to class having read the text and noted the main argument and at least one question they might have. Student's active participation would be measured on three parameters: 1. Knowledgeable (K): Shows evidence of having done the assigned work. 2. Thoughtful (T): Evaluates carefully issues raised in assigned work. 3. Considerate (C): Takes the perspective of others into account and listens attentively. Further information is provided in the participation rubric below.

Weekly Response Papers (20%): 2-3 pages, double spaced. The purpose of these reflections is to engage the text in writing in preparation for class. Each paper should include a summary of the reading and its main argument, as well as an raising an analytical question related to the text, for example about the consistency of the argument or by comparing it to other texts read in class. As this is about your writing and ideas, you are allowed to directly quote no more than one sentence per page.
Deadline: 9am the day of class (I read these ahead of class in preparation for our discussions, so no late submissions can be accepted).

Thinking with Arendt (20%): 5-6 pages, double-spaced. In this paper, you explain the merits and limits of one of the central arguments by Arendt. The basis of discussion must be Arendt's *Eichmann in Jerusalem*, but you are required to think through the consequences of the argument made. Examples for questions include: Was Eichmann's evil really banal and does it matter? Does thoughtlessness justify capital punishment?

Deadline: End of Week VI

God and Forgiveness (25%): 8-10 pages, double-spaced. In this paper, you will be asked to critically explain and critique the argument of at least one thinker studied in the sections on Theodicy and Resentment, although a comparison between two positions is also possible. How does the book of Job helps us understand contemporary theodicies? Why do people suffer unjustly?

Deadline: Week XII

Afterimages (25%): 8-10 pages. How do we think or represent the Holocaust? What is the relation between philosophical arguments about it and artistic works? For this assignment also creative projects would be considered, but you need to talk to me in advance.

Deadline: Based on registrar's office for final exam date. Feedback would be provided one week after submission.

Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

Writing Assessment Rubric and Statements

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.			Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.	

Participation Rubric[1]

	Excellent 9-10	Good 8	Average 7	Insufficient 6	Unsatisfactory 0-5
Knowledgeable: Shows evidence of having done the assigned work.	Consistently makes excellent contributions to the overwhelming majority of class discussions in a way that shows excellent preparation of the relevant class materials.	Contributes to most class discussions in a way that shows good preparation of the relevant class materials.	Regularly contributes to class discussions and is able to explain their position based on the reading.	Sometimes contributes to the discussion in ways that do not necessarily show good preparation of class materials.	Never or rarely contributes to class discussions, and the contribution do not prove evidence of reading.
Thoughtful: Evaluates carefully issues raised in assigned work.	Consistently makes excellent contributions to the overwhelming majority of class discussions by raising important questions, relating to other comments, or making connections across readings.	Contributes to most class discussions by raising important questions, relating to other comments, or making connections across readings	Regularly contributes to most class discussions by raising important questions, relating to other comments, or making connections across readings.	Sometimes contributes to the discussion in ways that show the ability to carefully evaluate issues raised.	Never or rarely contributes to class discussions, and the contributions do not amount to careful evaluation of the material.
Considerate: Takes the perspective of others into account and listens attentively.	Always respectful to others, and takes their	Respectful to others and attempts to engage their comments.	Respectful, and sometimes relates to	Rarely takes into account how others might perceive	Does not take into account other people's feelings and perspectives.

[1] Coming to class, having done the readings and ready to discuss them, is essential for your success in this course, and for the enjoyment of all of us. If you cannot make it to class because of a valid reason (religious observance, illness etc.) please let me know as soon as possible. Other than that, see the "attendance policy" above.

	comments seriously.		others' comments	one's comments.	

Academic Policies and Resources

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

Accessibility: All students are welcome in this course. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Resources:

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

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/ (Links to an external site.)

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

Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

III. Annotated Schedule

Week I: Modernity

Dan Stone, "The Holocaust: Child of Modernity?" in *Histories of the Holocaust*, 113-159
Theodor Adorno and Max Horkheimer, "Odysseus or Myth and Enlightenment," in *Dialectics of Enlightenment*, 35-62
Zygmunt Bauman, "Sociology after the Holocaust," in *Modernity after the Holocaust*, 1-30

Week II: Radical Evil

Immanuel Kant, *Religion within the Boundaries of Mere Reason*, 45-73
Hannah Arendt, *The Origins of Totalitarianism*, 437-459

Week III: Inversing the Categorial Imperative

Arendt, *Eichmann in Jerusalem*, chapters 1-3 (3-36), 7-8 (112-150)
Immanuel Kant, sections from *Groundwork to the Metaphysics of Morals*, in *Practical Philosophy*, 61-89

Week IV: The Banality of Evil

Arendt, *Eichmann in Jerusalem*, chapter 14-Postscript (220-298)

Week V: Biblical Theodicy

The Book of Job
Martin Buber, "The Question," in *The Prophetic Faith*, 183-197
Margarete Susman, "God the Creator," in *The Dimensions of Job*, 86-92
Walter Kaufmann, "An Uncanny World," in *The Dimensions of Job*, 237-244

Week VI: Reimagining God
David Stern, "Midrash and Jewish Exegesis," *Jewish Study Bible*, 1863-1875
Hans Jonas, "The Concept of God after Auschwitz," *Wrestling with God*, 627-636
Eli Wiesel, "God's Suffering: A Commentary," *Wrestling with God,* 680-684
Emil Fackenheim, "God's Commanding Voice in Auschwitz," *Wrestling with God*, 434-439

Week VII: From the Abyss

Leo Baeck, "Jewish Existence (1935)," *European Judaism* 27.1: 11-17.
Leo Baeck, "The Writing of History (1944)," *Synagogue Review*, 51–59.
Yehuda Bauer, "Jewish Resistance: Myth or Reality?" in *Rethinking the Holocaust*, 119-142.

Week VIII: The Death of God

Friedrich Nietzsche, *The Gay Science*, 167, 181-182, 279-280.
Friedrich Nietzsche, *Thus Spoke Zarathustra*, 3-15
Richard Rubenstein, *After Auschwitz*, 226-266
Emmanuel Levinas, "Useless Suffering" in *entre nous*, 91-101

Week IX: Guilt

Karl Jaspers, *The Question of German Guilt* (117 pages)

Week X: Forgiveness

Friedrich Nietzsche, *Human, All Too Human*, 167-168 (par. 45);
Friedrich Nietzsche, *Beyond Good and Evil*, 204-208 (par. 260).
Friedrich Nietzsche, "First Essay" *On the Genealogy of Morals*, 24-56 (par. 4-13).
Emmanuel Levinas, "Toward the Other," *Nine Talmudic Readings*, 12-29

Week XI: Resentment

Jean Améry, "Resentments," *At the Mind's Limits*, 62-81
Jean Améry, "In the Waiting Room of Death," *Radical Humanism*, 21-36
Vladimir Jankélévitch, "Should We Pardon Them?" *Critical Inquiry* 22.3: 552-572

Week XII: Representation and Its Limits

Art Spieglman, *The Complete Maus* (296 pages).

Week XIII: The Holocaust in the United States

Steven Spielberg, *Schindler's List*
Michael Rothberg, "Touch an Event to Begin," in *Traumatic Realism*, 221-263
Laura Levitt, "Looking Out from under a Long Shadow," *American Jewish Loss after the Holocaust*, 13-37
Online visit to the USHMM's exhibition Americans and the Holocaust:
https://exhibitions.ushmm.org/americans-and-the-holocaust

Week XIV: Learning from the Germans?

Michael Rothberg, *Multidirectional Memory*, 1-29
Susan Neiman, *Learning from the Germans*, 20-39, 261-307
Clint Smith, "Monuments to the Unthinkable," *The Atlantic*, November 2022 (ca. 48 pages)

Week XV: The Future of Holocaust Memory

Watch @eva.stories on Instagram: https://www.instagram.com/eva.stories/?hl=en
Gergely Kunt, "Ágnes Zsolt's Authorship of her Daughter Éva Heyman's Holocaust Diary,"
Hungarian Studies 43.1-2: 127-154.
Lital Henig and Tobias Ebbrecht-Hartmann, "Witnessing Eva Stories: Media Witnessing and
Self-inscription in Social Media Memory," *New Media & Society* 24.1 (2022): 202-226.

Concluding discussion

Course|New for request 18965

Info

Request: SPM 6XXX The Racquets Directorship
Description of request: New Course Proposal
Submitter: Cyntrice Thomas cthomas10@ufl.edu
Created: 1/9/2024 11:45:28 AM
Form version: 2

Responses

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

> Response:
> SPM

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

> Response:
> 6

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

> Response:
> XXX

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

> Response:
> None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

> Response:
> Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
The Racquets Directorship

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

Response:
The Racquets Directorship

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

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
Online

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

Response:
No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the

department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

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

Response:
Earliest Available

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

Response:
No

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

Response:
No

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

Response:
3

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

Response:
No

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

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

Response:
Regularly Scheduled

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

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

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

Response:
Lecture

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

Response:
3

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

Response:
Students will gain an in-depth understanding and knowledge of the skills necessary for running a multi- court/multi-sport racquets program at clubs or public facilities. Students will learn the fundamentals of marketing, budgeting, communications, human capital management and leadership that the Director of Racquet Sports position involves.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
7HH or 8HH (Graduate Student in HHP) and

SPMXXX: The Racquet Industry

Completing Prerequisites:

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

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

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
The course is an elective and the second in a sequence for the Director of Racquet Sport Specialization. Students interested in working in the racquet sports industry will get advanced instruction and understanding of managing racquet sport facilities and racquet sport organizations.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Upon completion of this class, students should be able to:
1. Summarize the steps involved in developing a culture of leadership that is employee-centered.
2. Design and implement a plan for a team-based, caring, employee-centered work culture.
3. Assess and manage the financial position of the racquets department or club and make and defend proposals regarding budgeting and compensation.
4. Identify various types of tennis/racquets clients and employ marketing strategies to reach and capture them and then to create positive experiences for them, on and off the court.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Vanderbloemen, B. W. (2018). Culture Wins: The roadmap to an irresistible workplace. New York: Savio Republic.
ISBN-10: 1682615235 (required)

Heath, D., & Heath, C. (2017). The Power of Moments. New York, NY: Simon and Schuster.

ISBN-10: 1501147765

Additional readings from the USTA will be provided and available through Canvas

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1: Introduction
Yellowdig Discussion begins; due 4/24/23

Week 1:
Module 1 -Lesson 1
Human Capital/Culture/Leadership - Effective Culture Building
Personal Introduction Assignment due 1/17/23

Week 2:
Module 1 -Lesson 2
Recruting and Onboarding Talent

Week 3:
Module 1 -Lesson 3
Team Building

Week 4
Module 1 - Lesson 4
Employee-Centered Leadership
Module 1 Quiz due 2/6/23
Culture Project due 2/6/23

Week 5
Module 2 -Lesson 1
Finance & Accounting/Business Plan

Week 6
Module 2 - Lesson 2
Financial Record Keeping

Week 7
Module 2 - Lesson 3
Compensation
Module 2 Quiz due 2/27/23

Week 8
Module 2
Finance/Accounting Project due 3/6/23
Midcourse Survey (non-graded) due 3/12/23

Week 9
Module 3 - Lesson 1
Marketing & Sales/Sales Management

Week 10
Module 3 - Lesson 2
Marketing Strategies
Module 3 Quiz due 3/27/23
Marketing Project due 3/27/23

Week 11
Module 4 - Lesson 1
Customer & Member Experience/Building Peaks in Programming

Week 12
Module 4 - Lesson 2
Measuring and Monitoring

Week 13
Module 4 - Lesson 3
Maximizing the Player Journey

Week 14
Module 4 Lesson 4
Diversity and Inclusion

Week 15
Memorable Moments Project due 4/24/23
Module 4 Quiz due 4/24/23

Week 16
Cumulative Final Exam due 5/04/23

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Problem-based projects 160 pts
YellowDig Discussion 120 pts
Quizzes 50 pts
Final Exam 120 pts
Total 450 pts

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

Response:
Kim Bastable, M.S., USPTA

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:

Yes

Accomodations

Please confirm that you have read and understand the University of Florida Accomodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

* *

Response:
Yes

The Racquets Directorship

SPM6### | Class # XXXXX | 3 Credits | Spring 2023

Course Info

INSTRUCTOR

Kim Bastable, M.S. USPTA
Phone: 913-800-4616
Email: kimbastable@ufl.edu
Preferred Method of Contact: Email

OFFICE HOURS

Tuesdays and Thursdays, 10am-2pm

MEETING TIME/LOCATION

Access course through Canvas

COURSE DESCRIPTION

Students will gain an in-depth understanding and knowledge of the skills necessary for running a multi-court/multi-sport racquets program at clubs or public facilities. Students will learn the fundamentals of marketing, budgeting, communications, human capital management and leadership that the Director of Racquet Sports position involves.

PREREQUISITE KNOWLEDGE AND SKILLS

HH7 or HH8 (Graduate Student in HHP) and SPM 5XXX: The Racquets Industry are the prerequisites for this course. SPM 5309 Sport Marketing and SPM 5506 Sport Finance are recommended.

REQUIRED AND RECOMMENDED MATERIALS

REQUIRED book:

Vanderbloemen, B. W. (2018). *Culture Wins: The roadmap to an irresistible workplace*. New York: Savio Republic. ISBN-10: 1682615235

RECOMMENDED book:

Heath, D., & Heath, C. (2017). *The Power of Moments*. New York, NY: Simon and Schuster. ISBN-10: 1501147765
(the segments necessary from the Power of Moments book will be included in the course as "course reserves" from the UF library, but the book is highly recommended)

Other readings and materials from the USTA will be provided through Canvas.

COURSE OVERVIEW

Leadership of racquets programs has become more than setting up lesson programs and expecting players to show up. The role of leading a tennis/racquets program at a club or community-based facility requires knowledge of leadership and business concepts as well as strong knowledge of racquet sports. Just applying general business practices to the racquets industry, without recognition and knowledge of challenges specific to the industry, has proven to be difficult recently, due the addition of various racquet sports to the tennis landscape, such as pickleball and padel tennis.

The racquets industry includes multiple business models, too. Country club environments fueled by dues and not dependent on sales, to racquet clubs that must make a profit to survive to community- based facilities that are subsidized by taxes, all racquets environments are not created equal. All require different management and leadership styles and approaches. This course will address those differences, particularly in the areas of employee culture management and hiring, financial management principles, marketing/sales and customer experiences.

COURSE LEARNING OBJECTIVES:

Upon completion of this class, students should be able to:
1. Summarize the steps involved in developing a culture of leadership that is employee-centered.
2. Design and implement a plan for a team-based, caring, employee-centered work culture.
3. Assess and manage the financial position of the racquets department or club and make and defend proposals regarding budgeting and compensation.
4. Identify various types of tennis/racquets clients and employ marketing strategies to reach and capture them and then to create positive experiences for them, on and off the court.

Course & University Policies

PERSONAL CONDUCT POLICY

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

LATE SUBMISSION AND EXAM MAKE-UP POLICY

The assignments will be used to assess the student's academic standing in this course. Failure to make prior arrangements may result in rejection of work submitted late as rescheduling/accepting assignments is at the discretion of the instructor. All assignments are due by 11:59pm EST on the date listed in the schedule. **Late assignments will be accepted. However, they will be graded down 10% each day late, up to 7 days unless the student has an excused absence as defined by university policies . Assignments more than 7 days late will receive a 0 unless arrangements were agreed upon with the instructor within one week of the assignment due date.**

Requirements for class attendance and make-up exams, assignments, and other work are consistent with [university policies](#).

ACCOMMODATING STUDENTS WITH DISABILITIES

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

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [Providing Constructive Feedback](#). 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](#). Summaries of course evaluation results are available to students at [Public Results](#).

Assignments and Grading

35% - Problem-based projects

Four assignments = 160 points

4 projects based on situational challenges that a Director of Racquets Sports would face in reality. Students will be graded on their ability to communicate an actionable solution. Grades will be based on the rubric provided.

Culture project:	40 points
Marketing Project:	40 points
Finance Project:	40 points
Memorable Moments Project:	40 points

27% - Yellow Dig Discussion submission & participation

One semester-long discussion board on YellowDig = 100 points + 20 for intro video

Throughout the semester, students will be required to be active in submitting content and comments about relevant topics on YellowDig, a social media- type, class-focused platform. This conversation creates networking opportunities and learning. Students will be graded based on the number of points they accumulate
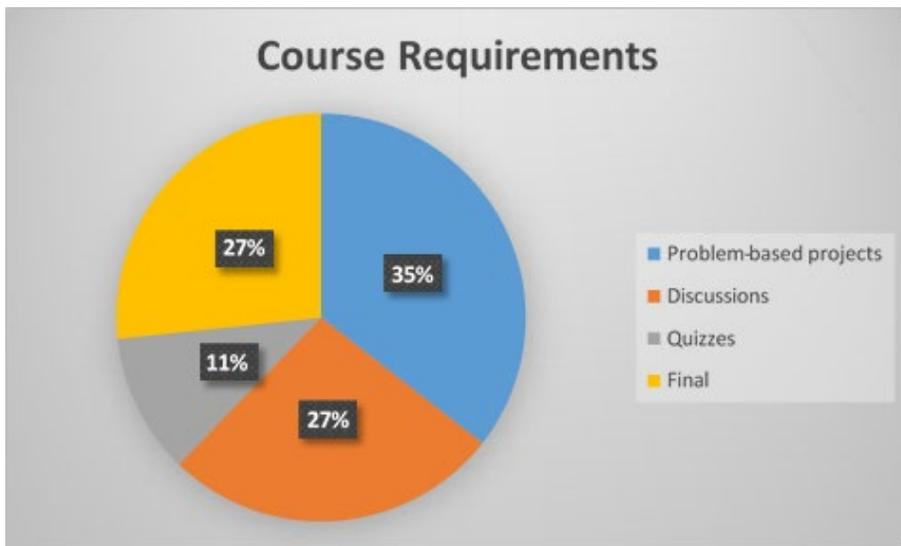
11% - Quizzes

Four Module quizzes = 50 points

Four module quizzes will assess major concepts taught in the course to gauge content comprehension and application.

27% - Final Exam

One cumulative 60-question final = 120 points

A 60-questions multiple choice exam covering class content. The exam will be proctored by Honorlock.

Problem-based projects	160
Discussions	120
Quizzes	50
Final	120
	450

GRADING SCALE

Grade	Grade Points
A = 93-100%	4.0
A- = 90-92.9%	3.67
B+ = 87-89.9%	3.33
B = 83-86.9%	3.0
B- = 80-82.9%	2.67
C+ = 77-79.9%	2.33
C = 73-76.9%	2.0
C- = 70-72.9%	1.67
D+ = 67-69.9%	1.33
D = 63-66.9%	1
D- = 60-62.9%	.67
E = 59.9 or lower	0

More detailed information regarding current UF grading policies can be found in the UF Graduate Catalog.

Getting Help

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies)

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
- Library Support, various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus or On-Line Students Complaints:

Weekly Course Schedule

Week #	Module #/ Lesson #	Topic	Assignments - RACQUETS DIRECTORSHIP	Due Date	Point Value
1	Introduction	**Yellow Dig Discussion**	a social media-type, class-focused platform, on topics discussed within the course	4/24/23	100
	Module 1/ Lesson 1	**Human Capital/Culture / Leadership – Effective Culture Building**	Personal introduction assignment	1/17/23	20
2	**Module 1/ Lesson 2**	**Recruiting and Onboarding talent**			
3	**Module 1/ Lesson 3**	**Team Building**			
4	**Module 1/ Lesson 4**	**Employee-Centered Leadership**	Module 1 quiz	2/6/23	10
			Culture Project	2/6/23	40
5	**Module 2/ Lesson 1**	**Finance & Accounting/ Business Plan**			
6	**Module 2/ Lesson 2**	**Financial Record keeping**			
7	**Module 2/ Lesson 3**	**Compensation**	Module 2 Quiz	2/27/23	20
8			Finance/Accounting Project	3/6/23	40
			Midcourse Survey (non-graded)	3/12/23	0
9		**Spring Break**			
10	**Module 3 /Lesson 1**	**Marketing & Sales/ Sales Management**			

11	**Module 3 / Lesson 2**	**Marketing strategies**	Module 3 quiz	3/27/23	10
			Marketing Project	3/27/23	40
12	**Module 4/ Lesson 1**	**Customer & Member Experience/ Building Peaks in Programming**			
13	**Module 4/ Lesson 2**	**Measuring and Monitoring**			
14	**Module 4 /Lesson 3**	**Maximizing the Player Journey**			
15	**Module 4/ Lesson 4**	**Diversity and Inclusion**	Memorable Moments Project	4/24/23	40
16			Module 4 quiz	4/24/23	10
Final Exam Week		**Final Exam**	Cumulative Final Exam - 60 questions	5/4/23	120
			FINAL MUST BE TAKEN BY MIDNIGHT ET		
			TOTAL POINTS AVAILABLE FOR CLASS		**450**

The Racquet Directorship

Rubric for Culture
Assignment: Total Points: 40

Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome: developing a business culture through a modeled example	10 to >5.0 pts Full Marks clearly summarize the interview, and note culture "grades" of the interviewee; proper spelling & punctuation	5 to >0.0 pts No Marks Provides only cursory summary of the interview and/or does not include grades of the interviewee	0.0pts No Marks Does not provide a summary of the interview, nor is the a grade of the interviewee	25 pts
This criterion is linked to a Learning Outcome: building and sustaining culture	10 to >5.0 pts Full Marks Analyze remarks and compose improvements to the culture; proper spelling & punctuation	5 to >0.0 pts Partial Credit Provides a description of the culture but does not analyze and/or suggest improvements	0.0pts No Marks Doesn't provide an analysis or description of the culture and possible improvements	10 pts
This criterion is linked to a Learning Outcome: compare personal skillset to the situation, selecting steps for personal improvement	5 to >2.0 pts Full Marks – honesty about actionable steps to take for personal knowledge improvement; proper spelling & punctuation	2 to >0.0 pts Partial Credit Doesn't demonstrate synthesis or application of actionable steps	0.0pts No Marks Doesn't include any actionable steps.	5 pts

Course|New for request 19359

Info

Request: SPM 7XXX Theories in Sport Management
Description of request: New Course Proposal
Submitter: Cyntrice Thomas cthomas10@ufl.edu
Created: 1/9/2024 10:47:43 AM
Form version: 3

Responses

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

Response:
SPM

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

Response:
7

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

Response:
XXX

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

Response:
None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

Response:
Advanced

*   *1000 level = Introductory undergraduate*
*   *2000 level = Introductory undergraduate*
*   *3000 level = Intermediate undergraduate*
*   *4000 level = Advanced undergraduate*
*   *5000 level = Introductory graduate*
*   *6000 level = Intermediate graduate*
*   *7000 level = Advanced graduate*
*   *4000/5000= Joint undergraduate/graduate*
*   *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

>   Response:
>   Theories in Sport Management

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

>   Response:
>   Theories in Sport Management

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

>   Response:
>   Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

>   Response:
>   On-Campus

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

>   Response:
>   No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the

department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

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

Response:
Earliest Available

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

Response:
No

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

Response:
No

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

Response:
3

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

Response:
No

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

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

Response:
Regularly Scheduled

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

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

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

Response:
Lecture

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

Response:
3

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

Response:
Doctoral students will be exposed to the key concepts of theory, the process of theory development, and the application/extension of theories in sport management, helping students to critically evaluate emergent research topics in sport management and develop theoretically based research models.

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

Response:
N/A

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in

the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
HH8 or HH9 (Doctoral student or doctoral candidate status in the College of Health and Human Performance)

Completing Prerequisites:

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

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

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This course is a required course for doctoral students in sport management. It provides the fundamental foundation for research and theories in sport management.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
1. Identify and discuss relevant theoretical lines of inquiry within sport management
2. Critique theories and concepts applied or developed in the sport management field
3. Examine and explore a theoretical lens in depth in order to utilize for future research within the sport management field

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
There are no required to textbooks. All readings will be provided on Canvas or available through the library course reserves.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Introductions
Week 1: The Purpose of this Course (1/7)

What is Theory?
Week 2: Definitions (1/14)

Contextualizing Theory in Sport Management I; Who We Were
Week 3: Meet The Zeiglers (1/21)
Week 4: Critiques of the Field (1/28)

Contextualizing Theory in Sport Management II: Who We Are
Week 5: Theoretical Perspectives and Contexts (Journal Presentations) (2/4)
Week 6: Consumer Behavior (2/11)
Week 7: Organizational Behavior (2/18)
Week 8: Organizational Theory (2/25)
Week 9: Sport Sociology (3/1)
Spring Break
Week 10: Sport Economics (3/18)
Week 11: Sport Law (3/25)

Contextualizing Theory in Sport Management III: Who We Will Be
Week 12: Where Should We Go from Here (4/1)
Week 13: E-Sports (A Case Study in Reimagining Sport Management) (4/8)
Week 14: Final Presentations (4/15)
Exam Week: Final Papers Due

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
In-class contribution

25%
Journal Review

20%
In-depth Article Review

20%
Conceptual Paper

25%
Presentation

10%
Total

100%

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

Response:
To be determined

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

* *

Response:
Yes

THEORIES IN SPORT MANAGEMENT
SPRING 2022

A. **DESIGNATION:** | **Department and Number** | SPM 5936
| **Credits** | 3
| **Day/Time** | M 9:35am – 12: 35pm
| **Location** | FLG 250

B. **COURSE DESCRIPTION:**

Doctoral students will be exposed to the key concepts of theory, the process of theory development, and the application/extension of theories in sport management, helping students to critically evaluate emergent research topics in sport management and develop theoretically based research models.

C. **CONTACT INFO:** **Dr. Christine Wegner, Ph.D.**
Florida Gym, Room 300B
Phone: 352-294-2821
Email: christinewegner@ufl.edu
Office Hours: Tuesdays 10am-12pm or by appt.

D. **COURSE OBJECTIVES**

Upon completion of this course students are expected to successfully:
1. Identify and discuss relevant theoretical lines of inquiry within sport management
2. Critique theories and concepts applied or developed in the sport management field
3. Examine and explore a theoretical lens in depth in order to utilize for future research within the sport management field

E. **COURSE MATERIALS**

There is no required textbook for this course. All readings will be provided on Canvas or available through the library course reserves.

F. **COURSE POLICIES**

Absences
Students with prior knowledge of an excused absence must make arrangements to submit assignments prior to the designated due date. Documentation is required for an absence to be excused. Excused absences include, but are not limited to, personal illness, family illness or

1

death, call to jury duty, religious holy days, and official University activity. Absences will be excused at instructor's discretion.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with [university policies](#).

Academic Integrity
Any individual who becomes aware of an honor code violation is committed to take corrective action. Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at https://www.dso.ufl.edu/students.php.

Academic integrity is about much more than preventing cheating. It is about ensuring that scholars are given credit for their ideas. As emerging scholars, it is imperative for PhD students in particular to understand how to give appropriate credit for work that has been done by others. Further, when you cite or give proper credit to the source of an idea, you also make it easy for the reader to see your original ideas within the text!

Students with Disabilities
Any student who feels she or he may need an accommodation based on the Impact of a disability should contact me privately to discuss your specific needs. Students requesting classroom accommodation must first register with the [Disability Resource Center](#).

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

Course Evaluations
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at [GatorEvals](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

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 Policy on Course Syllabi 3 *UF, Academic Affairs, August 5th, 2021* Honor Code and Student Conduct Code.

G. EXPECTATIONS FOR CREATING AN EFFECTIVE LEARNING LAB

As with any doctoral seminar, you need to attend class regularly (and promptly), read the articles, and be prepared to discuss the articles in class. In weeks that you must write your own responses, you also need to be able to share your idea with others and engage in discussion and critique. But that's just the foundation. Our goal is to transform the classroom into a learning lab through interaction, engagement and participation. Participation reflects not only the presentation of your own ideas and insights, but also the degree to which you *listen* and thoughtfully build on your colleague's comments and ideas. It is expected everyone will be in class and ready to begin class on time, each class period. Phones will be expected to be turned off and stowed away and out of sight, so that we can give one another full attention and respect during discussions.

Moreover, another key goal of this course is to generate future research collaborations among the colleagues in the class, so offering ideas in a constructive, respectful and helpful way is critical towards creating a thriving intellectual climate within and outside of the classroom.

Effective class participation may include offering new and unique insights, clarifying issues and complexities, reframing and extending ideas in meaningful ways, and offering a perspective that helps the group integrate and synthesize readings, ideas, and topics. Debate and dialogue are part of the process, but always within the realm of respect and appreciation for the thoughts and feelings of others.

In order to create a true learning laboratory, we need to engage in processes involving mutual learning and discovery. There are no stupid questions (or answers). Every idea has merit and the capacity to create something bigger.

H. EVALUATION CRITERIA

Class preparation and contributions (25%):

1. First, I expect you to be an active and constructive participant during each session. This requires reading and often re-reading the assigned articles and chapters. In general, you should seek a firm understating of the purpose and logic for a given paper. More importantly, you should strive to reach beyond basic reactions to the readings and instead consider:

- What is good about this paper?
- What is the basic formulation of the theory (constructs and relationships among them), and what drives the theory? What are the theoretical foundations of the research?
- What assumptions do different perspectives make about people? About organizations? How tenable are the assumptions?
- What is the main contribution of this paper? What are the interesting ideas?
- What could have been improved in the paper?
- Do you believe the arguments (about the theory and the conclusions drawn from the data)? What would it take to convince you?
- What are the boundary conditions of the argument? In other words, for whom and under what

circumstances does the argument apply and not apply?
- What are the critical differences between this author's argument and others you have read? Can these differences be resolved through an empirical test? What would that study look like?

Overall, expect to spend long hours dissecting the assigned readings. Go over a reading until you are certain you understand its basic premises and arguments and are comfortable discussing them.

****It is expected that you will thoroughly read each paper, provide substantive discussion questions/comments in advance, and be prepared to discuss readings during each class period. If it becomes clear that students are not fulfilling their reading obligations, I reserve the right to institute mandatory weekly write-ups on assigned readings.**

2. Second, all students are responsible for serving as **discussion leader for one article every week**. Though you are expected to deeply read every assigned article, each week you will each identify one article that you will read in greater depth and for which you will prepare detailed discussion notes/summaries.

During the first class, we will decide who will be the discussion leaders for subsequent weeks.

As the article discussion leader(s), you are responsible for coming up with 1) a comprehensive summary to share with your classmates, 2) a constructive critique of the article (strengths, areas for improvement), and 3) critical questions that struck you as you read the article.

As the article leader(s), you are responsible for getting the group to engage in a critically constructive dialogue of the issues, challenges and dilemmas raised in the readings. To start, the article leader will provide a summary about the key issues. From there, you can be creative in designing a session that will stimulate dialogue, interactions and perhaps the creation of knowledge. You may want to have the group craft integrative models or identify key gaps or debates in the literature. It is critical that you not only have an absolutely firm grasp of the reading that week, but also that you have given significant thought to the type of questions that engender integration, debate and dialogue. Some ideas include an assessment of the similarities and differences in the approaches, assumptions, methods and conclusions of the articles. How does this article build upon the others? What puzzles or complexities do they raise? What should be the next steps in research in this area? It's always a nice idea to try to ask questions that you don't know the answer to; this encourages mutual discovery rather than a "guess what I'm thinking" approach.

It is recommended that article leaders help the group make cross-topic connections between readings of the current session and past sessions. The integration of topics will enable us to see the big picture of how various topics relate. You might ask and look into whether there are unifying frameworks that will allow us to integrate topics. Is there a way to model relationships? What challenges arise when integrating across topics? What research has not been conducted, but should be that better integrates both within topic and across topics? Other questions???

****Article Leader Deliverables**. As article discussion leader, you need to provide the class with summaries of the required articles for your session. Summaries should include the complete title and

citation of the article, the core research question or issues addressed and the central objective of the article, and the significant theories, concepts, methods, results and conclusions of the article. Each article summary should be a concise one-page, single-spaced, typed document. The use of headings in your summary is helpful.

The summary will be uploaded to the Weekly Discussion Board on canvas the morning of class so that others can look at/print them out as they see fit.

Journal Review (20%)

Each student will pick one journal within the field of sport management to review. The journal can be a more generalist journal such as *Journal of Sport Management,* or may be a more specialist journal such as *Sport Marketing Quarterly.* However, the journal must have been in existence for at least five years. This review will consist of the journal's origins, along with the types of papers published in the journal generally, with particular emphasis on the last five years. Some questions you should consider: what percentage of the papers are empirical vs. conceptual? What epistemological perspectives are predominantly taken? What theories are predominant? Are there theories you would expect to see but don't? What kind of methodologies are being used? What trends do you see in terms of topic and perspectives?

In-Depth Article Critique (20%)

Each student will pick a single empirical paper from one of the sub-disciplines (Weeks 6-11) to critique in-depth. This assignment goes beyond the expectations of the weekly discussion leader. You will be expected to write and presented an in-depth analysis of a single paper from a specific topic, focusing on its theoretical presentation and application. You will be expected to draw upon what we have learned about theory and theory development in presenting your critique. **The due date of this paper/presentation will coincide with the topic under which the paper falls.**

Conceptual Paper (25%)

You will develop a paper that examines the origin and subsequent evolution of a theory, framework, concept, or construct currently being used in tourism and sport research. The paper should focus on both conceptual and operational considerations to help trace the historical development including modifications and current practice of your topic in a cluster of journals. For an example, read the following papers on the origins and development of theoretical concepts within sport management journals:

Beaton, A.A., Funk, D.C., Ridinger, L., & Jordan, J. (2011). Sport Involvement: A Conceptual and Empirical Analysis. *Sport Management Review, 14,* 126-140.

Lock, D., & Heere, B. (2017). Identity crisis: A theoretical analysis of 'team identification' research. *European Sport Management Quarterly*, *17*(4), 413-435.

This paper should include the origins of the theory outside and within sport. It should include a deep examination of how the theory has been used in the sport management field, and the extent to which this is congruent or divergent with the theory in the parent discipline. Your paper

should also include a section on considerations for future research within the discipline. At a minimum, this paper should be of a quality that can be submitted to a national or international conference for consideration.

Research Presentation (10%)

You will present your research term paper to the class and facilitate a discussion of the topic. The purpose of the presentation is to provide an informative critique for the origin and development of your topic of interest. Presentations should be 10-15 minutes in length. SPM Faculty will be invited to final presentations.

Presentations will be critiqued and graded for content as well as for presentation style. This presentation should be reflective of a paper that, at the minimum, could be presented at a national or international conference.

I. COURSE OUTLINE

Introductions

Week 1: The Purpose of this Course (1/7)

https://www.theguardian.com/higher-education-network/2018/aug/09/a-phd-should-be-about-improving-society-not-chasing-academic-kudos

https://www.chronicle.com/article/Academe-as-the-Dystopian/247597

What is Theory?

Week 2: Definitions (1/14)

Corley, K. G., & Gioia, D. A. (2011). Building theory about theory building: what constitutes a theoretical contribution? *Academy of management review*, *36*(1), 12-32.

Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative science quarterly*, 371-384.

Van de Ven, A. H. (1989). Nothing is quite so practical as a good theory. *Academy of management Review*, *14*(4), 486-489.

Alvesson, M., & Kärreman, D. (2007). Constructing mystery: Empirical matters in theory development. *Academy of management review*, *32*(4), 1265-1281.

Brouthers, K. D., Mudambi, R., & Reeb, D. M. (2011). The blockbuster hypothesis: Influencing the boundaries of knowledge. *Scientometrics*, *90*(3), 959-982.

Contextualizing Theory in Sport Management I: Who We Were

Week 3: Meet The Zeiglers (1/21)

Zeigler, E. F. (1987). Sport management: Past, present, future. *Journal of sport management*, *1*(1), 4-24.

Chelladurai, P. (1992). Sport management: Opportunities and obstacles. *Journal of sport management*, *6*(3), 215-219.

Frisby, W. (2005). The good, the bad, and the ugly: Critical sport management research. *Journal of sport management*, *19*(1), 1-12.

Chalip, L. (2006). Toward a distinctive sport management discipline. *Journal of sport management*, *20*(1), 1-21.

Mahony, D. F. (2008). No one can whistle a symphony: Working together for sport management's future. *Journal of Sport Management*, *22*(1), 1-10.

Doherty, A. (2013). "It takes a village:" Interdisciplinary research for sport management. *Journal of Sport Management*, *27*(1), 1-10.

James, J. D. (2018). Not all doctoral programs are created equally. *Journal of Sport Management*, *32*(1), 1-10.

Week 4: Critiques of the Field (1/28)

Cunningham, G. B. (2013). Theory and theory development in sport management. *Sport management review*, *16*(1), 1-4.

Zeigler, E. F. (2007). Sport management must show social concern as it develops tenable theory. *Journal of Sport Management*, *21*(3), 297-318.

Singer, J. N. (2005). Addressing epistemological racism in sport management research. *Journal of Sport Management*, *19*(4), 464-479.

Shaw, S., & Frisby, W. (2006). Can gender equity be more equitable?: Promoting an alternative frame for sport management research, education, and practice. *Journal of sport management*, *20*(4), 483-509.

Newman, J. I. (2014). Sport without management. *Journal of Sport Management*, *28*(6), 603-615.

Skinner, J., & Edwards, A. (2005). Inventive pathways: Fresh visions of sport management research. *Journal of Sport Management*, *19*(4), 404-421.

Contextualizing Theory in Sport Management II: Who We Are

Week 5: Theoretical Perspectives and Contexts (Journal Presentations) (2/4)

Chelladurai, P. (2013). A personal journey in theorizing in sport management. *Sport Management Review*, *16*(1), 22-28.

Doherty, A. (2013). Investing in sport management: The value of good theory. *Sport Management Review*, *16*(1), 5-11.

Week 6: Consumer Behavior (2/11)

Funk, D. C., & James, J. (2001). The psychological continuum model: A conceptual framework for understanding an individual's psychological connection to sport. *Sport management review*, *4*(2), 119-150.

Heere, B., & James, J. D. (2007). Stepping outside the lines: Developing a multi-dimensional team identity scale based on social identity theory. *Sport Management Review*, *10*(1), 65-91.

Gibson, H. J. (1998). Sport tourism: a critical analysis of research. *Sport management review*, *1*(1), 45-76.

Trail, G. T., & James, J. D. (2001). The motivation scale for sport consumption: Assessment of the scale's psychometric properties. *Journal of sport behavior*, *24*(1).

Gibson, H. J., Kaplanidou, K., & Kang, S. J. (2012). Small-scale event sport tourism: A case study in sustainable tourism. *Sport management review*, *15*(2), 160-170.

Week 7: Organizational Behavior (2/18)

Peachey, J. W., Zhou, Y., Damon, Z. J., & Burton, L. J. (2015). Forty years of leadership research in sport management: A review, synthesis, and conceptual framework. *Journal of Sport Management*, *29*(5), 570-587.

Shaw, S., & Hoeber, L. (2003). "A strong man is direct and a direct woman is a bitch": Gendered discourses and their influence on employment roles in sport organizations. *Journal of sport management*, *17*(4), 347-375.

Stebbins, R. A. (1996). Volunteering: A serious leisure perspective. *Nonprofit and voluntary sector quarterly*, *25*(2), 211-224.

Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International journal of sports science & coaching*, *4*(3), 307-323.

Week 8: Organizational Theory (2/25)

Washington, M., & Patterson, K. D. (2011). Hostile takeover or joint venture: Connections between institutional theory and sport management research. *Sport management review*, *14*(1), 1-12.

Amis, J., Pant, N., & Slack, T. (1997). Achieving a sustainable competitive advantage: A resource-based view of sport sponsorship. *Journal of sport management*, *1 1*(1), 80-96.

Doherty, A., Misener, K., & Cuskelly, G. (2014). Toward a multidimensional framework of capacity in community sport clubs. *Nonprofit and Voluntary Sector Quarterly*, *43*(2_suppl), 124S-142S.

Godfrey, P. C. (2009). Corporate social responsibility in sport: An overview and key issues. *Journal of sport management*, *23*(6), 698-716.

Week 9: Sport Sociology (3/1)

Carrington, B. (2013). The critical sociology of race and sport: The first fifty years. *Annual Review of Sociology*, *39*, 379-398.

Coakley, J. (1987). Sociology of sport in the United States. *International review for the sociology of sport*, *22*(1), 63-79.

Edwards, H. (1979). Sport within the veil: The triumphs, tragedies and challenges of Afro-American involvement. *The Annals of the American Academy of Political and Social Science*, *445*(1), 116-127.

Frey, J. H., & Eitzen, D. S. (1991). Sport and society. *Annual review of sociology*, *17*(1), 503-522.

Vadeboncoeur, J. D., Bopp, T., & Singer, J. N. (2020). Is reflexivity enough? Addressing reflexive embodiment, power, and whiteness in sport management research. *Journal of Sport Management*, *35*(1), 30-43.

Week 10: Spring Break

Week 11: Sport Economics (3/18)

Rottenberg, S. (1956). The baseball players' labor market. *Journal of political economy*, *64*(3), 242-258.

Neale, W. C. (1964). The peculiar economics of professional sports. *The quarterly journal of economics*, *78*(1), 1-14.

Shilbury, D. (2012). Competition: The heart and soul of sport management. *Journal of sport management*, *26*(1), 1-10.

Agha, N., & Dixon, J. C. (2021). The uniqueness of spectator sport from a strategic management perspective: The case for spectatoritis. *Journal of Global Sport Management*, *6*(1), 7-29.

Rascher, D. A., Maxcy, J. G., & Schwarz, A. (2021). The unique economic aspects of sports. *Journal of Global Sport Management*, *6*(1), 111-138.

Mills, B. M. (2021). A Peculiarity That Positions Sport Management. *Journal of Sport Management*, *1*(aop), 1-13.

Recommended Reading for Additional Depth

Fort, R., & Quirk, J. (1995). Cross-subsidization, incentives, and outcomes in professional team sports leagues. *Journal of Economic literature*, *33*(3), 1265-1299.

Szymanski, S. (2003). The economic design of sporting contests. *Journal of economic literature*, *41*(4), 1137-1187.

Week 12: Sport Law (Guest panel TBD) (3/25) (Note: Readings subject to change)

Baker III, T. A., Grady, J., & Rappole, J. M. (2011). Consent theory as a possible cure for unconscionable terms in student-athlete contracts. *Marq. Sports L. Rev.*, *22*, 619.

Baker III, T. A., & Brison, N. T. (2015). From Board of Regents to O'Bannon: How Antitrust and Media Rights Have Influenced College Football. *Marq. Sports L. Rev.*, *26*, 331.

Baker, T. A., Edelman, M., & Watanabe, N. M. (2017). Debunking the NCAA's Myth that Amateurism Conforms with Antitrust Law: A Legal and Statistical Analysis. *Tenn. L. Rev.*, *85*, 661.

Stocz, M., Schlereth, N., Crum, D., Maestas, A., & Barnes, J. (2019). Student-Athlete Compensation: An Alternative Compensation Model for All Athletes Competing in NCAA Athletics. *Journal of Higher Education Athletics & Innovation*, *1*(5), 82.

Contextualizing Theory in Sport Management III: Who We Will Be

Week 13: Where Should We Go from Here (4/1)

Woratschek, H., Horbel, C., & Popp, B. (2014). The sport value framework–a new fundamental logic for analyses in sport management. *European Sport Management Quarterly*, *14*(1), 6-24.

Yoshida, M. (2017). Consumer experience quality: A review and extension of the sport management literature. *Sport Management Review*, *20*(5), 427-442.

Funk, D., Lock, D., Karg, A., & Pritchard, M. (2016). Sport consumer behavior research: Improving our game. *Journal of Sport Management*, *30*(2), 113-116.

Peachey, J. W., Schulenkorf, N., & Hill, P. (2019). Sport-for-development: A comprehensive analysis of theoretical and conceptual advancements. *Sport Management Review*.

Week 14: E-Sports (A Case Study in Reimagining Sport Management) (4/8)

Cunningham, G. B., Fairley, S., Ferkins, L., Kerwin, S., Lock, D., Shaw, S., & Wicker, P. (2018). eSport: Construct specifications and implications for sport management. *Sport Management Review*, *21*(1), 1-6.

Funk, D. C., Pizzo, A. D., & Baker, B. J. (2018). eSport management: Embracing eSport education and research opportunities. *Sport Management Review*, *21*(1), 7-13.

Heere, B. (2018). Embracing the sportification of society: Defining e-sports through a polymorphic view on sport. *Sport Management Review*, *21*(1), 21-24.

Pizzo, A. D., Na, S., Baker, B. J., Lee, M. A., Kim, D., & Funk, D. C. (2018). eSport vs. Sport: A Comparison of Spectator Motives. *Sport Marketing Quarterly*, *27*(2).

Week 15: Final Presentations (4/15)

Exam Week 16: Final Papers Due

J.   METHODS OF EVALUATION:

Assignment	Percentage
In-class contribution	25%
Journal Review	20%
In-depth Article Review	20%
Conceptual Paper	25%
Presentation	10%
Total	**100%**

Grading Standards

A = 100% - 93%	A- = 92% - 90%	B+ = 89% - 87%
B = 86% - 83%	B- = 82% - 80%	C+ = 79% - 77%
C = 76% - 73%	C- = 72% - 70%	D+ = 69% - 67%
D = 66% - 63%	D- = 62% - 60%	E = 59% and below (failing)

See current UF Grading Policies for further details: Grades and Grading Policies.

K. CAMPUS RESOURCES

Health and Wellness
- **U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit the link to refer or report a concern and a team member will reach out to the student in distress.**
- **Counseling and Wellness Center: Visit or call 352-392-1575 for information on crisis services as well as non-crisis services.**
- **Student Health Care Center: Visit or call 352-392-1161 for 24/7 information to help you find the care you need**
- **University Police Department: Visit 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**

Academic Resources
- **E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.**
- **Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services**
- **Library Support: Ask for various ways to receive assistance with respect to using the libraries or finding resources.**
- **Teaching Center: For general study skills and tutoring**

- **[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help with brainstorming, formatting, and writing papers**
- **[Student Complaints (On-Campus)](#)**
                              OR
  [Students Complaints (Online)](#)

Rubrics used for Conceptual Paper

Criteria	Exemplary (90-100 points)	Good (89-80 points)	Acceptable (79-70 points)	Unacceptable (69 and below)
Purpose (20%)	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The purpose or argument is generally unclear.
Content (20%)	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains minimal insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization (20%)	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other.The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Writing Feel (20%)	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization,etc.) and sentence structure and length (20%)	The writing is free or almost free of errors. Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another. Paper is the number of pages specified in the assignment.	There are occasional errors, but they don't represent a major distraction or obscure meaning. Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	The writing has many errors, and the reader is distracted by them. Some sentences are awkwardly constructed so that the reader is occasionally distracted.	There are so many errors that meaning is obscured. The reader is confused and stops reading. Errors in sentence structure are frequent enough to be a major distraction to the reader. Paper has more or fewer pages than specified in the assignment.