Graduate Curriculum Committee

Minutes


March 14, 2024
Meeting Materials

Voting Conducted
via Mail-Vote

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

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

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.

PHHP – Public Health

1. HSA 6855    *Internship in Health Administration*
   Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19606

   Proposal has been approved by the GCC.

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.

ENG – Mechanical & Aerospace Engineering

1. EAS 6XXX    *Advanced Astrodynamics*
   Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19418

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

2. EAS 6XXX    *Robust and Adaptive Control for Aerospace Systems*
   Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19425

   Proposal has been approved by the GCC.

3. EAS 6XXX    *Spacecraft Attitude Dynamics*
   Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19417

   Proposal has been approved by the GCC.

MED – Health Outcomes and Biomedical Informatics

4. GMS 6XXX    *Qualitative Inquiry and Analysis in Intervention Development and Implementation*
   Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19587

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

PHHP – Public Health

5. HSA 7XXX    I*ntroduction to Health Services Research Methods I*
   Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/18749

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

COP – Medicinal Chemistry

6. PHA 6XXX    *Advanced Applications in DNA*
   Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19590

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

7. PHA 6XXX    *Applied Statistics for Data Analysis*
   Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19609

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

COP – Pharmacotherapy and Translational Research

8. PHA 6XXX    *Forensic Anthropology I*
   Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19386

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

9. PHA 6XXX    *Precision Med & Pharmacogenomics Capstone*
   Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19470

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

COP – Medicinal Chemistry

10. PHA 6XXX    *Principles of Drug Action & Development I*
    Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19403

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

11. PHA 6XXX    *Principles of Drug Action & Development II*
    Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19402

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

12. PHA 6XXX    *The Toxicology of Licit & Illicit Drugs of Abuse*
    Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19389

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

CALS – Wildlife Ecology and Conservation

13. WIS 6XXX    *Stakeholder Engagement in Natural Resources*
    Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19467

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

CLAS – Women's Studies

14. WST 6XXX    *Girlhood Studies*
    Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19511

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

15. WST 6XXX    *History of Women's Medicine*
    Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19490

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

VI. Information Items:

1. CAP 5100 – 19027 – Change prerequisites
2. CAP 5108 – 19043 – Change prerequisites
3. CEN 5728 – 19042 – Change prerequisites
4. CNT 5517 – 19028 – Change prerequisites
5. EAS 6905 –19421 – Change course title, description, variable credit, and repeatable credit
6. ECO 6409 – 19588 – Change prerequisites
7. EGS 6940 – 19457 – Change to course title and description
8. ESI 6617 – 19013 – Change prerequisites
9. GMS 6895 – 19452 – Change prerequisites

Graduate Curriculum Committee

Agenda


April 11, 2024
Meeting Materials

Voting Conducted
via Zoom

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

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

There are no updates to present at this time.

III. Course Change 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 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 course requests 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.

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

1. EEX 6XXX    *Mathematics Assessment and Instruction for Struggling Learners*
   Link to proposal:    https://secure.aa.ufl.edu/Approval/reports/19438

   This course is designed for educators who teach or co-teach mathematics to elementary, middle, or high school students with disabilities and/or struggling learners in a variety of instructional settings (e.g., inclusive classrooms, resource rooms, self-contained classrooms). Educators will explore current research on the nature of mathematics learning and examine a variety of assessment and instructional strategies for students who struggle to learn math well.

CFA – Music

2. MUN 6345  *Chamber Singers*
   Link to proposal:  https://secure.aa.ufl.edu/Approval/reports/18180

   Select ensemble of experienced singers that performs advanced choral literature. Students must possess a high degree of musicianship, artistry, and professionalism.

3. MUN 6385  *Choral Union*
   Link to proposal:  https://secure.aa.ufl.edu/Approval/reports/18541

   Mixed choral ensemble open to students, faculty, staff, and local residents who have previous choral experience. Course literature is drawn from a variety of historical periods, cultures, and musical styles, presenting students with varied perspectives and experiences.

COP – Medicinal Chemistry

4. PHA 6XXX  *Artificial Intelligence in Clinical Toxicology*
   Link to proposal:  https://secure.aa.ufl.edu/Approval/reports/19669

   This course is designed for students and professionals in medicine, pharmacy, nursing, and related fields with an interest in applying AI to toxicology.
   This course provides an in-depth exploration of artificial intelligence (AI) and its applications in clinical toxicology. Students will learn the fundamentals of AI, machine learning, and programming, focusing on real-world applications in clinical toxicology. The course includes theoretical knowledge and practical skills, preparing students to

COP – Pharmacotherapy and Translational Research

5. PHA 6XXX  *Literature Survey in Clinical Pharmacogenomics and Precision Medicine*
   Link to proposal:  https://secure.aa.ufl.edu/Approval/reports/19664

   This course will provide an opportunity for students to demonstrate synthesis of foundational and concentration competencies through researching and writing a thesis paper that addresses a research or practice need in precision medicine, individualized medicine, or comprehensive medication management.

COP – Medicinal Chemistry

6. PHA 6XXX  *Organic Structure Elucidation*
   Link to proposal:  https://secure.aa.ufl.edu/Approval/reports/19593

   introduces the use of spectroscopic methods and tools (IR, NMR, MS, UV) for the accurate determination of molecular structure. This skill is essential for chemists in many areas, such

as medicinal chemistry, process chemistry, natural products chemistry, forensic chemistry, and many other sub-specialties of analytical chemistry. This course will prepare students with an up-to-date presentation of the tools used for the advanced analysis and structure elucidation of organic molecules.

7. PHA 6XXX  *Quality Assurance and Control in the Pharmaceutical Industry*
   Link to proposal:  https://secure.aa.ufl.edu/Approval/reports/19668

The two most important elements of quality assurance in the pharmaceutical industry are good laboratory practices (GLP) and good manufacturing practices (GMP) since they directly address the quality of the drug product. This course provides the basis for the understanding of GLP and GMP in the pharmaceutical and related industries as well as an overview of the accreditation process for several regulatory agencies including the FDA and the EMA.

8. PHA 6XXXL  *Literature Survey*
   Link to proposal:  https://secure.aa.ufl.edu/Approval/reports/19663

Provides an opportunity for students to demonstrate synthesis of foundational and concentration competencies through researching and writing a thesis paper that addresses a research or practice need in their concentration area.

HHP – Sport Management

9. SPM 5XXX  *Environmental Sustainability and Sport*
   Link to proposal:  https://secure.aa.ufl.edu/Approval/reports/18879

The sports industry can impact and influence communities and many sports organizations are evaluating their environmental impacts. The industry is changing through the promotion of healthy and sustainable communities. Sport organizations and venues are looking to embrace environmental programs such as renewable energy, water conservation, recycling and other environmental-friendly practices.

10. SPM 5XXX  *High-Performance Coaching: Creating Winning Environments*
    Link to proposal:  https://secure.aa.ufl.edu/Approval/reports/19582

Students will identify and design an environment for their team in high-performance settings to systemize behavior management through a sport lens. Students will create systems that define standards and expectations, identify and reinforce above-the-line behaviors, and identify and convert below-the-line behaviors as they impact the team environment.

CLAS – Sociology

11. SYP 6XXX        *The Sociology of Deviance and Social Control*
     Link to proposal:        https://secure.aa.ufl.edu/Approval/reports/18836

     Analysis of major sociological approaches, both theoretical and methodological, for studying deviance and social control. Critical assessment of theoretical explanations and empirical research on deviant behavior. Analysis of social factors influencing formal, medical and informal processes of social control and consideration of the impact of stigma and stigma management.

VI. Information Items:

   1. ANG 6930 – 19107 – Change maximum repeatable credit
   2. CLP 6945 – 19737 – Change maximum repeatable credit
   3. CLP 7934 – 19738 – Change maximum repeatable credit
   4. MUN 6315 – 18169 – Change to course title and description
   5. MUN 6325 – 18174 – Change to course title and description
   6. MUN 6335 – 18177 – Change to course title and description
   7. PHC 7980 – 19727 – Change maximum repeatable credit
   8. RSD 7979 – 19736 – Change maximum repeatable credit
   9. SPA 6524 – 19834 – Change maximum repeatable credit
   10. SPA 6531 – 19835 – Change maximum repeatable credit
   11. SWS 6722  – 18500 – Change to course title, description, objectives, and prerequisites

# Course|New for request 19438

## Info

**Request:** EEX 6XXX Mathematics Assessment and Instruction for Struggling Learners
**Description of request:** New course approval (number and title)
**Submitter:** Nancy Waldron waldron@coe.ufl.edu
**Created:** 2/13/2024 10:58:41 AM
**Form version:** 2

## Responses

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

    Response:
    EEX

**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:
> Mathematics Assessment and Instruction for Struggling Learners

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

> Response:
> Math Assess Instrc Strglng Lrn

## 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:
This course is designed for educators who teach or co-teach mathematics to elementary, middle, or high school students with disabilities and/or struggling learners in a variety of instructional settings (e.g., inclusive classrooms, resource rooms, self-contained classrooms). Educators will explore current research on the nature of mathematics learning and examine a variety of assessment and instructional strategies for students who struggle to learn math well.

## 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:
Graduate status or consent of instructor

*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).</ol>*


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

Response:
U.S. students with disabilities (SWD) and other struggling learners have performed less well in mathematics for decades compared to their non-disabled peers (National Center for Education Statistics, 2022). Recently, a National Assessment of Education Progress (NAEP, 2022) survey of teachers revealed that less than half of U.S. teachers surveyed reported confidence in their ability to address pandemic-related learning gaps, which are wider for SWD compared to other student groups. The proposed course is part of the Teach Well Online Academy in Special Education which leads to a Master's degree in Special Education, and is complemented by courses addressing language and literacy, and other evidence-based strategies for teaching SWD and other struggling learners.


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

Response:
Student Learning Objectives
•    Students will review and analyze existing research that identifies characteristics of struggling mathematics learners and students with mathematics learning disabilities.
•    Students will know how to assess student performance using Curriculum Based Measurement.
•    Students will know how to identify students' learning needs in mathematics through appropriate and varied assessment practices.

- Students will evaluate the effectiveness of strategy instruction in mathematics through analysis of assessment results.
- Students will know how to select appropriate instructional strategies, online resources, and computer technologies that address learners' needs in mathematics instruction.
- Students will evaluate recordings of mathematics lessons and offer recommendations for modifying the lessons with the goal of improving outcomes for struggling mathematics learners and students with mathematics learning disabilities.

**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 Texts
*Forbringer, L.L. & Weber, W. (2021). RTI in Math: Evidence-based Interventions for Struggling Students. Routledge. (2nd Ed.) (ISBN 9780367818999)
*Hosp, M.K., Hosp, J.L. & Howell, K.W. (2016). The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement (2nd Ed.), Guilford.

Supplemental Readings
*Agrawal, J., & Morin, L. L. (2016). Evidence-based practices: Applications of concrete representational abstract framework across math concepts for students with mathematics disabilities. Learning Disabilities Research & Practice, 31(1), 34-44.
*Bouck, E.C., Anderson, R.D., Long, H., & Sprick, J. (2021). Manipulative-based instructional sequences in mathematics for students with disabilities. Teaching Exceptional Children, 54(3), 178-190.
*Fuchs, L. S., Fuchs, D., Powell, S. R., Seethaler, P. M., Cirino, P. T., & Fletcher, J. M. (2008). Intensive intervention for students with mathematics disabilities: Seven principles of effective practice. Learning Disability Quarterly, 31(2), 79-92.
*Fuchs, L.S., Newman-Gonchar, R., Schumacher, R., Dougherty, B., Bucka, N., Karp, K.S., Woodward, J., Clarke, B., Jordan, N. C., Gersten, R., Jayanthi, M., Keating, B., & Morgan, S. (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (WWC 2021006). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/WWC/PracticeGuide/26.
*Geary, D.C. (2013). Early foundations for mathematics learning and their relations to learning disabilities. Current Directions in Psychological Science, 22(1), 23-27.
*Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.
*Gersten, R., Clarke, B. S., Haymond, K., & Jordan, N. C. (2011). Screening for mathematics difficulties in K-3 students. Center on Instruction. Retrieved from https://files.eric.ed.gov/fulltext/ED524577.pdf
*Johnson, E. S., Clohessy, A. B., & Chakravarthy, P. (2021). A self-regulated learner framework for students with learning disabilities and math anxiety. Intervention in School and Clinic, 56(3), 163-171.
*Kroesbergen, E.H., Huijsmans, M.D.E., & Friso-van den Bos, H. (2023). A meta-analysis on the differences in mathematical and cognitive skills between individuals with and without mathematical learning disabilities, Review of Educational Research, 93(5), 718-755.
*Lewis, K.E. (2016). Difference not deficit: Reconceptualizing mathematical learning disabilities. Journal of Education, 196(2), 39-57.
*Morano, S., Randolph, K., Markelz, A. M., & Church, N. (2020). Combining explicit strategy instruction and mastery practice to build arithmetic fact fluency. Teaching Exceptional Children, 53(1), 60-69.
*Powell, S. R., & Fuchs, L. S. (2018). Effective word-problem instruction: Using schemas to facilitate mathematical reasoning. Teaching Exceptional Children, 51(1), 31-42.
*Powell, S. R., & Stecker, P. M. (2014). Using data-based individualization to intensify mathematics intervention for students with disabilities. Teaching Exceptional Children, 46(4), 31-

37.

*Powell, S. R., Stevens, E. A., & Hughes, E. M. (2019). Math language in middle school: Be more specific. Teaching Exceptional Children, 51(4), 286-295.

*Rojo, M., Nozari, M., Bryant, D.P. (2022). Systematic progress monitoring of individualized education program goals. Intervention in School and Clinic, 57(5), 322-328.

*Siegler, R., Carpenter, T., Fennell, F., Geary, D., Lewis, J., Okamoto, Y., Thompson, L., & Wray, J. (2010). Developing effective fractions instruction for kindergarten through 8th grade: A practice guide (NCEE #2010-4039). Washington, DC: National Center for Education Evaluation and Regional Assistance,Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/fractions_pg_093010.pdf

*Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K. R., & Ogbuehi, P. (2018). Improving mathematical problem solving in grades 4 through 8: A practice guide (NCEE 2012-4055). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch/.

## 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:

Dates        Topics/Readings        Assignment Due Dates

January 8 - 21        Course Overview; Syllabus; Introductions Forum;
Module 1: Learning Disabilities in Mathematics
• Kroesbergen, Huijsmans, & Friso-van den Bos (2023)
• Geary (2013)
• Lewis (2017)
• Johnson, Clohessy, & Chakravarthy (2021)
Introductions Discussion Forum Due;
Module 1 Discussion Forum Due

January 22 – February 4
    Module 2: Overview of Response to Intervention in Mathematics; Making Instructional Decisions; What is Curriculum Based Measurement (CBM)?
• Forbringer & Weber (2021) – Chapter 1
• Rojo, Nozari, & Bryant (2022)
• MTSS/RTI:Mathematics (IRIS Module) https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/#content
Module 2 Discussion Forum Due;
Quiz 1 (Modules 1 & 2)

February 5 - 18        Module 3: Screening and Math CBM; Making Instructional Decisions
• Forbringer & Weber (2021) – Chapter 2
• Hosp, Hosp, & Howell (2016) – Chapters 7 and 8
• Gersten, Clarke, Haymond, & Jordan (2011)
Module 3 Discussion Forum Due

February 19 – March 3        Module 4: Evidence-Based Practice in Mathematics for Students with Disabilities
• Fuchs, Newman-Gonchar, Schumacher, Dougherty, Bucka, Karp, Woodward, Clarke, Jordan, Gersten, Jayanthi, Keating, & Morgan (2021).
• Fuchs, Fuchs, Powell, Seethaler, Cirino, & Fletcher (2008)
• Gersten, Beckmann, Clarke, Foegen, Marsh, Star, & Witzel (2009)
• Evidence Based Intervention Network, Math Intervention Briefs: https://education.missouri.edu/ebi/interventions/
Module 4 Discussion Forum Due;
Quiz 2 (Modules 3 & 4)

March 4 -10        Module 5: Concrete and Visual Representation
• Forbringer & Weber (2021) – Chapters 5 & 6
• Agrawal & Morin (2016)
• Bouck, Anderson, Long & Sprick (2021)
Module 5 Discussion Forum Due;
Lesson Evaluation #1 Due

March 11 - 24        Module 6: Representing Whole Numbers
• Forbringer & Weber (2021) – Chapter 7 (Developing Number Sense)
• Powell & Stecker (2014)
• National Center on Intensive Intervention website (mathematics lessons) Retrieved at
https://intensiveintervention.org/implementation-intervention/math-lessons
Module 6 Discussion Forum Due;
Quiz 3 (Modules 5 & 6);
Lesson Evaluation #2 Due

March 25 – 31 Module 7: Developing Computational Fluency
• Forbringer & Weber (2021) – Chapters 8, 9, and 10
• Morano, Randolph, Markelz, & Church (2020)
Module 7 Discussion Forum Due;
Lesson Evaluation #3 Due

April 1 - 14 Module 8: Representing Rational Numbers
• Forbringer & Weber (2021) – Chapter 11
• Powell, Stevens, & Hughes (2019)
• Siegler, Carpenter, Fennell, Geary, Lewis, Okamoto, Thompson, & Wray (2010)

Module 8 Discussion Forum Due;
Quiz 4 (Modules 7 & 8);
Lesson Evaluation #4 Due

April 15 - 21        Module 9: Problem Solving
• Forbringer & Weber (2021) – Chapter 12
• Powell & Fuchs (2018)
• Woodward, Beckmann, Driscoll, Franke, Herzig, Jitendra, Koedinger, & Ogbuehi (2018)
    Module 9 Discussion Forum Due;
Quiz 5 (Module 9 only);
Lesson Evaluation #5 Due

April 22 - 24        Course Evaluations and Wrap Up
Math Assessment and Instruction Applications Assignment 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:
Assignment

Points
Discussions                                                                100
Quizzes

90
Math Assessment/Instruction Applications 60

| | | |
|---|---|---|
| Lesson Evaluations | | 100 |
| TOTAL Points Possible | | 350 |

Grading Scale

| | | | |
|---|---|---|---|
| A | 94-100%. | C | 73-76% |
| A- | 90-93% | | |

| | | | |
|---|---|---|---|
| | | C- | 70-72% |
| B+ | 87-89%. | D+ | 67-69% |
| B | 83-86% | | |

| | | | |
|---|---|---|---|
| | | D | 63-66% |
| B- | 80-82% | | |

| | | | |
|---|---|---|---|
| | | D- | 60-62% |
| C+ | 77-79% | | |

E

Below 60%

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

Response:
Cynthia C. Griffin, Ph.D.

## 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:*

• *<span style="font-size:11.0pt">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 <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

* *

    Response:
    Yes

### EEX 6936:  Mathematics Assessment and Instruction for Struggling Learners
### Spring 2024

**Instructor:** Cynthia C. Griffin, Ph.D.

**E-mail:** ccgriffin@coe.ufl.edu (best way to contact me)

**Office Hours: By appointment**

This course is designed for educators who teach or co-teach mathematics to elementary, middle, or high school students with disabilities and/or struggling learners in a variety of instructional settings (e.g., inclusive classrooms, resource rooms, self-contained classrooms). Educators will explore current research on the nature of mathematics learning and examine a variety of assessment and instructional strategies for students who struggle to learn math well.

## Course Description

This course is designed for educators who teach or co-teach mathematics to elementary, middle, or high school students with disabilities and/or struggling learners in a variety of instructional settings (e.g., inclusive classrooms, resource rooms, self-contained classrooms). Students will explore existing research on student learning of mathematics both conceptually and procedurally and examine a variety of assessment and instructional strategies for students who struggle to learn math well.

## Student Learning Objectives

- Students will review and analyze existing research that identifies characteristics of struggling mathematics learners and students with mathematics learning disabilities.
- Students will know how to assess student performance using Curriculum Based Measurement.
- Students will know how to identify students' learning needs in mathematics through appropriate and varied assessment practices.
- Students will evaluate the effectiveness of strategy instruction in mathematics through analysis of assessment results.
- Students will know how to select appropriate instructional strategies, online resources, and computer technologies that address learners' needs in mathematics instruction.
- Students will evaluate recordings of mathematics lessons and offer recommendations for modifying the lessons with the goal of improving outcomes for struggling mathematics learners and students with mathematics learning disabilities.

## Course Policies

**Course Participation**
Students are expected to be involved in regular interactions with their classmates and with the instructor. Active participation is essential to building an effective learning community. Active course participation will include online activities and discussions. To create a class that functions well and fosters a strong learning environment, the following is expected from all

members of the learning community:
- Check the class website frequently for updates and assignments.
- Please turn ON your notices for the course announcements as they will be used to communicate reminders, changes, feedback, and ideas throughout the semester.
- Be prepared to write academically (this includes referencing course materials to support your thoughts) for all assignments.
- Bring concerns to the instructor as soon as possible.

Absence for permitted religious reasons, documented medical concerns, and other reasons as noted in University policy will be handled accordingly. Requirements for make-up assignments, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx . To the best of your ability, please inform the instructor as soon as possible if you will be unable to complete assignments on time for any of these reasons.

**Assignment Policies**
ALL written submissions for the course should be in an edited and in final, not draft, form.  As a Masters level course, written products should always be checked for spelling, grammar, and usage errors before submitted.  Assignments that have clearly not been edited before being submitted will lose up to 5 points each.

Please communicate with the instructor **ahead of assignment due dates** if you experience an issue that could impact these dates.  If a deadline is missed, students should contact the instructor as soon as possible to determine whether excused make-up assignments are possible. Missing or late assignments (that are not the result of an excused absence) will be accepted after the due date for a reduced grade for up to one week.  Unless arranged with the instructor, assignments that are more than 1 week late will not be accepted.

**Course Format**
This course is delivered fully-online. The course site will be open continuously throughout the semester allowing students to access it at any time and allowing them to be involved asynchronously. Modules will open and close in the week(s) they are scheduled. If you are having issues with Canvas, please contact one of three sources.

1. College of Education Help Desk: Email the helpdesk at help@coe.ufl.edu and be sure to include the course number, section number, and your Gatorlink ID.
2. College of Education Distance Learning Staff: Email Domenic Durante, at ddurante@coe.udl.edu or Robin LeCain robinglecain@coe.ufl.edu and be sure to include the course number, section number, and your Gatorlink ID.
3. UF Campus-wide Online Office: Email the campus online office at the HUB at help@ufl.edu (352 392 4357) and be sure to include the course number, section number, and your Gatorlink ID.

**Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code or this web site for more details: www.dso.ufl.edu/judicial/procedures/academicguide.php). Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and may result in a reduction of course grade and a report to university officials. It is expected that all students will:

Submit original work and maintain **academic integrity**. If academic misconduct occurs, the student may receive a zero or a no pass on that assignment and may be required to meet with the instructor/other relevant faculty/program members.

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 UF Student Honor Code and Student Code of Conduct Code (http://www.dso.ufl.edu/sccr/process/student-conduct-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 and/or TAs in this class (if applicable).

Please note, although this is clearly covered by the requirement to submit original work described above, it is unacceptable to use any artificial intelligence (AI) such as chatGPT or any other technology to generate your answers or work. Students who submit work generated by anyone or anything other than themselves, at the instructor's discretion, will, at minimum, earn a zero for the assignment and may face additional consequences.

**Required Texts**

Forbringer, L.L. & Weber, W. (**2021**). RTI in Math: Evidence-based Interventions for Struggling Students. Routledge. (2nd Ed.) (ISBN 9780367818999)

Hosp, M.K., Hosp, J.L. & Howell, K.W. (2016). The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement (2nd Ed.), Guilford.

**Supplemental Readings**

Agrawal, J., & Morin, L. L. (2016). Evidence-based practices: Applications of concrete representational abstract framework across math concepts for students with mathematics disabilities. *Learning Disabilities Research & Practice, 31*(1), 34-44.

Bouck, E.C., Anderson, R.D., Long, H., & Sprick, J. (2021). Manipulative-based instructional sequences in mathematics for students with disabilities. *Teaching Exceptional Children*, *54*(3), 178-190.

Fuchs, L. S., Fuchs, D., Powell, S. R., Seethaler, P. M., Cirino, P. T., & Fletcher, J. M. (2008). Intensive intervention for students with mathematics disabilities: Seven principles of effective practice. *Learning Disability Quarterly, 31*(2), 79-92.

Fuchs, L.S., Newman-Gonchar, R., Schumacher, R., Dougherty, B., Bucka, N., Karp, K.S., Woodward, J., Clarke, B., Jordan, N. C., Gersten, R., Jayanthi, M., Keating, B., and Morgan, S. (2021). Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (WWC 2021006). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/WWC/PracticeGuide/26.

Geary, D.C. (2013). Early foundations for mathematics learning and their relations to learning disabilities. *Current Directions in Psychological Science*, *22*(1), 23-27.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Gersten, R., Clarke, B. S., Haymond, K., & Jordan, N. C. (2011). *Screening for mathematics difficulties in K-3 students*. Center on Instruction. Retrieved from https://files.eric.ed.gov/fulltext/ED524577.pdf

Johnson, E. S., Clohessy, A. B., & Chakravarthy, P. (2021). A self-regulated learner framework for students with learning disabilities and math anxiety. *Intervention in School and Clinic, 56*(3), 163-171.

Kroesbergen, E.H., Huijsmans, M.D.E., & Friso-van den Bos, H. (2023). A meta-analysis on the differences in mathematical and cognitive skills between individuals with and without mathematical learning disabilities, *Review of Educational Research*, *93*(5), 718-755.

Lewis, K.E. (2016). Difference not deficit: Reconceptualizing mathematical learning disabilities. *Journal of Education*, *196*(2), 39-57.

Morano, S., Randolph, K., Markelz, A. M., & Church, N. (2020). Combining explicit strategy instruction and mastery practice to build arithmetic fact fluency. *Teaching Exceptional Children, 53*(1), 60-69.

Powell, S. R., & Fuchs, L. S. (2018). Effective word-problem instruction: Using schemas to facilitate mathematical reasoning. *Teaching Exceptional Children, 51*(1), 31-42.

Powell, S. R., & Stecker, P. M. (2014). Using data-based individualization to intensify mathematics intervention for students with disabilities. *Teaching Exceptional Children, 46*(4), 31-37.

Powell, S. R., Stevens, E. A., & Hughes, E. M. (2019). Math language in middle school: Be more specific. *Teaching Exceptional Children, 51*(4), 286-295.

Rojo, M., Nozari, M., Bryant, D.P. (2022). Systematic progress monitoring of individualized education program goals. *Intervention in School and Clinic*, *57*(5), 322-328.

Siegler, R., Carpenter, T., Fennell, F., Geary, D., Lewis, J., Okamoto, Y., Thompson, L., & Wray, J. (2010). Developing effective fractions instruction for kindergarten through 8th grade: A practice guide (NCEE #2010-4039). Washington, DC: National Center for Education Evaluation and Regional Assistance,Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/fractions_pg_093010.pdf

Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K. R., & Ogbuehi, P. (2018). *Improving mathematical problem solving in grades 4 through 8: A practice guide* (NCEE 2012-4055). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch/.

**IRIS Modules and Other Websites**

- MTSS/RTI:Mathematics (https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/#content)

- Evidence Based Intervention Network, Math Intervention Briefs: https://education.missouri.edu/ebi/interventions/

- National Center on Intensive Intervention website (mathematics lessons) Retrieved at https://intensiveintervention.org/implementation-intervention/math-lessons

**Assignments**

1. *Discussions.* Each student will participate in online forum discussions throughout the semester.  Discussions will address content of module videos, readings, and class activities.

All student participants are expected to **post an initial response by Thursday at 11:59 PM** to the module discussion questions or prompts that are provided by the instructor. Each initial post will be scored on a 0-6 scale based on the rubric found in Canvas. Participants are also expected to **respond to at least 2 of their classmates' posts** by Sunday at 11:59 PM for each discussion question posed. These response posts will each be worth 4 points.  Therefore, you may earn up to 10 points per module discussion posts.  There will be 10 discussions due over the course of the semester.

Each of your posts (all three) must show evidence of the following "highly connected" ways of knowing (see below). The first example, "including literature and resources drawn from the course", must be present in each of your posts.  (In other words, you must connect your thoughts back to the course materials and provide citations to support your thoughts/assertions in every one of your posts).  Your "initial post" should include multiple connections to the literature and course resources.  Additionally, each post should contain at least one of the other highly connected ways of knowing.

> ### *Highly Connected Ways of Knowing*
>
> 1 ...** include literature and/or resources drawn from this course in your posts.**
> 2 ...include your own personal experiences in your posts.
> 3 ...include literature, resources, or issues drawn from outside of this course in your posts.
> 4 ...include connections with the feelings, experiences, and ideas of other participants (either from the current or past discussions) in your posts.
>
> **\*Please note:** When videos are incorporated in a module, it is expected that you will include your learning from these videos in your posts as well.

To summarize: each student will submit an initial, "highly connected" post by Thursday AND provide "highly connected" responses to the initial posts of at least 2 different peers by the closing date of the Module (Sunday). Therefore, the **minimum number of posts is THREE per module**.

*Please note***:** Not posting during a discussion forum is the same as not showing up to class and severely impairs your instructor's ability to assess your learning. Also, please understand that the longer you wait to publish your initial post, the less likely you it will be that you receive responses from your class peers. Your classmates need you to show up to the discussion in a timely fashion so that everyone can move forward with his/her responsibilities. **Initial posts that are not submitted by Thursday will be considered late.**

2. *Quizzes***.** There will be five quizzes that will cover content from the readings, lectures, and discussions and will include multiple-choice and short-answer questions.

3. *Math Assessment and Instruction Applications***.** Students will complete three application assignments from the IRIS Center (https://iris.peabody.vanderbilt.edu) involving mathematics assessment and instruction. All three are due at the end of the semester (April 24) in one document, however, you are encouraged to **complete 3.a below before taking Quizzes 1 and 2**. These three application assignments are as follows:

   a. Complete #3 (Bob) and #4 (Students 1, 2, and 3) in the IRIS *MTSS/RTI: Mathematics* module assessment found here: https://iris.peabody.vanderbilt.edu/module/rti-math/cr_assess/#content.

      (*Note*: The benchmark for Bob's data using the 2nd grade CBM Computation probes is 20 digits, and the expected rate of student growth is .30 digits correct per week.)

   b. Read the IRIS document titled, *Mathematics: Identifying and Addressing Student Errors* found here: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_matherr.pdf

      After reading pages iv (Introduction) through 18, complete the "assignment" for

each case and then submit your written responses to #4 for Dalton (p. 19), #3 and #4 for Madison (p. 21), #3 and #4 for Shayla (p. 23), #3, #4, and #5 for Elias (p. 25), and #3, #4 and #5 for Wyatt (p. 27).

c. Read the IRIS mathematics document titled, *Algebra (Part 1): Applying Learning Strategies to Beginning Algebra* found here: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_alg1.pdf

After reading pages iv (Introduction) through 17, complete the "assignment" for each case and then submit your written responses to #3 for Sam (p. 18), #3 and #4 for Sheldon (p. 19), #3 for Tyisha (p. 20), #2 for Maria (p. 21), #2 and #3 for José (p. 22), and #1, #2, and #3 for Martha (p. 23).

4. ***Video-recorded Lesson Evaluations.*** Students will evaluate five mathematics lessons from "Achieve the Core" (links to videos found below). Considering content in Forbringer and Weber (2021) and evidence-based practices in mathematics, students will offer recommendations for changing the lessons to potentially improve outcomes for struggling mathematics learners and students with mathematics learning disabilities.

**Videos from "Achieve the Core" for Lesson Evaluation**

- **Lesson #1 - Representing Tens and Ones** at: https://achievethecore.org/page/3021/representing-tens-and-ones-catalano

- **Lesson #2 - Solving Addition Word Problems** at: https://achievethecore.org/page/3005/solving-addition-word-problems-macchiarella

- **Lesson #3 - Applications of Multiplication & Division** at: https://achievethecore.org/page/3006/applications-of-multiplication-divison-scherr

- **Lesson #4 - Interpreting Fractions as Division** at: https://achievethecore.org/page/2992/interpreting-fractions-as-division-tinker

- **Lesson # 5 - Perseverance in Solving Multiplication Word Problems** at: https://achievethecore.org/page/3023/perseverance-in-solving-multiplication-word-problems-penney

| Assignment | Points |
| --- | --- |
| Discussions | 100 |
| Quizzes | 90 |
| Math Assessment and Instruction Applications | 60 |
| Lesson Evaluations | 100 |
| **TOTAL Points Possible** | **350** |

**Grading Scale**

| | | | |
| --- | --- | --- | --- |
| A | 94-100% | C | 73-76% |

| | | | |
|-----|--------|-----|-----------|
| A- | 90-93% | C- | 70-72% |
| B+ | 87-89% | D+ | 67-69% |
| B | 83-86% | D | 63-66% |
| B- | 80-82% | D- | 60-62% |
| C+ | 77-79% | E | Below 60% |

| Dates | Topics/Readings | Assignment Due Dates |
|---|---|---|
| **(Two weeks)** January 8 - 21 | **Course Overview; Syllabus; Introductions Forum;** **Module 1: Learning Disabilities in Mathematics** <br>• Kroesbergen, Huijsmans, & Friso-van den Bos (2023) <br>• Geary (2013) <br>• Lewis (2017) <br>• Johnson, Clohessy, & Chakravarthy (2021) | Introductions Discussion Forum Due; Module 1 Discussion Forum Due |
| **(Two weeks)** January 22 – February 4 | **Module 2: Overview of Response to Intervention in Mathematics;** **Making Instructional Decisions; What is Curriculum Based** **Measurement (CBM)?** <br>• Forbringer & Weber (2021) – Chapter 1 <br>• Rojo, Nozari, & Bryant (2022) <br>• MTSS/RTI:Mathematics (IRIS Module) https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/#content | Module 2 Discussion Forum Due; Quiz 1 (Modules 1 & 2) |
| **(Two weeks)** February 5 - 18 | **Module 3: Screening and Math CBM; Making Instructional Decisions** <br>• Forbringer & Weber (2021) – Chapter 2 <br>• Hosp, Hosp, & Howell (2016) – Chapters 7 and 8 <br>• Gersten, Clarke, Haymond, & Jordan (2011) | Module 3 Discussion Forum Due |
| **(Two weeks)** February 19 – March 3 | **Module 4: Evidence-Based Practice in Mathematics for Students with** **Disabilities** <br>• Fuchs, Newman-Gonchar, Schumacher, Dougherty, Bucka, Karp, Woodward, Clarke, Jordan, Gersten, Jayanthi, Keating, & Morgan (2021). <br>• Fuchs, Fuchs, Powell, Seethaler, Cirino, & Fletcher (2008) <br>• Gersten, Beckmann, Clarke, Foegen, Marsh, Star, & Witzel (2009) <br>• Evidence Based Intervention Network, Math Intervention Briefs: https://education.missouri.edu/ebi/interventions/ | Module 4 Discussion Forum Due; Quiz 2 (Modules 3 & 4) |
| March 4 -10 | **Module 5: Concrete and Visual Representation** <br>• Forbringer & Weber (2021) – Chapters 5 & 6 <br>• Agrawal & Morin (2016) <br>• Bouck, Anderson, Long & Sprick (2021) | Module 5 Discussion Forum Due; Lesson Evaluation #1 Due |
| **(Two weeks)** March 11 - 24 | **Module 6: Representing Whole Numbers** <br>• Forbringer & Weber (2021) – Chapter 7 (Developing Number Sense) <br>• Powell & Stecker (2014) <br>• National Center on Intensive Intervention website (mathematics lessons) Retrieved at https://intensiveintervention.org/implementation-intervention/math-lessons | Module 6 Discussion Forum Due; Quiz 3 (Modules 5 & 6); Lesson Evaluation #2 Due |
| March 25 – 31 | **Module 7: Developing Computational Fluency** <br>• Forbringer & Weber (2021) – Chapters 8, 9, and 10 <br>• Morano, Randolph, Markelz, & Church (2020) | Module 7 Discussion Forum Due; Lesson Evaluation #3 Due |

| | | |
|---|---|---|
| **(Two weeks)**<br>April 1 - 14 | **Module 8: Representing Rational Numbers**<br>• Forbringer & Weber (2021) – Chapter 11<br>• Powell, Stevens, & Hughes (2019)<br>• Siegler, Carpenter, Fennell, Geary, Lewis, Okamoto, Thompson, & Wray (2010) | Module 8 Discussion Forum Due; Quiz 4 (Modules 7 & 8); Lesson Evaluation #4 Due |
| April 15 - 21 | **Module 9: Problem Solving**<br>• Forbringer & Weber (2021) – Chapter 12<br>• Powell & Fuchs (2018)<br>• Woodward, Beckmann, Driscoll, Franke, Herzig, Jitendra, Koedinger, & Ogbuehi (2018) | Module 9 Discussion Forum Due; Quiz 5 (Module 9 only); Lesson Evaluation #5 Due |
| April 22 - 24 | **Course Evaluations and Wrap Up** | Math Assessment and Instruction Applications Assignment Due |

# Course|New for request 18180

## Info

**Request:** MUN 6345 Chamber Singers
**Description of request:** Initiation of existing statewide course. Approval will allow shift from generic course code to a specific one that is already established and actively offered at other institutions. Approval will maintain established ensemble offering scheme at UF.
**Submitter:** James Cain jdcain@ufl.edu
**Created:** 3/22/2024 7:57:36 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:
MUN

### 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:
345

### 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:
Chamber Singers

## 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:
Chamber Singers

## 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:
Yes

**Multiple Offerings in a Single Semester**

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

Response:
No

**If repeatable, # total repeatable credit allowed**

*Indicate the maximum number of total repeatable credits allowed per student.*

Response:
10

**Amount of Credit**

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

Response:

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

Response:
No

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

Response:
Regularly Scheduled

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

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

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

Response:
Lecture

## Weekly Contact Hours
*Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.*

Response:
4

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

Response:
Select ensemble of experienced singers that performs advanced choral literature. Students must possess a high degree of musicianship, artistry, and professionalism.

## 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:
Consent of instructor (successful audition)

*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).</ol>*


## Rationale and Placement in Curriculum

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

Response:
While there are other large choirs offered, Chamber Singers broadens the diversity of learning opportunities for students. Chamber Singers is designed to be composed mostly of graduate singers, and some experienced upperclassmen. With the most-talented singers concentrated in this one choir, they will be able to learn varied and challenging repertoire that is not accessible to other mixed-ability ensembles. This type of choir will be poised to serve as the "flagship" choral ensemble of the University and the singers will serve as ambassadors in a variety of capacities.
1) This course has been offered since Fall 2021 under the course code for a generic ensemble: MUN6010 - Graduate Ensemble. Since that time, the course has fulfilled a specific need in the program. Given that the faculty intend to maintain the choir long term, and expand its role in the program, we are interested in having this course shifted to the course code that has already been established for an ensemble of this type.
2) The other large ensembles at UF are already offered under their respective, graduate-level, specific course codes. Approval of this course at UF would be consistent with the existing offering scheme.
3) This course is already being offered at several other institutions.

## 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 successful completion of this course, students will be able to: 1. demonstrate proper vocal technique – to include good intonation and characteristic tone quality; 2. demonstrate their knowledge of musical structures and conventions by performing with appropriate phrasing and an enlightened sense of shape and direction; 3. synthesize a broad range of musical skills by performing a varied repertoire with expression, technical accuracy, and kinesthetic energy; and 4. articulate the cultural and historical contexts of their repertoire.

## 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:
Varied literature will be provided to students - drawn from the School of Music library collection and/or newly purchased each semester.

## 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:
Music Ensemble: specific topics and literature will vary each semester in order to provide students with a broad range of experiences.

## 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:
Participation in a music ensemble is inherently collaborative. Thus, this course includes a high proportion of contact time versus independent work and, furthermore, attendance and participation are heavily weighted components of the course grade. While the bulk of student learning in music ensembles occurs during rehearsals, public performance is also a central component of the ensemble experience. For this reason, performances are considered a culminating demonstration of learning and are also significantly weighted components of the course grade.
Grading Policy: Attendance is mandatory for every scheduled rehearsal and performance. The student's TOTAL grade in the course will be lowered by 2 points for each Tardy (4 points if tardy to a dress rehearsal), and 4 points for each Absence (20 points if absent from a dress rehearsal). Absence from a performance is 40 points.
1. A tardy reduction will be assessed in the following circumstances: a. The student arrives after the scheduled start time of a rehearsal; b. The student leaves before the scheduled end of a rehearsal.
2. An absence reduction will be assessed in the following circumstances: a. The student does not attend a scheduled rehearsal or performance; b. The student BOTH arrives after AND leaves before the scheduled start and end times of a rehearsal; c. The student arrives after OR leaves before the half-way point of a rehearsal; d. The student arrives after the scheduled start time of a performance.
Excusal Policy: Tardies and Absences will be excused per the university attendance policy

regulations.
Make-Up Work: 1. Students wishing to remove grade deductions for missed rehearsal time can request make-up work from the director. Excused absences from performances must be made up via an alternative assignment as prescribed by the director.

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

Response:
Will Kesling

**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:*


*• <span style="font-size:11.0pt">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 <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

* *

Response:
Yes

<div align="center">

UNIVERITY OF FLORIDA CHAMBER SINGERS
MUN 6345
Fall Semester 202_

</div>

**Instructor**
Dr. Will Kesling  |  wkesling@ufl.edu  |  352-273-3158
Office: MUB 126  |  Office Hours: Tuesday & Thursday, period 6

**Choir Rehearsals:**   Tuesday, Thursday
                        Periods 9 & 10 (4:05-6:00PM)
                        MUB 120

**Course Description**
Select ensemble of experienced singers that performs advanced choral literature. Students must possess a high degree of musicianship, artistry, and professionalism. *1 credit*

**Course Prerequisites**
Graduate student & Consent of instructor (successful audition).

**Course Objectives**
Upon successful completion of this course, students will be able to:
1. demonstrate excellent vocal technique – to include good intonation and characteristic tone quality;
2. demonstrate their knowledge of musical structures and conventions by performing with appropriate phrasing and an enlightened sense of shape and direction;
3. synthesize a broad range of musical skills by performing challenging and varied repertoire with expression, technical accuracy, and kinesthetic energy;
4. articulate how the cultural and historical contexts of the repertoire impact their understanding of the world, themselves, and their own experiences; and
5. demonstrate professional behaviors including those unique to performing arts contexts.

**Course Materials**

- School-provided: Students will be provided with music – *selections change each semester*
- Student-provided:
    - black folder
    - pencil
    - concert attire:
      OPTION A: standard black tuxedo, white tux shirt, black bowtie, black socks and shoes
      OPTION B: ankle-length black gown (≥3/4 Sleeve), black hose, black shoes,
      (costume jewelry is OK)
      * Additional details will be provided. Any exceptions must be approved by the director.
- Additional course fees: $10.00

**Course Schedule:**

| Week 1 | Introduction & Rehearsal of assigned literature |
|---|---|
| Week 2 | Rehearsal of assigned literature |
| Week 3 | Rehearsal of assigned literature (Labor Day) |
| Week 4 | Rehearsal of assigned literature, Retreat |
| Week 5 | Rehearsal of assigned literature |

| Week 6 | Rehearsal of assigned literature |
|--------|----------------------------------|
| Week 7 | Combined rehearsals with orchestra, Concert (#1) |
| Week 8 | Rehearsal of assigned literature |
| Week 9 | Rehearsal of assigned literature |
| Week 10 | Rehearsal of assigned literature with guest instrumentalists, Concert (#2) |
| Week 11 | Rehearsal of assigned literature |
| Week 12 | Rehearsal of assigned literature |
| Week 13 | Rehearsal of assigned literature |
| Week 14 | Rehearsal of assigned literature (Thanksgiving) |
| Week 15 | Sounds of the Season - Combined rehearsal / Dress rehearsal |
| Week 16 | Sounds of the Season (concert #3), student conductor workshop |

**Attendance**

Ensure that you are familiar with the university attendance policies:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies

Good attendance and class participation are crucial to your success in this course. Attendance is mandatory for every scheduled rehearsal and performance. When you are absent from a class, you miss out on important information and experiences. More importantly, your absence will impact the other singers and the choir as a whole.

1. A tardy reduction will be assessed in the following circumstances:
   a. The student arrives after the scheduled start time of a rehearsal
   b. The student leaves before the scheduled end of a rehearsal
2. An absence reduction will be assessed in the following circumstances:
   a. The student does not attend a scheduled rehearsal or performance
   b. The student BOTH arrives after AND leaves before the scheduled start and end times of a rehearsal
   c. The student arrives after OR leaves before the half-way point of a rehearsal
   d. The student arrives after the scheduled start time of a performance
   e. Other circumstances as described in this syllabus
3. To facilitate attendance recording, students are asked to place their cell phone in their designated slot on the phone rack in the front of the room, where it will remain for the duration of the rehearsal. Attendance is taken according to the cell phones seen in position at the front of the room. Photographs of the cell phone display AND the seating arrangement of the choir are taken each class meeting at 1:55p, 3:00p, and 3:50p. Please be sure your cell phone is either OFF or SILENCED. If a student is found to be operating a cell phone during class time, their daily Professional Preparation and Rehearsal Participation grades will be reduced. A student may be asked to leave the classroom and/or be dismissed from the ensemble if subsequent violations of this policy occur.
4. If a student anticipates that they will be tardy or absent from a rehearsal or performance, they should **notify one of the teaching assistants via Canvas with as much notice as possible.**
5. Students must check to see if any choir activities will conflict with activities of the other courses they are enrolled in. **Any conflicts should be communicated to one of the teaching assistants via Canvas no later than September 7.**

**Excusal Policy**
1. Tardies and absences will be excused per the university attendance policy regulations. If you are tardy or absent and you believe that the tardy or absence should be excused, you must **notify one of the teaching assistants via Canvas**. If you submit a request via any other means, it may not be read or acted upon. When appropriate, students must provide proper documentation of their tardy or absence in order for it to be considered excused.
2. Students will not schedule voice lessons, coachings, recording sessions, dress rehearsals, recitals, work, or other activities during any scheduled choir activity. These conflicts are not eligible for make-up and will not be excused.

**Make-Up Work**
1. Students wishing to remove grade deductions for missed rehearsal time can request make-up work from the director. The assignment of make-up work is at the director's discretion.
2. If you choose to request make-up work, **your request must be submitted to one of the teaching assistants within one week of the tardy or absence.**
3. Excused absences from performances must be made up via an alternative assignment as prescribed by the director. Failure to complete this assignment will result in a grade of zero for the performance and significantly reduce the student's final course grade.

**Professional Preparation & Conduct**
1. Students will bring their music scores and a pencil to every rehearsal. It is crucial that a student has their music during rehearsal. If a student does not have their music with them prior to the start of rehearsal, they should return to their room/apartment/vehicle to retrieve their music before reporting to rehearsal. If a student is tardy as a result, they are subject to a grade reduction.
2. Students are expected to mark all coachings from the director. If it is discovered that a student has failed to appropriately mark their score, it may result in a grade reduction for that rehearsal or performance and all subsequent rehearsals and performances until the score is marked.
3. By the third rehearsal of the semester, all music must be organized in concert-appropriate black folders. Failure to do so may result in a grade reduction.
4. Seating is an important part of singing in a choir. Placement of certain types of voices in the choral formation can sometimes make or break the overall sound of the ensemble. Seating will be assigned at the beginning of the semester, is subject to change, and must be adhered to.
5. Students are expected to be respectful of each other's and the director's time and efforts. To that effect, distractions (e.g. talking, making noises, etc.) must be kept to a minimum. Excessive distractions may result in a grade reduction being assessed and/or dismissal from the rehearsal.
6. Occasionally it is necessary for choir members to assist with logistical operations that support the choir's activities (e.g. music distribution and collection; setup/teardown of risers and acoustic shells; loading equipment, etc.) When required, the Teaching Assistants will assign singers specific duties to assist with. Care will be taken to ensure the workload is evenly distributed among all singers. If a student fails to fulfill their assigned obligation, their Professional Preparation grade will be reduced.
7. The use of cell phones and other electronic devices during class is generally prohibited. If a student requires access to a device for medical reasons, they should inform the director or teaching assistant of their need. The use of tablet devices for reading music may be permitted. However, the director retains the right to restrict or prohibit the use of tablets.
8. Concert attire must be adhered to for all performances, unless otherwise instructed. A student who is inappropriately dressed at the start of a performance might not be permitted to perform and, thus, may be considered absent from the performance.

9. Members of the ensemble serve as representatives of the University of Florida, the School of Music, and the Choral Department. As such, they are required to conduct themselves professionally at all times. Failure to do so may result in disciplinary action up to and including dismissal from the ensemble and the assessment of an "E" grade for the semester.

**Grading Policies**
Assignments are weighted as follows:

| Assignment | Percentage of Final Grade |
|---|---|
| Rehearsal Participation | 30% |
| Professional Preparation & Assignments | 25% |
| Performances (including dress rehearsals) | 45% |

Unexcused Rehearsal Absences lower the Maximum Final Grade as follows:

| Number of Unexcused Rehearsal Absences | Maximum Final Grade |
|---|---|
| 0 | 100% |
| 1 | 97% |
| 2 | 94% |
| 3 | 91% |
| 4 | 88% |
| 5 | 85% |
| 6 | 75% |
| 7 | 65% |
| 8 or more | failing grade |

Grading Scale

| | |
|---|---|
| 93%-100% | A |
| 90%-92% | A- |
| 87%-89% | B+ |
| 83%-86% | B |
| 80%-82% | B- |
| 77%-79% | C+ |
| 73%-76% | C |
| 70%-72% | C- |
| 67%-69% | D+ |
| 63%-66% | D |
| 60%-62% | D- |
| <60% | E |

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

**Course Evaluation**
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at 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 ufl.bluera.com/ufl. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results.

**University Honesty Policy**
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code 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.

**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.

**Student Privacy**
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please visit: https://catalog.ufl.edu/UGRD/academic-regulations/ferpa-confidentiality-student-records

**Campus Resources:**
Health and Wellness

> **U Matter, We Care:** https://umatter.ufl.edu | umatter@ufl.edu | 352-392-1575
> If you or a friend is in distress, please contact Campus Assistance & Resources for Empowerment (CARE) to refer or report a concern and a team member will reach out to the student in distress.
>
> **Counseling and Wellness Center:** http://www.counseling.ufl.edu | 352-392-1575
> For information on crisis services as well as non-crisis services.
>
> **Student Health Care Center:** https://shcc.ufl.edu | 352-392-1161
> For 24/7 information to help you find the care you need.
>
> **University Police Department:** http://www.police.ufl.edu | 352-392-1111 (or 9-1-1 for emergencies)
>
> **UF Health Shands Emergency Room / Trauma Center:** https://ufhealth.org/uf-health-shands-emergency-room-trauma-center | 352-733-0111 | 1515 SW Archer Road, Gainesville, FL 32608
> For immediate medical care.

Academic Resources

> **E-learning technical support:** http://helpdesk.ufl.edu | helpdesk@ufl.edu | 352-392-HELP (4357)
>
> **Career Connections Center:** https://career.ufl.edu | 352-392-1601 | Reitz Union
> Career assistance and counseling.
>
> **Library Support:** https://uflib.ufl.edu/find/ask
> Various ways to receive assistance with respect to using the libraries or finding resources.
>
> **Academic Resources:** https://academicresources.clas.ufl.edu | teaching-center@ufl.edu |
> 352-392-2010 or 352-392-6420 (to make a tutoring appointment).
> General study skills and tutoring.
>
> **Writing Studio:** https://writing.ufl.edu/writing-studio | 352-846-1138
> Help brainstorming, formatting, and writing papers.
>
> **Student Complaints:** https://ombuds.ufl.edu/student

The syllabus is subject to change at any time.

# Course|New for request 18541

## Info

**Request:** MUN 6385 Choral Union
**Description of request:** Initiation of existing statewide course. Approval will allow shift from generic course code to a specific one that is already established and actively offered at other institutions.
**Submitter:** James Cain jdcain@ufl.edu
**Created:** 3/22/2024 8:03:48 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:
>MUN

### 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:
>385

### 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:
Choral Union

## 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:
Choral Union

## 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:
Yes

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

Response:
No

## If repeatable, # total repeatable credit allowed
*Indicate the maximum number of total repeatable credits allowed per student.*

Response:
10

## 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:
1

**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:
2

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

Response:
Mixed choral ensemble open to students, faculty, staff, and local residents who have previous choral experience. Course literature is drawn from a variety of historical periods, cultures, and musical styles, presenting students with varied perspectives and experiences.

## 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:
Consent of instructor (successful audition)

*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).</ol>*


## Rationale and Placement in Curriculum

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

Response:
1) This course has been offered for many years under the course code for a generic ensemble: MUN6010. Given that the course fulfills an important role in the program and the faculty intend to maintain the choir long term, we are interested in having this course shifted to the course code that has already been established for an ensemble of this type.
2) This course is already being offered at several other institutions.
This choir is the only curricular choir that meets in the evenings. This makes it accessible to students, faculty, and staff who might not be able to join one of the other choirs. Also, as this choir combines students, faculty, staff, and other members of the community, it is often our largest choir. Having a large choir allows us to program works that require large vocal forces. More importantly, sustaining this type of choir allows the university to maintain a productive connection to the Gainesville community.


## 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 successful completion of this course, students will be able to: 1. demonstrate proper vocal technique – to include good intonation and characteristic tone quality; 2. demonstrate their

knowledge of musical structures and conventions by performing with appropriate phrasing and an enlightened sense of shape and direction; 3. synthesize a broad range of musical skills by performing varied repertoire with expression, technical accuracy, and kinesthetic energy; 4. articulate how the cultural and historical contexts of the repertoire impact their understanding of the world, themselves, and their own experiences; and 5. articulate the social and emotional benefits of participating in a community arts organization.

## 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:
Varied literature will be provided to students - drawn from the School of Music library collection and/or newly purchased each semester.

## 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:
Music Ensemble: specific topics and literature will vary each semester in order to provide students with a broad range of experiences.

## 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:
Good attendance and class participation are crucial to your success in this course. Attendance is mandatory for every scheduled rehearsal and performance. When you are absent from a class, you miss out on important information and experiences. More importantly, your absence will impact the other singers and the choir as a whole.
Grading Policy: 1. A tardy reduction will be assessed in the following circumstances: a. The student arrives after the scheduled start time of a rehearsal; b. The student leaves before the scheduled end of a rehearsal. 2. An absence reduction will be assessed in the following circumstances: a. The student does not attend a scheduled rehearsal or performance; b. The student BOTH arrives after AND leaves before the scheduled start and end times of a rehearsal; c. The student arrives after OR leaves before the half-way point of a rehearsal; d. The student arrives after the scheduled start time of a performance; e. Other circumstances as described in this syllabus.
Excusal Policy: Tardies and absences will be excused per the university attendance policy regulations.
Make-Up Work: 1. Students wishing to remove grade deductions for missed rehearsal time can request make-up work from the director. The assignment of make-up work is at the director's discretion.; 2. If you choose to request make-up work, your request must be submitted to one of the Teaching Assistants within one week of the tardy or absence.; 3. Excused absences from performances must be made up via an alternative assignment as prescribed by the director.

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

Response:

Will Kesling


**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:*


*• <span style="font-size:11.0pt">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 <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-*

*results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

* *

Response:
Yes

# UNIVERITY OF FLORIDA CHORAL UNION
## MUN 6385
## Spring Semester 202_

**Instructor**
Dr. Will Kesling
wkesling@ufl.edu  |  352-273-3158
Office: MUB 126  |  Office Hours: Tuesday & Thursday, periods 6 & 9

**Choir Rehearsals:**  Monday
7:00-9:00pm
MUB 120

**Course Description**
Mixed choral ensemble open to students, faculty, staff, and local residents who have previous choral experience. Course literature is drawn from a variety of historical periods, cultures, and musical styles, presenting students with varied perspectives and experiences. *1 credit*

**Course Prerequisites**
Graduate student & Consent of instructor (successful audition).

**Course Objectives**
Upon successful completion of this course, students will be able to:
1. demonstrate proper vocal technique – to include good intonation and characteristic tone quality;
2. demonstrate their knowledge of musical structures and conventions by performing with appropriate phrasing and an enlightened sense of shape and direction;
3. synthesize a broad range of musical skills by performing varied repertoire with expression, technical accuracy, and kinesthetic energy;
4. articulate how the cultural and historical contexts of the repertoire impact their understanding of the world, themselves, and their own experiences;
5. demonstrate professional behaviors including those unique to performing arts contexts; and
6. articulate the social and emotional benefits of participating in a community arts organization.

**Course Materials**

- School-provided: Students will be provided with music – *selections change each semester*
- Student-provided:
    - black folder
    - pencil
    - concert attire:
      OPTION A: standard black tuxedo, white tux shirt, black bowtie, black socks and shoes
      OPTION B: ankle-length black gown (≥3/4 Sleeve), black hose, black shoes,
      (costume jewelry is OK)
      * Additional details will be provided. Any exceptions must be approved by the director.
- Additional course fees: $5.00

**Course Schedule:**

| Week 1 | Introduction & Rehearsal of assigned literature |
|--------|--------------------------------------------------|
| Week 2 | **No rehearsal** (Birthday of Martin Luther King, Jr.) |
| Week 3 | Rehearsal of assigned literature |

| Week 4 | Rehearsal of assigned literature |
|---|---|
| Week 5 | Rehearsal of assigned literature |
| Week 6 | Rehearsal of assigned literature |
| Week 7 | Rehearsal of assigned literature |
| Week 8 | Winter Concert (concert #1) |
| Week 9 | Rehearsal of assigned literature |
| Week 10 | Rehearsal of assigned literature |
| Week 11 | Rehearsal of assigned literature |
| Week 12 | Rehearsal of assigned literature |
| Week 13 | Rehearsal of assigned literature |
| Week 14 | Rehearsal of assigned literature with guest instrumentalists, Spring Concert (concert #2) |
| Week 15 | Final meeting, Performance review, Discussion of future programming |

**Attendance**

Ensure that you are familiar with the university attendance policies:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies

Good attendance and class participation are crucial to your success in this course. Attendance is mandatory for every scheduled rehearsal and performance. When you are absent from a class, you miss out on important information and experiences. More importantly, your absence will impact the other singers and the choir as a whole.

1. A tardy reduction will be assessed in the following circumstances:
    a. The student arrives after the scheduled start time of a rehearsal
    b. The student leaves before the scheduled end of a rehearsal
2. An absence reduction will be assessed in the following circumstances:
    a. The student does not attend a scheduled rehearsal or performance
    b. The student BOTH arrives after AND leaves before the scheduled start and end times of a rehearsal
    c. The student arrives after OR leaves before the half-way point of a rehearsal
    d. The student arrives after the scheduled start time of a performance
    e. Other circumstances as described in this syllabus
3. To facilitate attendance recording, students are asked to place their cell phone in their designated slot on the phone rack in the front of the room, where it will remain for the duration of the rehearsal. Attendance is taken according to the cell phones seen in position at the front of the room. Photographs of the cell phone display AND the seating arrangement of the choir are taken each class meeting at 1:55p, 3:00p, and 3:50p. Please be sure your cell phone is either OFF or SILENCED. If a student is found to be operating a cell phone during class time, their daily Professional Preparation and Rehearsal Participation grades will be reduced. A student may be asked to leave the classroom and/or be dismissed from the ensemble if subsequent violations of this policy occur.
4. If a student anticipates that they will be tardy or absent from a rehearsal or performance, they should **notify one of the teaching assistants via Canvas with as much notice as possible.**
5. Students must check to see if any choir activities will conflict with activities of the other courses they are enrolled in. **Any conflicts should be communicated to one of the teaching assistants via Canvas no later than September 11.**

**Excusal Policy**
1. Tardies and absences will be excused per the university attendance policy regulations. If you are tardy or absent and you believe that the tardy or absence should be excused, you must **notify one of the teaching assistants via Canvas**. If you submit a request via any other means, it may not be read or acted upon. When appropriate, students must provide proper documentation of their tardy or absence in order for it to be considered excused.
2. Students will not schedule voice lessons, coachings, recording sessions, dress rehearsals, recitals, work, or other activities during any scheduled choir activity. These conflicts are not eligible for make-up and will not be excused.

**Make-Up Work**
1. Students wishing to remove grade deductions for missed rehearsal time can request make-up work from the director. The assignment of make-up work is at the director's discretion.
2. If you choose to request make-up work, **your request must be submitted to one of the teaching assistants within one week of the tardy or absence.**
3. Excused absences from performances must be made up via an alternative assignment as prescribed by the director. Failure to complete this assignment will result in a grade of zero for the performance and significantly reduce the student's final course grade.

**Professional Preparation & Conduct**
1. Students will bring their music scores and a pencil to every rehearsal. It is crucial that a student has their music during rehearsal. If a student does not have their music with them prior to the start of rehearsal, they should return to their room/apartment/vehicle to retrieve their music before reporting to rehearsal. If a student is tardy as a result, they are subject to a grade reduction.
2. Students are expected to mark all coachings from the director. If it is discovered that a student has failed to appropriately mark their score, it may result in a grade reduction for that rehearsal or performance and all subsequent rehearsals and performances until the score is marked.
3. By the third rehearsal of the semester, all music must be organized in concert-appropriate black folders. Failure to do so may result in a grade reduction.
4. Seating is an important part of singing in a choir. Placement of certain types of voices in the choral formation can sometimes make or break the overall sound of the ensemble. Seating will be assigned at the beginning of the semester, is subject to change, and must be adhered to.
5. Students are expected to be respectful of each other's and the director's time and efforts. To that effect, distractions (e.g. talking, making noises, etc.) must be kept to a minimum. Excessive distractions may result in a grade reduction being assessed and/or dismissal from the rehearsal.
6. Occasionally it is necessary for choir members to assist with logistical operations that support the choir's activities (e.g. music distribution and collection; setup/teardown of risers and acoustic shells; loading equipment, etc.) When required, the Teaching Assistants will assign singers specific duties to assist with. Care will be taken to ensure the workload is evenly distributed among all singers. If a student fails to fulfill their assigned obligation, their Professional Preparation grade will be reduced.
7. The use of cell phones and other electronic devices during class is generally prohibited. If a student requires access to a device for medical reasons, they should inform the director or teaching assistant of their need. The use of tablet devices for reading music may be permitted. However, the director retains the right to restrict or prohibit the use of tablets.

8. Concert attire must be adhered to for all performances, unless otherwise instructed. A student who is inappropriately dressed at the start of a performance might not be permitted to perform and, thus, may be considered absent from the performance.
9. Members of the ensemble serve as representatives of the University of Florida, the School of Music, and the Choral Department. As such, they are required to conduct themselves professionally at all times. Failure to do so may result in disciplinary action up to and including dismissal from the ensemble and the assessment of an "E" grade for the semester.

**Grading Policies**
Assignments are weighted as follows:

| Assignment | Percentage of Final Grade |
|---|---|
| Rehearsal Participation | 30% |
| Professional Preparation & Assignments | 25% |
| Performances (including dress rehearsals) | 45% |

Unexcused Rehearsal Absences lower the Maximum Final Grade as follows:

| Number of Unexcused Rehearsal Absences | Maximum Final Grade |
|---|---|
| 0 | 100% |
| 1 | 97% |
| 2 | 94% |
| 3 | 85% |
| 4 | 75% |
| 5 | 65% |
| 6 or more | failing grade |

Grading Scale

| | |
|---|---|
| 93%-100% | A |
| 90%-92% | A- |
| 87%-89% | B+ |
| 83%-86% | B |
| 80%-82% | B- |
| 77%-79% | C+ |
| 73%-76% | C |
| 70%-72% | C- |
| 67%-69% | D+ |
| 63%-66% | D |
| 60%-62% | D- |
| <60% | E |

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

**Course Evaluation**
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at 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 ufl.bluera.com/ufl. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results.

**University Honesty Policy**
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code 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.

**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.

**Student Privacy**
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please visit: https://catalog.ufl.edu/UGRD/academic-regulations/ferpa-confidentiality-student-records

**Campus Resources:**
Health and Wellness

**U Matter, We Care:** https://umatter.ufl.edu | umatter@ufl.edu | 352-392-1575
If you or a friend is in distress, please contact Campus Assistance & Resources for Empowerment (CARE) to refer or report a concern and a team member will reach out to the student in distress.

**Counseling and Wellness Center:** http://www.counseling.ufl.edu | 352-392-1575
For information on crisis services as well as non-crisis services.

**Student Health Care Center:** https://shcc.ufl.edu | 352-392-1161
For 24/7 information to help you find the care you need.

**University Police Department:** http://www.police.ufl.edu | 352-392-1111 (or 9-1-1 for emergencies)

**UF Health Shands Emergency Room / Trauma Center:** https://ufhealth.org/uf-health-shands-emergency-room-trauma-center | 352-733-0111 | 1515 SW Archer Road, Gainesville, FL 32608
For immediate medical care.

Academic Resources

> **E-learning technical support:** http://helpdesk.ufl.edu | helpdesk@ufl.edu | 352-392-HELP (4357)
>
> **Career Connections Center:** https://career.ufl.edu | 352-392-1601 | Reitz Union
> Career assistance and counseling.
>
> **Library Support:** https://uflib.ufl.edu/find/ask
> Various ways to receive assistance with respect to using the libraries or finding resources.
>
> **Academic Resources:** https://academicresources.clas.ufl.edu | teaching-center@ufl.edu |
> 352-392-2010 or 352-392-6420 (to make a tutoring appointment).
> General study skills and tutoring.
>
> **Writing Studio:** https://writing.ufl.edu/writing-studio | 352-846-1138
> Help brainstorming, formatting, and writing papers.
>
> **Student Complaints:** https://ombuds.ufl.edu/student

The syllabus is subject to change at any time.

# Course|New for request 19669

## Info

**Request:** PHA 6XXX Artificial Intelligence in Clinical Toxicology
**Description of request:** New Course Request for Artificial Intelligence in Clinical Toxicology
**Submitter:** Emely McKitrick emely.mckitrick@ufl.edu
**Created:** 3/6/2024 3:18:59 PM
**Form version:** 2

## Responses

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

> Response:
> PHA

### 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:
Artificial Intelligence in Clinical Toxicology


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

Response:
AI in Clinical Toxicology


## 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:
This course is designed for students and professionals in medicine, pharmacy, nursing, and related fields with an interest in applying AI to toxicology.
This course provides an in-depth exploration of artificial intelligence (AI) and its applications in clinical toxicology. Students will learn the fundamentals of AI, machine learning, and programming, focusing on real-world applications in clinical toxicology. The course includes theoretical knowledge and practical skills, preparing students to

**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:
There are no pre-requisites for this course.

*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).</ol>*

**Rationale and Placement in Curriculum**

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

Response:
This 3 credit course is an elective option for the Clinical Toxicology Master's Degree.
The rapid evolution of clinical toxicology alongside the advent of artificial intelligence (AI) necessitates a comprehensive course that bridges these two pivotal areas, preparing healthcare professionals and students for the increasingly data-driven future of healthcare. "AI in Clinical Toxicology" addresses this critical intersection, filling an educational gap by providing a unique curriculum that integrates fundamental AI concepts with practical toxicology applications. This course is essential for fostering critical thinking, enhancing problem-solving skills, and ensuring that learners are well-equipped to navigate and contribute to the AI-driven transformation in healthcare. The course delivers invaluable technical knowledge by focusing on real-world applications and active engagement. It cultivates lifelong learning and professional development, ensuring sustained relevance and competitiveness in the rapidly changing landscape of health sciences.

**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. Understand the fundamentals of AI and machine learning and their applications in clinical toxicology.

2. Apply programming skills to develop AI models relevant to clinical toxicology.
3. Handle and preprocess clinical toxicology datasets effectively.
4. Evaluate and validate machine learning models in clinical toxicology.
5. Apply deep learning techniques to real-world clinical toxicology problems.
6. Understand and apply natural language processing in the context of clinical notes and reports.
7. Develop and present a capstone project applying AI to a real-world clinical toxicology problem.

## 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:
Readings will be assigned through the Canvas course management system.

## 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 AI and Clinical Toxicology
Week 2 Programming for AI
Week 3 Data Handling and Preprocessing
Week 4 Machine Learning Basics
Week 5 Traditional Supervised Learning in Clinical Toxicology
Week 6 Regression Techniques in Clinical Toxicology
Week 7 Performance Metrics in Clinical Toxicology
Week 8 Model Evaluation and Validation
Week 9 Deep Learning Introduction
Week 10 Deep Learning for Tabular Data
Week 11 Basic NLP
Week 12 Applied Machine Learning in Clinical Toxicology
Week 13 Large Language Models in Clinical Toxicology
Week 14 ChatGPT and Conversational AI in Clinical Toxicology
Week 15 Capstone Group Project

## 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:
Asynchronous Assignment - 5 - 50 points/each - 31% of final grade
Homework Assignments - 10 - 10 points/each - 12.5% of final grade
VoiceThread Discussions - 2 - 50 points/each- 12/5% of final grade
Midterm Project - 1 - 150 points - 19% of final grade
Final Exam - 1 - 200 points - 25% of final grade

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

Response:

Omid Mehrpour, MD, FACMT
Associate Professor, Medical toxicologist, and poison specialist

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

Response:
Yes

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

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

Response:
Yes

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

*• <span style="font-size:11.0pt">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 <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

* *

Response:
Yes

**PHAXXXX Artificial Intelligence in Clinical Toxicology (3 Cr Hr.)**
**Spring 2025**
**Location: Canvas, Asynchronous**

**Course Coordinator(s):**
Omid Mehrpour, MD, FACMT
Associate Professor, Medical toxicologist, and poison
specialist
(352)273-8691
Department of Clinical Toxicology
University of Florida College of Pharmacy
E-mail: omehrpour@ufl.edu

**Office Hours:** on request

**Pre-Requisites:**
Basic Python programming preferred, Permission from the home institution to count this course as an elective toward their field of study.

**Co-Requisites:**
None

## Course Description

This course is designed for students and professionals in medicine, pharmacy, nursing, and related fields with an interest in applying AI to toxicology.

This course provides an in-depth exploration of artificial intelligence (AI) and its applications in clinical toxicology. Students will learn the fundamentals of AI, machine learning, and programming, focusing on real-world applications in clinical toxicology. The course includes theoretical knowledge and practical skills, preparing students to integrate AI into clinical toxicology practice.

## Justification for AI in Clinical Toxicology

The rapid evolution of clinical toxicology alongside the advent of artificial intelligence (AI) necessitates a comprehensive course that bridges these two pivotal areas, preparing healthcare professionals and students for the increasingly data-driven future of healthcare. "AI in Clinical Toxicology" addresses this critical intersection, filling an educational gap by providing a unique curriculum that integrates fundamental AI concepts with practical toxicology applications. This course is essential for fostering critical thinking, enhancing problem-solving skills, and ensuring that learners are well-equipped to navigate and contribute to the AI-driven transformation in healthcare. The course delivers invaluable technical knowledge by focusing on

real-world applications and active engagement. It cultivates lifelong learning and professional development, ensuring sustained relevance and competitiveness in the rapidly changing landscape of health sciences.

## Course Objectives

| Course Objective | Educational Outcomes | Bloom's Taxonomy Category |
|---|---|---|
| 1. Understand the fundamentals of AI and machine learning and their applications in clinical toxicology. | Apply AI principles in toxicology, Critical Thinking, Innovation | Knowledge (I), Comprehension (II) |
| 2. Apply programming skills to develop AI models relevant to clinical toxicology. | Problem Solving, Programming, outcome analysis, Technical Skills | Application (III), Analysis (IV) |
| 3. Handle and preprocess clinical toxicology datasets effectively. | Data Management, Critical Thinking | Application (III), Analysis (IV) |
| 4. Evaluate and validate machine learning models in clinical toxicology. | Critical Evaluation, Decision Making | Analysis (IV), Evaluation (VI) |
| 5. Apply deep learning techniques to real-world clinical toxicology problems. | Machine learning, AI, Innovative Problem Solving, Technical Proficiency | Synthesis (V), Evaluation (VI) |
| 6. Understand and apply natural language processing in the context of clinical notes and reports. | Communication Skills, Data Analysis | Comprehension (II), Application (III) |
| 7. Develop and present a capstone project applying AI to a real-world clinical toxicology problem. | Project Management, Communication Skills | Synthesis (V), Evaluation (VI) |

## Instructional Method

This course is part of the distance education program at the University of Florida. Instead of a traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, that utilizes required readings, quizzes (in most courses), completion of written assignments, and participation in a discussion board. Students will independently complete assigned readings and complete online assignments and/or quizzes/projects to assess understanding of and provide their insight to the reading and coursework material. Throughout these learning activities, the instructor and teaching assistant(s) are available via email to assist with questions. There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor). Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff.

Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

## Materials and Supply Fees

Please review the syllabus specific to this class for any required, recommended, or suggested reading materials.

Use UF VPN to access UF Libraries Resources when off-campus. **Please note that students enrolled in our partner universities will not have access to the UF library resources and you need to utilize the library through your home institution.**

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL:http://www.library.health.ufl.edu/

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

**Required Materials:** Students must comply with the UF Computer and Software Requirement. Please see the website of your respective program for further information.

## Course Materials and Technology

***Materials and Supply Fees:*** None

***Required Textbooks and Software:*** All required materials are available via the learning management system

## Course Schedule

| Semester Week | Topic Module | Topic breakdown | Assignments |
|---|---|---|---|
| Week 1 | Module 1 | Introduction to AI and Clinical Toxicology | Live meeting, asynchronous assignment 1 (50 points) |
| Week 2 | Module 2 | Programming for AI | Homework assignment 1 (10 points) |
| Week 3 | Module 3 | Data Handling and Preprocessing | Homework assignment 2 (10 points) |
| Week 4 | Module 4 | Machine Learning Basics | Homework assignment 3 (10 points), asynchronous assignment 2 (50 points) |
| Week 5 | Module 5 | Traditional Supervised Learning in Clinical Toxicology | Homework assignment 4 (10 points) |
| Week 6 | Module 6 | Regression Techniques in Clinical Toxicology | Homework assignment 5 (10 points), asynchronous assignment 3 (50 points) |
| Week 7 | Module 7 | Performance Metrics in Clinical Toxicology | VoiceThread Discussion 1 (50 points) |
| Week 8 | Module 8 | Model Evaluation and Validation | Midterm project (150 points) |
| Week 9 | Module 9 | Deep Learning Introduction | Homework assignment 6 (10 points) |
| Week 10 | Module 10 | Deep Learning for Tabular Data | Homework assignment 7 (10 points), asynchronous assignment 4 (50 points) |
| Week 11 | Module 11 | Basic NLP | Homework assignment 8 (10 points) |
| Week 12 | Module 12 | Applied Machine Learning in Clinical Toxicology | Homework assignment 9 (10 points) |
| Week 13 | Module 13 | Large Language Models in Clinical Toxicology | Homework assignment 10 (10 points), asynchronous assignment 5 (50 points) |
| Week 14 | Module 14 | ChatGPT and Conversational AI in Clinical Toxicology | VoiceThread discussion 2 (50 points) |
| Week 15 | | Capstone Group Project | Live meeting, Capstone group project (200 points) |
| Week 16 | | Final exam | Final exam (200 points) |

## Active Learning Methods

1. Asynchronous Lecture Assignments and Engagement (35%): Asynchronous Lecture Assignments (25%), VoiceThread Discussions (10%)
- Purpose: To ensure active participation, preparation, and comprehension of lecture material.
- Implementation: Students will watch asynchronous lecture videos and complete related assignments that promote critical thinking and application of the material. This includes engaging in VoiceThread discussions, where they articulate their thoughts, address specific prompts, and interact with peers' responses.
- Assessment: Quality of responses, depth of engagement with the material, and contribution to discussions will contribute to this combined grade.

2. Homework (10%): Weekly Homework Submissions (7%), Depth of Understanding Demonstrated (3%)
- Purpose: To reinforce learning and ensure continuous engagement with course material.
- Implementation: Regularly assigned homework covering key concepts and applications from the week's material.
- Assessment: Homework will be graded based on correctness, completeness, and depth of understanding.

3. Midterm Project (15%): Research and project development (7.5%), Presentation and analysis (7.5%)
- Purpose: To assess application of knowledge and independent research skills.
- Implementation: A substantial project requiring students to apply AI principles to a specific problem in clinical toxicology.
- Assessment: Projects will be assessed based on the quality of analysis, application of AI methods, and clarity of communication.

4. Group Capstone Project (20%): Research and project development (10%), Presentation and analysis (10%)
- Purpose: To foster collaborative skills and apply AI/ML methods to real-world problems.
- Implementation: Students will work in groups to complete a capstone project, divided into several milestones with associated deliverables.
- Assessment: Each milestone will be assessed, and the final project will culminate in a presentation, with grades based on content, collaboration, and presentation skills.

5. Final Exam (20%), Comprehensive understanding of course topics (10%), Application of concepts through case studies and problem-solving (10%)
- Purpose: To evaluate overall understanding of the course material.
- Implementation: A comprehensive exam covering all aspects of the course.
- Assessment: The exam will be graded based on accuracy, completeness, and demonstration of critical thinking skills.

## Course Assignments

**Assignments:** Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your

# PHAXXXX Artificial Intelligence in Clinical Toxicology

control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance. If no prior communication occurred, the instructor may deduct points for late submission at their discretion or as stated in the course overview and/or communicated via the discussion board. Being consistently late in submitting assignments disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you message us, we will work with you around the deadline.
If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

## Retaining Course Materials

As you go through the semester, keep copies of important emails, discussion bulletins and assignments you may use for revision as these will be purged from the course at the end of the semester. We recommend you make a copy of the course modules since this will be the only access you will get to these materials. We will not be able to provide you with copies of course content once the course is removed from your account. If this class is a core-class for your MS program (one that you will be tested on in the cumulative final exam given in special topics) it is especially important that you keep the notes for review later.

## Academic Requirements and Grading

**Grading Policy**
For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Most courses do not have a midterm or final exam, although this course may incorporate one, so be sure to review the specific requirements for this class. Students are evaluated continuously throughout the semester and graded according to their performance in the assignments and quizzes/exam (if quizzes/exam are present). All modules have a written assignment, and some classes have timed quizzes that must be completed by the assignment deadline for the corresponding module. **Please review the portion of this syllabus specific to this class (found on the homepage of your class within Canvas) to review the requirements of your class, as it may differ from the above.**

All written assignments must be completed in your own words. Cutting and pasting from the internet is not acceptable and may be plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of zero for the written assignment. All assignments should be written in your own words and referenced appropriately. This class may have a Plagiarism module associated with it, and this module must be viewed prior to opening module 1.

For courses that have timed quizzes: if you lose your internet connection during your quiz and scores are not recorded simply email us and we can help you.

College of Pharmacy
UNIVERSITY of FLORIDA

*PHAXXXX Artificial Intelligence in Clinical Toxicology*
*Mehrpour*

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Assignments should be submitted using the assignment submission tool. If you have difficulty submitting an assignment, message your instructor and teaching assistant - we will work with you to troubleshoot the problem. Assignment feedback will also be provided via the assignment tool, so students should check back to the appropriate module to receive feedback and the assignment grade.

Always keep a copy of your course assignments in case you need to resend it. Also, you may want it for revision purposes later.

For Assignment deadlines - see the course calendar.
Critical Dates for the UF Forensic Science program:  https://forensicscience.ufl.edu/resources/critical-dates/
For other important dates, consult the UF Calendar of Critical Dates and http://www.registrar.ufl.edu

on the assignments.  The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module.

## Evaluation of Grades

Students will be graded on written assignments and module quizzes (when included in the course). The final grade will be based on the student's cumulative number of points earned divided by the total number of available points. The resulting percentage will be converted to a letter grade based on the grading scale below this section. If a final exam is included for the class, that score will also be incorporated into your final grade.

Below is an example of a class that shows how your final grade would be calculated (this is for all classes where the final grade will be based on the student's cumulative number of points earned divided by the total number of available points):

| Assignments | Total Points | Percentage of Final Grade |
|---|---|---|
| Asynchronous Lecture Assignments | 5 assignments, each 50 points | 25% |
| VoiceThread Discussions | 2 VoiceThread discussions, each 50 points | 10% |
| Homework | 10 assignments, each 10 points | 10% |
| Midterm Project | 150 | 15% |
| Group Capstone Project (including live presentations) | 200 | 20% |
| Final Exam | 200 | 20% |
| | | 100% |

Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module. Assignments are

not able to be resubmitted for a re-grade after receiving feedback; the feedback is given for learning purposes and not so that students can re-do and re-submit assignments.

Students can check their progress in the course by viewing their grade records via the course interface. Internationally registered student grades will be assigned as per the policies and procedures within your university.

Grades will be assigned as follows:

| Grade | Percent | Grade Points |
|---|---|---|
| A | 90% or Above | 4.0 |
| A- | 88-89% | 3.76 |
| B+ | 85-87% | 3.33 |
| B | 80-84% | 3.00 |
| B- | 78-79% | 2.76 |
| C+ | 75-77% | 2.33 |
| C | 70-74% | 2.00 |
| C- | 68-69% | 1.67 |
| D+ | 65-67% | 1.33 |
| D | 60-64% | 1.00 |
| D- | 58-59% | 0.67 |
| E | < 58% | 0.00 |

**Assignments:** Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students may have work and other personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance; it is then at the discretion of the instructor as to if they will grant the extension with no penalty marks added.  If you have an emergency where you cannot email the instructor prior to the deadline, you must contact the instructor as soon as you are able to explain your situation.

If no extension was requested or if the extension request is not granted, the instructor will deduct points as follows:

| Amount of time past the deadline | Amount to be deducted for late submissions (in addition to grading point deductions) | Notes |
|---|---|---|
| 12 am – 8 am (EST) | 0.5 points | This deduction will incur if the assignment is past the posted deadline of 11:59 pm EST, regardless of the time zone in which you are located |
| 1 day (from 8 am EST – 11:59 pm) | 5% deduction | % deductions are a % of the total number of points for which the assignment is worth (for example, 5% of a 30-point assignment would be 1.5 points deducted. |
| 2 days to 1 week late | 10% deduction | |
| 1 week to 2 weeks late | 20% deduction | |
| 2 weeks to 3 weeks late | 30% deduction | |
| 3 weeks to 4 weeks late | 40% deduction | |
| 4 weeks to 5 weeks late | 50% deduction*** | *** this is the maximum deduction regardless of when it is submitted, from 4 weeks past the due date to the last day for submissions in the semester. |

Being consistently late in submitting assignments disrupts the course. If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

**Makeup Policy:** Assignments submitted late may be accepted depending on circumstances (see UF official attendance policy above). Note that some assignments are time limited because there is release of an answer to all after the deadline. In this case, no late assignment can be accepted unless the absence is excused. Points may be deducted for consistently late submissions but we would be very keen to ensure we have a discussion with you to explore why the problem has arisen. Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request.

**Grade Changes:** Grades will be changed only when a grading error has been made. If you think an error has been made, you should message the instructor or TA as soon as possible. Your entire assignment will then be re-graded if the instructor determines that an error has been made.

**Incomplete grades**: Under special circumstances, if a student is unable to finish a course before the end of the semester, we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if a third or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course and has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments and quizzes must be completed by the end of the next semester that the course is offered. If the assignments are not completed in the next term that the course runs, you will be assigned a grade based on the completed assignments. If you are scheduled to graduate the term after this semester, you are not eligible for an incomplete. Please email your instructor for more information. Students in our partner universities are not eligible for an incomplete and should contact their home institution to see the options available to them.

**Instructional Policies**

This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, by utilizing the course functions.  There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor).  Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff.  Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

**Policy Related to Required Course Participation**

Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates. 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.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

**Attendance:** There is no formal process for taking attendance in this online course.  This course is 100% asynchronous and there are no live meeting times.  Once a topic module is released students can login and work on their course assignments, readings and quizzes as they require to meet the required assignment and quiz deadlines. However, students are expected to check the discussion boards and messaging system daily to make sure they keep up to date with any course or deadline changes, or instructor/TA direct messages.

Students are responsible for meeting all academic assignment due dates and objectives as defined by the instructor.   In general, acceptable reasons for not meeting objectives from class include illness, serious family

emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities.   Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation.  Additional information can be found in Attendance Policies.

**Class Participation:** Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates.

**Performance Expectations:** Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Discussion postings and discussions must be legible, constructive, and appropriate. Students will be expected to complete assignments that require the application of logic and reasoning skills and appropriate research when the answer may not be found in a book or the course notes. Students should expect to perform research outside of the material presented in the class (utilizing either e-journals or the internet) to assist them with completing assignments.  If a text is required for this class, students are expected to have access to it for successful completion of assignments.

**Dropping a Course**: UF Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar (Consult the UF Calendar of Critical Dates at UF Calendar of Critical Dates ).  Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.  Deleting yourself from the course roster does not officially withdraw you from a course.  Please email DESS at ahc-dess@ufl.edu if you wish to withdraw from your class.

**Students from partner universities must contact their school to determine how/if they can drop a class.**

## Communication

**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

Communication is a central part of all our courses. Please take advantage of the in-course email messaging system (Inbox) and Discussion board.  You should message us with private questions and concerns as well as assignment questions and information; additionally, be sure to check the discussion board daily for class-wide updates and topic discussions. We want to provide all our students with the best opportunity to learn and are always available to answer your questions.

**EMAIL**

The course Inbox feature (found on the left-hand side of your screen when you log in), not the discussion board, should always be used to contact the faculty or teaching assistant if you have a problem of a personal nature.  It is your responsibility to know who the instructor and/or teaching assistant(s) are for your class.  **Do**

**not choose the option of sending your email within the class to "all" instructors**, as there are staff members from our administrative team listed that cannot assist you with course questions (and are only listed there for administrative purposes).

If you are having technical problems with the course content (downloads, etc.) or you are unable to access your course interface, please contact us directly via the "Inbox" email, and do not spend hours trying to get something to work as this will only lead to frustration. We do not want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are having trouble with your access to your course and cannot access the inbox course messaging system,  please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. External instructor email addresses are listed for each course separately on the homepage of the course.

**\*For technical assistance do not contact the UF HELP Desk. Please contact Lisa Cox (listed under "teachers" in your course messaging system), for IT support for this course and copy the course instructor.**

Please respond to all messages from your instructor or TA. We are usually contacting you because we want to help you.

**DISCUSSION FORUM**

The course Discussion board can be used to post content related questions and assignment materials when requested. Please do not use the discussion forum to ask specific questions about your current course assignments.

It is VERY important that you read all the discussion bulletins that have been posted. We will use this site to post important information relating to content or quiz changes, deadlines etc. Since postings can accumulate quickly, please login each day to stay on top of these postings or you may miss important information.  Some instructors may also use the announcement feature, so be sure to read all announcements as well.

If, as part of an assignment you are asked to make a discussion posting, you do not need to submit the same assignment via the assignment submission tool.

Please be aware that as you read the discussions for this course that there may be sensitive topics covered that could be emotionally triggering.  Please remember that our students are a diverse population and that your responses should be crafted with respect and consideration for all audiences.  We are aware that some of these topics can be considered controversial and ask that your respond to the subject matter in a thoughtful manner.  If you have any questions or concerns, please reach out to your course instructor or advisor.

## 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.

**Plagiarism:** Plagiarism includes any attempt to take credit for another person’s work. This includes quoting directly from a book or web site without crediting the source. Sources should always be referenced or a link to the website added and, where direct quotes have been used, quotation marks must be placed around the quoted material. However, we expect more than simply cutting and pasting in a graduate level course. Students are expected to review, evaluate, and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly. Extensive quoting of literature, even if references are provided, is not considered your own work, and will hence incur point deductions up to assigning zero points.
**Use of Chatbots and Artificial Intelligence (ChatGPT)**
Please note that students are not permitted to submit work that has been written using chatbots unless specifically indicated by the course instructor.
“Submission of Academic Work Purchased or Obtained from an Outside Source. A student must not submit as their own work any academic work in any form that the student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work.” Students who submit work, be it an entire paper or even parts of an assignment using Artificial Intelligence technology to formulate their answers will be considered as an honor code violation unless the course instructor specifically allows such uses.  If an instructor determines that you have violated the honor code, an official student conduct report may be filed.

## 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

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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. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center.

**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://elearning.ufl.edu/student-help/.

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

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

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

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

**Student Complaints Campus**: https://flexible.dce.ufl.edu/student-complaints/.

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

# Course|New for request 19664

## Info

**Request:** PHA 6XXX Literature Survey in Clinical Pharmacogenomics and Precision Medicine
**Description of request:** Request New Course Number: Literature Survey CPPM
**Submitter:** Meghan Lopez meghanlopez@ufl.edu
**Created:** 3/6/2024 3:22:25 PM
**Form version:** 2

## Responses

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

> Response:
> PHA

### 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:
Literature Survey in Clinical Pharmacogenomics and Precision Medicine

## 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:
Literature Survey in CPPM

## 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:
Fall

## 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 will provide an opportunity for students to demonstrate synthesis of foundational and concentration competencies through researching and writing a thesis paper that addresses a research or practice need in precision medicine, individualized medicine, or comprehensive medication management.

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

> Response:
> 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:
PHA 6134 (B) & GMS 6224 (B) & PHA 6138 (B) & PHA 6120 (B) & PHA 6443 (B) & PHA 6137 (B)

*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).</ol>*

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

Response:
This course is an elective option that can be taken after all foundational courses are completed with a grade of "B" or higher.

## 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. Formulate key questions for a paper.
2. Organize a literature search; identify which literature bases to search.
3. Abstract relevant information from appropriate studies in a systematic manner.
4. Evaluate the scientific quality of each study and the level of evidence for each question.
5. Create evidence tables and summary tables.
6. Summarize the studies' findings.
7. Interpret the pattern of evidence in terms of strength and consistency.
8. Apply the evidence to answer a specific clinical, research, or practice question in precision medicine.

## 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 is no required textbook or software for this course.
Students will have access to handouts and other resources that are made available to conference participants. Journal articles, class notes developed by the instructor, or other required reading/resources will be provided to students through the course website.
For technical support for this class, please contact: ahc-dess@ufl.edu

## 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:
Weeks 1-2: Module 1: Planning your Topic
Weeks 3-5: Module 2: Outline and Literature Review
Weeks 6-10: Module 3: Manuscript Draft
Weeks 11-16: Module 4: Final Manuscript

## 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:
Discussion Board #1 - 20% (100points)
"PlanningYourTopic" assignment - 20% (100points)
"Outline and Literature Review" assignment - 20% (100points)
"Manuscript Draft #1" assignment - 20% (100points)
"Manuscript Final Draft" assignment - 20% (100points)

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

Response:
Teresa E Roane; PharmD, MBA, BCACP, CPh
Director Continuing Pharmacy Education
Assistant Director Individualized Medicine Program

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

Response:
Yes

## UF Grading Policies for assigning Grade Points

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

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

Response:
Yes

## Course Evaluation Policy

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

*• <span style="font-size:11.0pt">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 <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

* *

Response:
Yes

# Literature Survey Precision/Individualized Medicine Course
*Course Number: PHA6935*
*Course Location: Canvas eLearning Platform*
*Academic Term: Spring 2024*
*Course Delivery Format: Online*
*Credit Hours: 3*

***Course Coordinator:***
Teresa E Roane; PharmD, MBA, BCACP, CPh
Director Continuing Pharmacy Education
Assistant Director Individualized Medicine Program
Director MTM Professional Certificate Program
Clinical Associate Professor
University of Florida College of Pharmacy
Email: troane@cop.ufl.edu
Phone: 352-273-9692

***Pre-Requisites:***
Foundation Courses

***Co-Requisites:***
None

***PURPOSE and OUTCOME***
This course will provide an opportunity for students to demonstrate synthesis of foundational and concentration competencies through researching and writing a thesis paper that addresses a research or practice need in precision medicine, individualized medicine, or comprehensive medication management.

***Course Objectives***
Upon completion of this course, the student will be able to:
1. Formulate key questions for a paper.
2. Organize a literature search; identify which literature bases to search.
3. Abstract relevant information from appropriate studies in a systematic manner.
4. Evaluate the scientific quality of each study and the level of evidence for each question.
5. Create evidence tables and summary tables.
6. Summarize the studies' findings.
7. Interpret the pattern of evidence in terms of strength and consistency.
8. Apply the evidence to answer a specific clinical, research, or practice question in precision medicine.

**Instructional Methods**
Students will learn from viewing recorded lectures, completing milestone assignments, participating in peer-review and discussion board activities. The instructor is available throughout the course to clarify information via discussion board postings.

This course will combine a modest amount of didactic material presented in lectures and readings with a substantial amount of hands-on experience. Each student will be expected to choose a topic for review. Students will work individually to carry out each phase of a literature evaluation. Students should work through each stage in parallel with the sessions of the course and will be expected to report on their progress with each step. There will also be opportunities for one-on-one virtual meetings via Zoom with the course instructor during the manuscript writing process.

***Materials and Supply Fees***
N/A

***Course Materials and Technology***
Canvas Learning Management System

### Required Textbooks and Software
There is no required textbook or software for this course.

Students will have access to handouts and other resources that are made available to conference participants. Journal articles, class notes developed by the instructor, or other required reading/resources will be provided to students through the course website.

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

### ACADEMIC REQUIREMENTS AND GRADING

| Assignment | Percentage of Final Grade |
|---|---|
| Assignments | 60% |
| Discussion Board Posts | 20% |
| Submission of Final Paper | 20% |
| **Total** | **100%** |

### Grading Scale

| Percent | Grade | Percent | Grade |
|---|---|---|---|
| 93 - 100.0 | A | 73.3 – 76.5 | C |
| 90.0 – 92.9 | A- | 70.0 – 73.2 | C- |
| 86.6 – 89.9 | B+ | 66.6 – 69.9 | D+ |
| 83.3 – 86.5 | B | 63.3 – 66.5 | D |
| 80.0 – 83.2 | B- | 60.0 – 63.2 | D- |
| 76.6 – 79.9 | C+ | 0 - 59.9 | E |

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

### Policies
**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. 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.

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## 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 assignments. 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 threaded 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/.

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## 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.

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*Software Use*

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

*Student Privacy*

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

*Campus Resources:*

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.

## DESCRIPTION OF COURSE CONTENT

### Course Content Schedule of Events

| Module | Readings and Lecture Video Schedule | Learning Responsibilities (See Canvas for Due Dates) |
|---|---|---|
| **1** 01/08/2024- 01/21/2024 | **Required Lecture Videos:**<br>• **Watch:** The Literature (53:09)<br>• **Watch:** Searching the Literature (27:36)<br>• **Watch:** Concept Mapping: How to Start Your Term Paper Research (3:58)<br>• **Watch:** Concept Mapping for Developing your Research (3:37)<br><br>**Required Readings:**<br>• Gregory AT et al. An Introduction to Writing Narrative and<br>• Systematic Reviews — Tasks, Tips and Traps for Aspiring Authors. Heart, Lung, and Circulation. 2018;27:893-8.<br>• Pautasso M. Ten Simple Rules for Writing a Literature Review. PLOS Computational Biology. 2013;9(7):e1003149.<br>• Guide on Concept Mapping (focus on #2 and #3). Available at: https://libguides.seminolestate.edu/c.php?g=765083&p=6519557<br>• Managing Your Research Ideas<br>• How to Write a Review Article book chapter | View all lectures for the week<br>Complete assigned readings<br>**Discussion Board Post (due by 11:59pm EST on 01/14/2024)**<br>**Written Assignment: Planning Your Topic (due by 11:59pm EST on 01/21/2024)** |
| **2** 01/22/2024- 02/11/2024 | **Required Lecture Video:**<br>• **Watch:** Observational Studies (42:15)<br><br>**Required Readings:**<br>• Donaldson, M.R., Aday, D.D. and Cooke, S.J. (2011), A Call for Mini-Reviews: An Effective but Underutilized Method of Synthesizing Knowledge to Inform and Direct Fisheries Management, Policy, and Research. Fisheries, 36: 123-129. https://doi.org/10.1080/03632415.2011.10389084<br>• Ecker ED, Skelly AC. Conducting a winning literature search. Evid Based Spine Care J. 2010;1(1):9-14. doi:10.1055/s-0028-1100887<br>• Book Chapter: Basic Writing Skills | View all lectures for the week<br>Complete assigned readings<br>**Discussion Board Post (due by 11:59pm EST on 02/04/2024)**<br>**Written Assignment: Outline and Literature Review (due by 11:59pm EST on 02/11/2024)** |
| **3** 02/12/2024- 03/17/2024 | **Required Lecture Video:**<br>• None<br><br>**Required Readings:**<br>• Matthews, J., & Matthews, R. (2014). Compose the IMRAD core of a strong first draft. In Successful Scientific Writing: A Step-by-Step Guide for the Biological and Medical Sciences (pp. 55-67). Cambridge: Cambridge University Press. doi:10.1017/CBO9781107587915.006<br>• Morton, P.Publishing in Professional Journals, Part II_Writing the Manuscript.pdf (2013). Publishing in Professional Journals, Part II. AACN Advanced Critical Care, 24 (4), 370-374. doi: 10.1097/NCI.0b013e3182a92670. | View all lectures for the week<br>Complete assigned readings<br>**Discussion Board Post (due by 11:59pm EST on 02/25/2024)**<br>**Written Assignment: Manuscript Draft #1 (due by 11:59pm EST on 03/17/2024)** |

| | | |
|---|---|---|
| | • Attard, N. (2018). WASP (Write a Scientific Paper): Writing an academic research proposal. Early Human Development, 123, 39–41. https://doi.org/10.1016/j.earlhumdev.2018.04.011 | |
| **4**<br>**03/18/2024-**<br>**04/28/2024** | **Lecture Video:**<br>• None<br><br>**Required Readings**:<br>• None | **Discussion Board Post (due by 11:59pm EST on 04/14/2024)**<br>**Written Assignment: Manuscript Final Draft (due by 11:59pm EST on 04/28/2024)** |

**All assignments should be completed on an individual basis unless otherwise specified.**

# Course|New for request 19593

## Info

**Request:** PHA 6XXX Organic Structure Elucidation
**Description of request:** New Course Request PHA 6XXX Organic Structure Elucidation (3 Cr Hr.)
**Submitter:** Emely McKitrick emely.mckitrick@ufl.edu
**Created:** 2/21/2024 2:02:53 PM
**Form version:** 1

## Responses

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

> Response:
> PHA

### 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:
Organic Structure Elucidation

## 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:
Organic Structure Elucidation

## 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:
> introduces the use of spectroscopic methods and tools (IR, NMR, MS, UV) for the accurate determination of molecular structure. This skill is essential for chemists in many areas, such as medicinal chemistry, process chemistry, natural products chemistry, forensic chemistry, and many other sub-specialties of analytical chemistry. This course will prepare students with an up-to-date presentation of the tools used for the advanced analysis and structure elucidation of organic molecules.

## 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:
> There are no CO-erequisites.

**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:
> There are no prerequisites.

*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).</ol>*

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

> Response:
> This is a 3 credit hour elective course offered in the Master of Science in Pharmacy with a concentration in Pharmaceutical Chemistry curriculum.

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

> Response:
> Upon completion of this course, the student will be able to:
> 1. Define the procedures and principles involved in the preparation and structural analyses of unknown substances
> 2. Summarize the analytical procedures discussed in this course (namely UV, IR, MS, and NMR) and apply the theory of how each technique contributes to the elucidation of an unknown structure
> 3. Evaluate the differences and specific advantages and disadvantages of each analytical technique introduced in this course
> 4. Devise a plan to analyze a sample of an unknown substance as well as critically evaluate published literature about the structural elucidation of an unknown substance

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

Response:
Recommended Textbooks and Software
Organic Structure Analysis
o   Phillip Crews, Jaime Rodriguez, Marcel Jaspars
o   Publisher: Oxford University Press
o   ISBN: 978-0195336047
o   2nd edition
o   2009

Spectrometric Identification of Organic Compounds
o   Robert M. Silverstein, Francis X. Webster, David J. Kiemle
o   Publisher: Wiley & Sons
o   ISBN: 978-0470616376
o   8th edition
o   2014

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

**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:
(Weeks 1-2) Module 1: Introduction to structure elucidation
(Week 3) Module 2: Separation techniques and isolation of compounds
(Week 4) Module 3: Ultraviolet and Infrared Spectrophotometry
(Week 5-7) Modules 4&5: Introduction to Mass spectrometry Advanced topics and tools in Mass spectrometry
(Weeks 8-12) Modules 6-8: Introduction to Nuclear Magnetic Resonance spectroscopy. Two-dimensional homo- and heteronuclear NMRAdvanced topics and tools in NMR spectroscopy
(Week 13) Module 9: Organic solid state analysis techniques
(Week 14) Module 14-15: Practical applications of structure elucidation techniques

**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:
Written essay assignments (10): 25-65 points each, 355 points (85.5% of final grade)
Online virtual labs (2): 25 points each, 50 points (12.0% of final grade)
Analytical Method of the term assignment (1): 10 points (2.5% of final grade)

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

Response:
Oliver Grundmann
Clinical Professor & Director
(352)246-4994
Department of Clinical Toxicology
University of Florida College of Pharmacy
E-mail: grundman@ufl.edu

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

Response:
Yes

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

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

Response:
Yes

**Course Evaluation Policy**

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


*• <span style="font-size:11.0pt">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 <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

* *

Response:
Yes

# PHAXXXX Organic Structure Elucidation

*PHA6XXX Organic Structure Elucidation (3 Cr Hr.)*
*Fall 2024*
*Location: Canvas, Asynchronous*

**Course Coordinator(s):**
Oliver Grundmann
Clinical Professor & Director
(352)246-4994
Department of Clinical Toxicology
University of Florida College of Pharmacy
E-mail: grundman@ufl.edu

**Office Hours:** Sundays 7-8 PM ET and on request

**Pre-Requisites:**
None

**Co-Requisites:**
None

## Course Objectives

Upon completion of this course, the student will be able to:
1. Define the procedures and principles involved in the preparation and structural analyses of unknown substances
2. Summarize the analytical procedures discussed in this course (namely UV, IR, MS, and NMR) and apply the theory of how each technique contributes to the elucidation of an unknown structure
3. Evaluate the differences and specific advantages and disadvantages of each analytical technique introduced in this course
4. Devise a plan to analyze a sample of an unknown substance as well as critically evaluate published literature about the structural elucidation of an unknown substance

## Instructional Method

Students will learn from viewing module notes, completing assignments and participating in discussion boards. The course duration is 16 weeks (see Course Schedule). Every other week, students will independently view module notes and complete required readings. Students will complete online assignments to assess understanding of and provide their insight to the reading and coursework materials. The instructors are available throughout the course to clarify information via discussion board postings.

## Materials and Supply Fees

Please review the syllabus specific to this class for any required, recommended, or suggested reading materials.

Use UF VPN to access UF Libraries Resources when off-campus. **Please note that students enrolled in our partner universities will not have access to the UF library resources and you need to utilize the library through your home institution.**

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL:http://www.library.health.ufl.edu/

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

**Required Materials:** Students must comply with the UF Computer and Software Requirement. Please see the website of your respective program for further information.

## Course Materials and Technology

***Recommended Textbooks and Software***
- Organic Structure Analysis
  - Phillip Crews, Jaime Rodriguez, Marcel Jaspars
  - Publisher: Oxford University Press
  - ISBN: 978-0195336047
  - 2nd edition
  - 2009
- Spectrometric Identification of Organic Compounds
  - Robert M. Silverstein, Francis X. Webster, David J. Kiemle
  - Publisher: Wiley & Sons
  - ISBN: 978-0470616376
  - 8th edition
  - 2014

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

## Course Schedule

| Semester Week | Topic Module | Topic breakdown | Assignments/Quizzes |
|---|---|---|---|
| Week 1 | Module 1 | Introduction to structure elucidation | Assignment (25 points) module 1 |
| Week 2 | | | |
| Week 3 | Module 2 | Separation techniques and isolation of compounds | Assignment (40 points) module 2, Virtual HPLC lab (25 points) |
| Week 4 | Module 3 | Ultraviolet and Infrared Spectrophotometry | Assignment (25 points) module 3 |
| Week 5 | Modules 4 & 5 | Introduction to Mass spectrometry Advanced topics and tools in Mass spectrometry | Assignment (25 points) module 4, Assignment (45 points) module 5 |
| Week 6 | | | |
| Week 7 | | | |
| Week 8 | Modules 6, 7 & 8 | Introduction to Nuclear Magnetic Resonance spectroscopy Two-dimensional homo- and heteronuclear NMR Advanced topics and tools in NMR spectroscopy | Assignment (65 points) module 6, Assignment (40 points) module 7, Assignment (25 points) module 8 |
| Week 9 | | | |
| Week 10 | | | |
| Week 11 | | | |
| Week 12 | | | |
| Week 13 | Module 9 | Organic solid state analysis techniques | Assignment (25 points) module 9, Virtual NMR lab (25 points) |
| Week 14 | Module 10 | Practical applications of structure elucidation techniques | Assignment (40 points) module 10 |
| Week 15 | | | |
| Week 16 | | Semester ends | |

## Course Assignments:

**Assignments:** Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance. If no prior communication occurred, the instructor may deduct points for late submission at their discretion or as stated in the course overview and/or communicated via the discussion board. Being consistently late in submitting assignments disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you message us, we will work with you around the deadline.

If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

## Academic Requirements and Grading

**Grading Policy**
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

All written assignments must be completed in your own words. Cutting and pasting from the internet is not acceptable and may be plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of zero for the written assignment.  All assignments should be written in your own words and referenced appropriately. This class may have a Plagiarism module associated with it, and this module must be viewed prior to opening module 1.
Assignments should be submitted using the assignment submission tool. If you have difficulty submitting an assignment, message your instructor and teaching assistant - we will work with you to troubleshoot the problem.  Assignment feedback will also be provided via the assignment tool, so students should check back to the appropriate module to receive feedback and the assignment grade.

Always keep a copy of your course assignments in case you need to resend it. Also, you may want it for revision purposes later.

For Assignment deadlines - see the course calendar.
Critical Dates for the UF Forensic Science program:  https://forensicscience.ufl.edu/resources/critical-dates/
For other important dates, consult the UF Calendar of Critical Dates and http://www.registrar.ufl.edu

Students will be graded on written assignments. The final grade will be based on the student's cumulative number of points earned divided by the total number of available points. The resulting percentage will be converted to a letter grade based on the scale below.  Students will receive individual feedback on points lost on the assignments.  The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module.

*Evaluation of Grades*

| Assignment | Total Points | Percentage of Final Grade |
|---|---|---|
| Written essay assignments (10) | 25-65 points each, 355 points | 85.5% |
| Online virtual labs (2) | 25 points each, 50 points | 12.0% |
| Analytical Method of the term assignment (1) | 10 points | 2.5% |
| **Total:** | | 100% |

Students can check their progress in the course by viewing their grade records via the course interface. Internationally registered student grades will be assigned as per the policies and procedures within your university.

Grades will be assigned as follows:

| Grade | Percent | Grade Points |
|-------|---------|--------------|
| A | 90% or Above | 4.0 |
| A- | 88-89% | 3.76 |
| B+ | 85-87% | 3.33 |
| B | 80-84% | 3.00 |
| B- | 78-79% | 2.76 |
| C+ | 75-77% | 2.33 |
| C | 70-74% | 2.00 |
| C- | 68-69% | 1.67 |
| D+ | 65-67% | 1.33 |
| D | 60-64% | 1.00 |
| D- | 58-59% | 0.67 |
| E | < 58% | 0.00 |

**Assignments:** Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students may have work and other personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance; it is then at the discretion of the instructor as to if they will grant the extension with no penalty marks added.  If you have an emergency where you cannot email the instructor prior to the deadline, you must contact the instructor as soon as you are able to explain your situation.
If no extension was requested or if the extension request is not granted, the instructor will deduct points as follows:

Being consistently late in submitting assignments disrupts the course. If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

**Makeup Policy:** Assignments submitted late may be accepted depending on circumstances (see UF official attendance policy above). Note that some assignments are time limited because there is release of an answer to all after the deadline. In this case, no late assignment can be accepted unless the absence is excused. Points may be deducted for consistently late submissions but we would be very keen to ensure we have a discussion with you to explore why the problem has arisen. Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request.

**Grade Changes:** Grades will be changed only when a grading error has been made. If you think an error has been made, you should message the instructor or TA as soon as possible. Your entire assignment will then be re-graded if the instructor determines that an error has been made.

**Instructional Policies**
This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, by utilizing the course functions.  There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor).  Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff.  Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

**Policy Related to Required Course Participation**
Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates. 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.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

**Attendance:** There is no formal process for taking attendance in this online course.  This course is 100% asynchronous and there are no live meeting times.  Once a topic module is released students can login and work on their course assignments, readings and quizzes as they require to meet the required assignment and quiz deadlines. However, students are expected to check the discussion boards and messaging system daily to make sure they keep up to date with any course or deadline changes, or instructor/TA direct messages.

Students are responsible for meeting all academic assignment due dates and objectives as defined by the instructor.   In general, acceptable reasons for not meeting objectives from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities.   Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation.  Additional information can be found in Attendance Policies.

**Class Participation:** Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates.

**Performance Expectations:** Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Discussion postings and discussions must be legible, constructive, and appropriate. Students will be expected to complete assignments that require the application of logic and reasoning skills and appropriate research when the answer may not be found in a book or the course notes. Students should expect to perform research outside of the material presented in the class (utilizing either e-journals or the internet) to assist them with completing assignments.  If a text is required for this class, students are expected to have access to it for successful completion of assignments.

**Dropping a Course**: UF Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar (Consult the UF Calendar of Critical Dates at UF Calendar of Critical Dates ).  Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.  Deleting yourself from the course roster does not officially withdraw you from a course.  Please email DESS at dess@ahc.ufl.edu if you wish to withdraw from your class.

**Students from partner universities must contact their school to determine how/if they can drop a class.**

## Communication

**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


Communication is a central part of all our courses. Please take advantage of the in-course email messaging system (Inbox) and Discussion board.  You should message us with private questions and concerns as well as assignment questions and information; additionally, be sure to check the discussion board daily for class-wide updates and topic discussions. We want to provide all our students with the best opportunity to learn and are always available to answer your questions.

**EMAIL**

The course Inbox feature (found on the left-hand side of your screen when you log in), not the discussion board, should always be used to contact the faculty or teaching assistant if you have a problem of a personal nature.  It is your responsibility to know who the instructor and/or teaching assistant(s) are for your class.  **Do not choose the option of sending your email within the class to "all" instructors**, as there are staff members from our administrative team listed that cannot assist you with course questions (and are only listed there for administrative purposes).

If you are having technical problems with the course content (downloads, etc.) or you are unable to access your course interface, please contact us directly via the "Inbox" email, and do not spend hours trying to get something to work as this will only lead to frustration. We do not want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are having trouble with your

access to your course and cannot access the inbox course messaging system,  please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. External instructor email addresses are listed for each course separately on the homepage of the course.

**\*For technical assistance do not contact the UF HELP Desk. Please contact Lisa Cox (listed under "teachers" in your course messaging system), for IT support for this course and copy the course instructor.**

Please respond to all messages from your instructor or TA. We are usually contacting you because we want to help you.

**DISCUSSION FORUM**

The course Discussion board can be used to post content related questions and assignment materials when requested. Please do not use the discussion forum to ask specific questions about your current course assignments.

It is VERY important that you read all the discussion bulletins that have been posted. We will use this site to post important information relating to content or quiz changes, deadlines etc. Since postings can accumulate quickly, please login each day to stay on top of these postings or you may miss important information.  Some instructors may also use the announcement feature, so be sure to read all announcements as well.

If, as part of an assignment you are asked to make a discussion posting, you do not need to submit the same assignment via the assignment submission tool.

Please be aware that as you read the discussions for this course that there may be sensitive topics covered that could be emotionally triggering.  Please remember that our students are a diverse population and that your responses should be crafted with respect and consideration for all audiences.  We are aware that some of these topics can be considered controversial and ask that your respond to the subject matter in a thoughtful manner.  If you have any questions or concerns, please reach out to your course instructor or advisor.

## 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.

**Plagiarism:** Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site without crediting the source. Sources should always be referenced or a link to the website added and, where direct quotes have been used, quotation marks must be placed around the quoted material. However, we expect more than simply cutting and pasting in a graduate level course. Students are expected to review, evaluate, and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly. Extensive quoting of literature, even if references are provided, is not considered your own work, and will hence incur point deductions up to assigning zero points.

**Use of Chatbots and Artificial Intelligence (ChatGPT)**
Please note that students are not permitted to submit work that has been written using chatbots unless specifically indicated by the course instructor.
"Submission of Academic Work Purchased or Obtained from an Outside Source. A student must not submit as their own work any academic work in any form that the student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work." Students who submit work, be it an entire paper or even parts of an assignment using Artificial Intelligence technology to formulate their answers will be considered as an honor code violation unless the course instructor specifically allows such uses.  If an instructor determines that you have violated the honor code, an official student conduct report may be filed.


## 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. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center.

**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://elearning.ufl.edu/student-help/.

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

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

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

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

**Student Complaints Campus**: https://flexible.dce.ufl.edu/student-complaints/.

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

# Course|New for request 19668

## Info

**Request:** PHA 6XXX Quality Assurance and Control in the Pharmaceutical Industry
**Description of request:** New Course Request Quality Assurance and Control in the Pharmaceutical Industry
**Submitter:** Emely McKitrick emely.mckitrick@ufl.edu
**Created:** 3/6/2024 2:58:40 PM
**Form version:** 4

## Responses

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

>   Response:
>   PHA

### 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:
> Quality Assurance and Control in the Pharmaceutical Industry

## 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:
> QA and Control Pharm. Industry

## 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:
The two most important elements of quality assurance in the pharmaceutical industry are good laboratory practices (GLP) and good manufacturing practices (GMP) since they directly address the quality of the drug product. This course provides the basis for the understanding of GLP and GMP in the pharmaceutical and related industries as well as an overview of the accreditation process for several regulatory agencies including the FDA and the EMA.

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

Response:

n/a

## Prerequisites

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

Response:
none

*Completing Prerequisites:*

*• Use "&" and "or" to conjoin multiple requirements; do not 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).</ol>*

## Rationale and Placement in Curriculum

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

Response:
This is an elective course for the Clinical Toxicology Master's Degree Program.

## 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. Apply GxP regulations to respective work, operations, and environment settings such as facilities, personnel, equipment, and documentation.
2. Illustrate the concept of validation for methods, processes, and procedures using practical examples applicable to your workplace.
3. Develop a study protocol suitable to your workplace setting (pre-clinical, clinical, or postmarketing) that adheres to GxP and appropriate guidances.
4. Evaluate GxP implementation plans for feasibility, adherence to guidances, and economic viability to address quality control and assurance while balancing risk considerations.

**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:
Quality Assurance in the Analytical Chemistry Laboratory, First edition, available online through the UF HSC library
D. Brynn Hibbert
Oxford University Press; 2007
ASIN: B001E1029I

Quick Guide to Good Clinical Practice: How to Meet International Quality Standard in Clinical Research, First edition, available online through the UF HSC library
Cemal Cingi, Nuray Bayar Muluk
Springer; 2007
ISBN: 978-3319443430

United States Pharmacopeia Monographs, available online through the UF HSC library

Understanding Pharma: The Professional's Guide to How Pharmaceutical and Biotech Companies Really Work Third Edition
Syneos Health; 3rd Edition (March 12th 2018)
John J Campbell
ISBN: 0976309637


**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

   The Drug Development Process
Week 2

   Drug Testing and Evaluation
Week 3 + 4          Organization and Processing Facilities
Week 5 Production and Processing
Week 6 Good Laboratory Practices
Week 7+8 Statistical Considerations (including measurement uncertainty)
Week 9 Validation of Processes
Week 10 Quality Accreditation – ISO 17025/ISO 9000 Quality Management Systems
Week 11+12 Compliance and Regulatory affairs
Week 13 Risk Management
Week 14 Clinical trials
Week 15 Post-Marketing Processes for Pharmaceuticals


**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:
Assignments - 12 modules - 20 points/assignment - 59% of grade
Quizzes - 12 modules - 10 points/quiz - 29% of grade
Final Assignment - 50 points - 12% of grade

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

Response:
Oliver Grundmann, PhD, FCP
Assistant Dean of Lifelong Learning
Director & Clinical Professor
Online Graduate Programs in Pharmaceutical Chemistry & Clinical Toxicology

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

Response:
Yes

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

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

Response:

Yes


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


*• <span style="font-size:11.0pt">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 <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

* *

Response:
Yes

# PHAXXXX Quality Assurance and Control in the Pharmaceutical Industry

*PHAXXXX Applied Statistics for Data Analysis (3 Cr Hr.)*
*Spring 2025*
*Location: Canvas, Asynchronous*

**Course Coordinator(s):**
Oliver Grundmann, PhD, FCP
Clinical Professor
(352)246-4994
Department of Clinical Toxicology
University of Florida College of Pharmacy
E-mail: grundmann@ufl.edu

**Office Hours:** Sundays, 7-8 PM and on request

**Pre-Requisites:**
None

**Co-Requisites:**
None

## Course Description

The two most important elements of quality assurance in the pharmaceutical industry are good laboratory practices (GLP) and good manufacturing practices (GMP) since they directly address the quality of the drug product. This course provides the basis for the understanding of GLP and GMP in the pharmaceutical and related industries as well as an overview of the accreditation process for several regulatory agencies including the FDA and the EMA.

## Course Objectives

1. Apply GxP regulations to respective work, operations, and environment settings such as facilities, personnel, equipment, and documentation.
2. Illustrate the concept of validation for methods, processes, and procedures using practical examples applicable to your workplace.
3. Develop a study protocol suitable to your workplace setting (pre-clinical, clinical, or postmarketing) that adheres to GxP and appropriate guidances.
4. Evaluate GxP implementation plans for feasibility, adherence to guidances, and economic viability to address quality control and assurance while balancing risk considerations.

# PHAXXXX Quality Assurance and Control in the Pharmaceutical Industry

## Instructional Method

This course is part of the distance education program at the University of Florida. Instead of a traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, that utilizes required readings, quizzes (in most courses), completion of written assignments, and participation in a discussion board. Students will independently complete assigned readings and complete online assignments and/or quizzes/projects to assess understanding of and provide their insight to the reading and coursework material. Throughout these learning activities, the instructor and teaching assistant(s) are available via email to assist with questions. There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor). Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff.

Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

## Materials and Supply Fees

Please review the syllabus specific to this class for any required, recommended, or suggested reading materials.

Use UF VPN to access UF Libraries Resources when off-campus. **Please note that students enrolled in our partner universities will not have access to the UF library resources and you need to utilize the library through your home institution.**

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL:http://www.library.health.ufl.edu/

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

**Required Materials:** Students must comply with the UF Computer and Software Requirement. Please see the website of your respective program for further information.

# PHAXXXX Quality Assurance and Control in the Pharmaceutical Industry

## Course Materials and Technology

*Recommended Textbooks and Software*
- **Quality Assurance in the Analytical Chemistry Laboratory, First edition, available online through the UF HSC library**
  - D. Brynn Hibbert
  - Oxford University Press; 2007
  - ASIN: B001E1029I
- **Quick Guide to Good Clinical Practice: How to Meet International Quality Standard in Clinical Research, First edition, available online through the UF HSC library**
  - Cemal Cingi, Nuray Bayar Muluk
  - Springer; 2007
  - ISBN: 978-3319443430
- **United States Pharmacopeia Monographs, available online through the UF HSC library**


**Recommended Materials**

- Understanding Pharma: The Professional's Guide to How Pharmaceutical and Biotech Companies Really Work Third Edition
  - Syneos Health; 3rd Edition (March 12th 2018)
  - John J Campbell
  - ISBN: 0976309637


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


## Course Schedule

| Semester Week | Topic Module | Topic breakdown | Assignments/Quizzes |
|---|---|---|---|
| Week 1 | Module 1 | The Drug Development Process | Assignment Module 1 (20 points)<br>Quiz Module 1 (10 points) |
| Week 2 | Module 2 | Drug Testing and Evaluation | Assignment Module 2 (20 points)<br>Quiz Module 2 (10 points) |
| Week 3<br>Week 4 | Module 3 | Organization and Processing Facilities | Assignment Module 3 (20 points)<br>Quiz Module 3 (10 points) |

| Week 5 | Module 4 | Production and Processing | Assignment Module 4 (20 points)<br>Quiz Module 4 (10 points) |
|---|---|---|---|
| Week 6 | Module 5 | Good Laboratory Practices | Assignment Module 5 (20 points)<br>Quiz Module 5 (10 points) |
| Week 7<br>Week 8 | Module 6 | Statistical Considerations (including measurement uncertainty) | Assignment Module 6 (20 points)<br>Quiz Module 6 (10 points) |
| Week 9 | Module 7 | Validation of Processes | Assignment Module 7 (20 points)<br>Quiz Module 7 (10 points) |
| Week 10 | Module 8 | Quality Accreditation – ISO 17025/ISO 9000 Quality Management Systems | Assignment Module 8 (20 points)<br>Quiz Module 8 (10 points) |
| Week 11<br>Week 12 | Module 9 | Compliance and Regulatory affairs | Assignment Module 9 (20 points)<br>Quiz Module 9 (10 points) |
| Week 13 | Module 10 | Risk Management | Assignment Module 10 (20 points)<br>Quiz Module 10 (10 points) |
| Week 14 | Module 11 | Clinical trials | Assignment Module 11 (20 points)<br>Quiz Module 11 (10 points) |
| Week 15 | Module 12 | Post-Marketing Processes for Pharmaceuticals | Assignment Module 12 (20 points)<br>Quiz Module 12 (10 points) |
| Week 16 | | Semester Ends | Final Assignment (50 points) |

## Course Assignments

**Assignments:** Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance. If no prior communication occurred, the instructor may deduct points for late submission at their discretion or as stated in the course overview and/or communicated via the discussion board. Being consistently late in submitting assignments disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you message us, we will work with you around the deadline.

If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

## Retaining Course Materials

As you go through the semester, keep copies of important emails, discussion bulletins and assignments you may use for revision as these will be purged from the course at the end of the semester. We recommend you make a copy of the course modules since this will be the only access you will get to these materials. We will not be able to provide you with copies of course content once the course is removed from your account. If this class is a core-class for your MS program (one that you will be tested on in the cumulative final exam given in special topics) it is especially important that you keep the notes for review later.

## Academic Requirements and Grading

**Grading Policy**
For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Most courses do not have a midterm or final exam, although this course may incorporate one, so be sure to review the specific requirements for this class. Students are evaluated continuously throughout the semester and graded according to their performance in the assignments and quizzes/exam (if quizzes/exam are present). All modules have a written assignment, and some classes have timed quizzes that must be completed by the assignment deadline for the corresponding module. **Please review the portion of this syllabus specific to this class (found on the homepage of your class within Canvas) to review the requirements of your class, as it may differ from the above.**

All written assignments must be completed in your own words. Cutting and pasting from the internet is not acceptable and may be plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of zero for the written assignment. All assignments should be written in your own words and referenced appropriately. This class may have a Plagiarism module associated with it, and this module must be viewed prior to opening module 1.

For courses that have timed quizzes: if you lose your internet connection during your quiz and scores are not recorded simply email us and we can help you.
Assignments should be submitted using the assignment submission tool. If you have difficulty submitting an assignment, message your instructor and teaching assistant - we will work with you to troubleshoot the problem. Assignment feedback will also be provided via the assignment tool, so students should check back to the appropriate module to receive feedback and the assignment grade.

Always keep a copy of your course assignments in case you need to resend it. Also, you may want it for revision purposes later.

For Assignment deadlines - see the course calendar.
Critical Dates for the UF Forensic Science program:  https://forensicscience.ufl.edu/resources/critical-dates/
For other important dates, consult the UF Calendar of Critical Dates and http://www.registrar.ufl.edu

on the assignments.  The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module.

**Evaluation of Grades**
Students will be graded on written assignments and module quizzes (when included in the course). The final grade will be based on the student's cumulative number of points earned divided by the total number of available points. The resulting percentage will be converted to a letter grade based on the grading scale below this section. If a final exam is included for the class, that score will also be incorporated into your final grade.

Below is an example of a class that shows how your final grade would be calculated (this is for all classes where the final grade will be based on the student's cumulative number of points earned divided by the total number of available points):

| Assignment | Total Points | Percentage of Final Grade |
|---|---|---|
| Module Assignments (12) | 240 Points | 60% |
| Modules Quizzes (12) | 120 Points | 30% |
| Final Assignment | 50 Points | 10% |
| | 410 Points | 100% |

Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module. Assignments are not able to be resubmitted for a re-grade after receiving feedback; the feedback is given for learning purposes and not so that students can re-do and re-submit assignments.
Students can check their progress in the course by viewing their grade records via the course interface. Internationally registered student grades will be assigned as per the policies and procedures within your university.

Grades will be assigned as follows:

| Grade | Percent | Grade Points |
|---|---|---|
| A | 90% or Above | 4.0 |
| A- | 88-89% | 3.76 |
| B+ | 85-87% | 3.33 |
| B | 80-84% | 3.00 |
| B- | 78-79% | 2.76 |

| | | |
|---|---|---|
| C+ | 75-77% | 2.33 |
| C | 70-74% | 2.00 |
| C- | 68-69% | 1.67 |
| D+ | 65-67% | 1.33 |
| D | 60-64% | 1.00 |
| D- | 58-59% | 0.67 |
| E | < 58% | 0.00 |

**Assignments:** Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students may have work and other personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance; it is then at the discretion of the instructor as to if they will grant the extension with no penalty marks added.  If you have an emergency where you cannot email the instructor prior to the deadline, you must contact the instructor as soon as you are able to explain your situation.

If no extension was requested or if the extension request is not granted, the instructor will deduct points as follows:

| Amount of time past the deadline | Amount to be deducted for late submissions (in addition to grading point deductions) | Notes |
|---|---|---|
| 12 am – 8 am (EST) | 0.5 points | This deduction will incur if the assignment is past the posted deadline of 11:59 pm EST, regardless of the time zone in which you are located |
| 1 day (from 8 am EST – 11:59 pm) | 5% deduction | % deductions are a % of the total number of points for which the assignment is worth (for example, 5% of a 30-point assignment would be 1.5 points deducted. |
| 2 days to 1 week late | 10% deduction | |
| 1 week to 2 weeks late | 20% deduction | |
| 2 weeks to 3 weeks late | 30% deduction | |
| 3 weeks to 4 weeks late | 40% deduction | |
| 4 weeks to 5 weeks late | 50% deduction*** | *** this is the maximum deduction regardless of when it is submitted, from 4 weeks past the due date to the last day for submissions in the semester. |

Being consistently late in submitting assignments disrupts the course. If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

**Makeup Policy:** Assignments submitted late may be accepted depending on circumstances (see UF official attendance policy above). Note that some assignments are time limited because there is release of an answer to all after the deadline. In this case, no late assignment can be accepted unless the absence is excused. Points may be deducted for consistently late submissions but we would be very keen to ensure we have a discussion with you to explore why the problem has arisen. Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request.

**Grade Changes:** Grades will be changed only when a grading error has been made. If you think an error has been made, you should message the instructor or TA as soon as possible. Your entire assignment will then be re-graded if the instructor determines that an error has been made.

**Incomplete grades**: Under special circumstances, if a student is unable to finish a course before the end of the semester, we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if a third or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course and has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments and quizzes must be completed by the end of the next semester that the course is offered. If the assignments are not completed in the next term that the course runs, you will be assigned a grade based on the completed assignments. If you are scheduled to graduate the term after this semester, you are not eligible for an incomplete. Please email your instructor for more information. Students in our partner universities are not eligible for an incomplete and should contact their home institution to see the options available to them.

**Instructional Policies**
This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, by utilizing the course functions.  There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor).  Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff.  Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

**Policy Related to Required Course Participation**
Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates. 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.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

**Attendance:** There is no formal process for taking attendance in this online course.  This course is 100% asynchronous and there are no live meeting times.  Once a topic module is released students can login and work on their course assignments, readings and quizzes as they require to meet the required assignment and quiz deadlines. However, students are expected to check the discussion boards and messaging system daily to make sure they keep up to date with any course or deadline changes, or instructor/TA direct messages.

Students are responsible for meeting all academic assignment due dates and objectives as defined by the instructor.   In general, acceptable reasons for not meeting objectives from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities.   Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation.  Additional information can be found in Attendance Policies.

**Class Participation:** Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates.

**Performance Expectations:** Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Discussion postings and discussions must be legible, constructive, and appropriate. Students will be expected to complete assignments that require the application of logic and reasoning skills and appropriate research when the answer may not be found in a book or the course notes. Students should expect to perform research outside of the material presented in the class (utilizing either e-journals or the internet) to assist them with completing assignments.  If a text is required for this class, students are expected to have access to it for successful completion of assignments.

**Dropping a Course**: UF Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar (Consult the UF Calendar of Critical Dates at UF Calendar of Critical Dates ).  Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.  Deleting yourself from the course roster does not officially withdraw you from a course.  Please email DESS at ahc-dess@ufl.edu if you wish to withdraw from your class.

**Students from partner universities must contact their school to determine how/if they can drop a class.**

## Communication

**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

Communication is a central part of all our courses. Please take advantage of the in-course email messaging system (Inbox) and Discussion board.  You should message us with private questions and concerns as well as assignment questions and information; additionally, be sure to check the discussion board daily for class-wide updates and topic discussions. We want to provide all our students with the best opportunity to learn and are always available to answer your questions.

**EMAIL**

The course Inbox feature (found on the left-hand side of your screen when you log in), not the discussion board, should always be used to contact the faculty or teaching assistant if you have a problem of a personal nature.  It is your responsibility to know who the instructor and/or teaching assistant(s) are for your class.  **Do not choose the option of sending your email within the class to "all" instructors**, as there are staff members from our administrative team listed that cannot assist you with course questions (and are only listed there for administrative purposes).

If you are having technical problems with the course content (downloads, etc.) or you are unable to access your course interface, please contact us directly via the "Inbox" email, and do not spend hours trying to get something to work as this will only lead to frustration. We do not want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are having trouble with your access to your course and cannot access the inbox course messaging system,  please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. External instructor email addresses are listed for each course separately on the homepage of the course.

**\*For technical assistance do not contact the UF HELP Desk. Please contact Lisa Cox (listed under "teachers" in your course messaging system), for IT support for this course and copy the course instructor.**

Please respond to all messages from your instructor or TA. We are usually contacting you because we want to help you.

**DISCUSSION FORUM**

The course Discussion board can be used to post content related questions and assignment materials when requested. Please do not use the discussion forum to ask specific questions about your current course assignments.

It is VERY important that you read all the discussion bulletins that have been posted. We will use this site to post important information relating to content or quiz changes, deadlines etc. Since postings can accumulate quickly, please login each day to stay on top of these postings or you may miss important information.  Some instructors may also use the announcement feature, so be sure to read all announcements as well.

If, as part of an assignment you are asked to make a discussion posting, you do not need to submit the same assignment via the assignment submission tool.

Please be aware that as you read the discussions for this course that there may be sensitive topics covered that could be emotionally triggering.  Please remember that our students are a diverse population and that your responses should be crafted with respect and consideration for all audiences.  We are aware that some of these topics can be considered controversial and ask that your respond to the subject matter in a thoughtful manner.  If you have any questions or concerns, please reach out to your course instructor or advisor.

## 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.

**Plagiarism:** Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site without crediting the source. Sources should always be referenced or a link to the website added and, where direct quotes have been used, quotation marks must be placed around the quoted material. However, we expect more than simply cutting and pasting in a graduate level course. Students are expected to review, evaluate, and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly. Extensive quoting of literature, even if references are provided, is not considered your own work, and will hence incur point deductions up to assigning zero points.
**Use of Chatbots and Artificial Intelligence (ChatGPT)**
Please note that students are not permitted to submit work that has been written using chatbots unless specifically indicated by the course instructor.
"Submission of Academic Work Purchased or Obtained from an Outside Source. A student must not submit as their own work any academic work in any form that the student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or

individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work." Students who submit work, be it an entire paper or even parts of an assignment using Artificial Intelligence technology to formulate their answers will be considered as an honor code violation unless the course instructor specifically allows such uses.  If an instructor determines that you have violated the honor code, an official student conduct report may be filed.

## 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. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center.

**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 support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
https://elearning.ufl.edu/student-help/.

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

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

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

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

**Student Complaints Campus**: https://flexible.dce.ufl.edu/student-complaints/.

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

# Course|New for request 19663

## Info

**Request:** PHA 6XXXL Literature Survey
**Description of request:** Request New Course Number: Literature Survey
**Submitter:** Meghan Lopez meghanlopez@ufl.edu
**Created:** 3/6/2024 3:23:58 PM
**Form version:** 2

## Responses

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

Response:
PHA

### 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:
L

### 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:
    Literature Survey

## 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:
    Literature Survey

## 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:
Yes

## 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:
Variable

## If variable, # min

Response:
1

## If variable, # max

Response:
2

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

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:
2

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

Response:
Provides an opportunity for students to demonstrate synthesis of foundational and concentration competencies through researching and writing a thesis paper that addresses a research or practice need in their concentration area.

## 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:
There are no co-requisites.

## 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:
Must be taken in your final term as a MS student.

*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).</ol>*

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

Response:
This is a a 1-2 credit elective course offered during the student's final semester.

## 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 course, the student will be able to:
1. Formulate key questions for a paper.
2. Organize a literature search; identify which literature bases to search.
3. Abstract relevant information from appropriate studies in a systematic manner.

4. Evaluate the scientific quality of each study and the level of evidence for each question.
5. Create evidence tables and summary tables.
6. Summarize the studies' findings.
7. Interpret the pattern of evidence in terms of strength and consistency.
8. Apply the evidence to answer a specific clinical, research, or practice question.

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

**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:
> Weeks 1-2: Module 1: Planning your Topic
> Weeks 3-5: Module 2: Outline and Literature Review
> Weeks 6-10: Module 3: Manuscript Draft
> Weeks 11-16: Module 4: Final Manuscript

**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:
> Discussion Board #1 - 20% (100 points)
> "Planning Your Topic" assignment - 20% (100 points)
> "Outline and Literature Review" assignment - 20% (100 points)
> "Manuscript Draft #1" assignment - 20% (100 points)
> "Manuscript Final Draft" assignment - 20% (100 points)

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

> Response:
> Nancy Toffolo - Director, Distance Education Programs In Forensic Science

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

Response:
Yes

## UF Grading Policies for assigning Grade Points

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

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

Response:
Yes

## Course Evaluation Policy

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

*• <span style="font-size:11.0pt">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 <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

 

Response:
Yes

**Course Coordinator(s):**
Oliver Grundmann, PhD
Assistant Dean of Lifelong Learning
Director, Master's Programs in Pharmaceutical
Chemistry and Clinical Toxicology
(352) 273-8691
grundman@UFL.EDU

**Course Instructor:**
Oliver Grundmann, PhD
Assistant Dean of Lifelong Learning
Director, Master's Programs in Pharmaceutical
Chemistry and Clinical Toxicology
(352) 273-8691
grundman@UFL.EDU

Nancy Toffolo, MS
Instructional Associate Professor
Director, Distance Education Programs in Forensic
Science
(352) 278-8588
ntoffolo@ufl.edu

**Office Hours:** on request

**Pre-Requisites:**
Must be taken in your final term as a MS student.

**Co-Requisites:**
None

## Course Objectives

Provides an opportunity for students to demonstrate synthesis of foundational and concentration competencies through researching and writing a thesis paper that addresses a research or practice need in their concentration area.

**Course Objectives**
Upon completion of this course, the student will be able to:
1. Formulate key questions for a paper.
2. Organize a literature search; identify which literature bases to search.
3. Abstract relevant information from appropriate studies in a systematic manner.
4. Evaluate the scientific quality of each study and the level of evidence for each question.
5. Create evidence tables and summary tables.
6. Summarize the studies' findings.
7. Interpret the pattern of evidence in terms of strength and consistency.
8. Apply the evidence to answer a specific clinical, research, or practice question.

## Instructional Method

This course is part of the distance education program at the University of Florida. Instead of a traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, that utilizes required readings, quizzes (in most courses), completion of written assignments, and participation in a discussion board. Students will independently complete assigned readings and complete online assignments and/or quizzes/projects to assess understanding of and provide their insight to the reading and coursework material. Throughout these learning activities, the instructor and teaching assistant(s) are available via email to assist with questions. There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor). Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff.

Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

## Materials and Supply Fees

Please review the syllabus specific to this class for any required, recommended, or suggested reading materials.

Use UF VPN to access UF Libraries Resources when off-campus. **Please note that students enrolled in our partner universities will not have access to the UF library resources and you need to utilize the library through your home institution.**

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL:http://www.library.health.ufl.edu/

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

**Required Materials:** Students must comply with the UF Computer and Software Requirement. Please see the website of your respective program for further information.

## Course Materials and Technology

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

## Course Schedule

### Module Topics

*See chart below for module schedule*

| Module | Readings and Lecture Video Schedule | Learning Responsibilities (See Canvas for Due Dates) |
|---|---|---|
| **Module 1: Planning your Topic** 01/08/2024- 01/21/2024 | **Required Lecture Videos:** <br> • **Watch:** The Literature (53:09) <br> • **Watch:** Searching the Literature (27:36) <br> • **Watch:** Concept Mapping: How to Start Your Term Paper Research (3:58) <br> • **Watch:** Concept Mapping for Developing your Research (3:37) <br><br> **Required Readings:** <br> • Gregory AT et al. An Introduction to Writing Narrative and <br> • Systematic Reviews — Tasks, Tips and Traps for Aspiring Authors. Heart, Lung, and Circulation. 2018;27:893-8. <br> • Pautasso M. Ten Simple Rules for Writing a Literature Review. PLOS Computational Biology. 2013;9(7):e1003149. <br> • Guide on Concept Mapping (focus on #2 and #3). Available at: https://libguides.seminolestate.edu/c.php?g=765083&p=6519557 <br> • Managing Your Research Ideas <br> • How to Write a Review Article book chapter | View all lectures for the week <br> Complete assigned readings <br> **Discussion Board Post (due by 11:59pm EST on 01/14/2024)** <br> **Written Assignment: Planning Your Topic (due by 11:59pm EST on 01/21/2024)** |
| **Module 2: Outline and Literature Review** 01/22/2024- 02/11/2024 | **Required Lecture Video:** <br> • **Watch:** Observational Studies (42:15) <br><br> **Required Readings:** <br> • Donaldson, M.R., Aday, D.D. and Cooke, S.J. (2011), A Call for Mini-Reviews: An Effective but Underutilized Method of Synthesizing Knowledge to Inform and Direct Fisheries Management, Policy, and Research. Fisheries, 36: 123-129. https://doi.org/10.1080/03632415.2011.10389084 <br> • Ecker ED, Skelly AC. Conducting a winning literature search. Evid Based Spine Care J. 2010;1(1):9-14. doi:10.1055/s-0028- 1100887 <br> • Book Chapter: Basic Writing Skills | View all lectures for the week <br> Complete assigned readings <br> **Discussion Board Post (due by 11:59pm EST on 02/04/2024)** <br> **Written Assignment: Outline and Literature Review (due by 11:59pm EST on 02/11/2024)** |

| Module 3: Manuscript Draft 02/12/2024- 03/17/2024 | **Required Lecture Video:**<br>• None<br><br>**Required Readings:**<br>• Matthews, J., & Matthews, R. (2014). Compose the IMRAD core of a strong first draft. In Successful Scientific Writing: A Step-by- Step Guide for the Biological and Medical Sciences (pp. 55-67). Cambridge: Cambridge University Press. doi:10.1017/CBO9781107587915.006<br>• Morton, P.Publishing in Professional Journals, Part II  Writing the Manuscript.pdf (2013). Publishing in Professional Journals, Part II. AACN Advanced Critical Care, 24 (4), 370-374. doi: 10.1097/NCI.0b013e3182a92670. | View all lectures for the week<br>Complete assigned readings<br>**Discussion Board Post (due by 11:59pm EST on 02/25/2024)**<br>**Written Assignment: Manuscript Draft #1 (due by 11:59pm EST on 03/17/2024)** |

| | • Attard, N. (2018). WASP (Write a Scientific Paper): Writing an academic research proposal. Early Human Development, 123, 39–41. https://doi.org/10.1016/j.earlhumdev.2018.04.011 | |
|---|---|---|
| **Module 4: Final Manuscript**<br><br>**03/18/2024-04/28/2024** | **Lecture Video:**<br><br>• None<br><br>**Required Readings**:<br>• None | **Discussion Board Post (due**<br><br>**by 11:59pm EST on 04/14/2024)**<br>**Written Assignment: Manuscript Final Draft (due by 11:59pm EST on 04/28/2024)** |

**All assignments should be completed on an individual basis unless otherwise specified.**

## Course Assignments

**Assignments:** Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance. If no prior communication occurred, the instructor may deduct points for late submission at their discretion or as stated in the course overview and/or communicated via the discussion board. Being consistently late in submitting assignments disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you message us, we will work with you around the deadline.
If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

## Retaining Course Materials

As you go through the semester, keep copies of important emails, discussion bulletins and assignments you may use for revision as these will be purged from the course at the end of the semester. We recommend you make a copy of the course modules since this will be the only access you will get to these materials. We will not be able to provide you with copies of course content once the course is removed from your account. If this class is a core-class for your MS program (one that you will be tested on in the cumulative final exam given in special topics) it is especially important that you keep the notes for review later.

## Academic Requirements and Grading

**Grading Policy**
For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Most courses do not have a midterm or final exam, although this course may incorporate one, so be sure to review the specific requirements for this class. Students are evaluated continuously throughout the semester and graded according to their performance in the assignments and quizzes/exam (if quizzes/exam are present). All modules have a written assignment, and some classes have timed quizzes that must be completed by the assignment deadline for the corresponding module. **Please review the portion of this syllabus specific to this class (found on the homepage of your class within Canvas) to review the requirements of your class, as it may differ from the above.**

All written assignments must be completed in your own words. Cutting and pasting from the internet is not acceptable and may be plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of zero for the written assignment. All assignments should be written in your own words and referenced appropriately. This class may have a Plagiarism module associated with it, and this module must be viewed prior to opening module 1.

For courses that have timed quizzes: if you lose your internet connection during your quiz and scores are not recorded simply email us and we can help you.
Assignments should be submitted using the assignment submission tool. If you have difficulty submitting an assignment, message your instructor and teaching assistant - we will work with you to troubleshoot the problem. Assignment feedback will also be provided via the assignment tool, so students should check back to the appropriate module to receive feedback and the assignment grade.

Always keep a copy of your course assignments in case you need to resend it. Also, you may want it for revision purposes later.

For Assignment deadlines - see the course calendar.
Critical Dates for the UF Forensic Science program:  https://forensicscience.ufl.edu/resources/critical-dates/
For other important dates, consult the UF Calendar of Critical Dates and http://www.registrar.ufl.edu

on the assignments.  The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module.

**Evaluation of Grades**
Students will be graded on written assignments and module quizzes (when included in the course). The final grade will be based on the student's cumulative number of points earned divided by the total number of available points. The resulting percentage will be converted to a letter grade based on the grading scale below this section. If a final exam is included for the class, that score will also be incorporated into your final grade.

Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module. Assignments are not able to be resubmitted for a re-grade after receiving feedback; the feedback is given for learning purposes and not so that students can re-do and re-submit assignments.

Students can check their progress in the course by viewing their grade records via the course interface. Internationally registered student grades will be assigned as per the policies and procedures within your university.

Grades will be assigned as follows:

| Grade | Percent | Grade Points |
|-------|---------|--------------|
| A | 90% or Above | 4.0 |
| A- | 88-89% | 3.76 |
| B+ | 85-87% | 3.33 |
| B | 80-84% | 3.00 |
| B- | 78-79% | 2.76 |
| C+ | 75-77% | 2.33 |
| C | 70-74% | 2.00 |
| C- | 68-69% | 1.67 |
| D+ | 65-67% | 1.33 |
| D | 60-64% | 1.00 |
| D- | 58-59% | 0.67 |
| E | < 58% | 0.00 |

**Makeup Policy:** Assignments submitted late may be accepted depending on circumstances (see UF official attendance policy above). Note that some assignments are time limited because there is release of an answer to all after the deadline. In this case, no late assignment can be accepted unless the absence is excused. Points may be deducted for consistently late submissions but we would be very keen to ensure we have a discussion with you to explore why the problem has arisen. Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request.

**Grade Changes:** Grades will be changed only when a grading error has been made. If you think an error has been made, you should message the instructor or TA as soon as possible. Your entire assignment will then be re-graded if the instructor determines that an error has been made.

**Incomplete grades**: Under special circumstances, if a student is unable to finish a course before the end of the semester, we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if a third or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course and has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments and quizzes must be completed by the end of the next semester that the course is offered. If the assignments are not completed in the next term that the course runs, you will be assigned a grade based on the completed assignments. If you are scheduled to graduate the term after this semester, you are not eligible for an incomplete. Please email your instructor for more information. Students in our partner universities are not eligible for an incomplete and should contact their home institution to see the options available to them.

**Instructional Policies**

This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, by utilizing the course functions.  There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor).  Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff.  Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

**Policy Related to Required Course Participation**
Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates. 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.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

**Attendance:** There is no formal process for taking attendance in this online course.  This course is 100% asynchronous and there are no live meeting times.  Once a topic module is released students can login and work on their course assignments, readings and quizzes as they require to meet the required assignment and quiz deadlines. However, students are expected to check the discussion boards and messaging system daily to make sure they keep up to date with any course or deadline changes, or instructor/TA direct messages.

Students are responsible for meeting all academic assignment due dates and objectives as defined by the instructor.   In general, acceptable reasons for not meeting objectives from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities.   Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation.  Additional information can be found in Attendance Policies.

**Class Participation:** Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates.

**Performance Expectations:** Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Discussion postings and discussions must be legible, constructive, and appropriate. Students will be expected to complete assignments that require the application of logic and reasoning skills and appropriate research when the answer may not be found in a book or the course notes. Students should expect to perform research outside of the material presented in the class (utilizing either e-

journals or the internet) to assist them with completing assignments. If a text is required for this class, students are expected to have access to it for successful completion of assignments.

**Dropping a Course**: UF Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar (Consult the UF Calendar of Critical Dates at UF Calendar of Critical Dates ). Students must not assume they will be automatically dropped if they fail to participate in the course learning activities. Deleting yourself from the course roster does not officially withdraw you from a course. Please email DESS at ahc-dess@ufl.edu if you wish to withdraw from your class.

**Students from partner universities must contact their school to determine how/if they can drop a class.**

## Communication

**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

Communication is a central part of all our courses. Please take advantage of the in-course email messaging system (Inbox) and Discussion board. You should message us with private questions and concerns as well as assignment questions and information; additionally, be sure to check the discussion board daily for class-wide updates and topic discussions. We want to provide all our students with the best opportunity to learn and are always available to answer your questions.

**EMAIL**

The course Inbox feature (found on the left-hand side of your screen when you log in), not the discussion board, should always be used to contact the faculty or teaching assistant if you have a problem of a personal nature. It is your responsibility to know who the instructor and/or teaching assistant(s) are for your class. **Do not choose the option of sending your email within the class to "all" instructors**, as there are staff members from our administrative team listed that cannot assist you with course questions (and are only listed there for administrative purposes).

If you are having technical problems with the course content (downloads, etc.) or you are unable to access your course interface, please contact us directly via the "Inbox" email, and do not spend hours trying to get something to work as this will only lead to frustration. We do not want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are having trouble with your access to your course and cannot access the inbox course messaging system, please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. External instructor email addresses are listed for each course separately on the homepage of the course.

**\*For technical assistance do not contact the UF HELP Desk. Please contact Lisa Cox (listed under "teachers" in your course messaging system), for IT support for this course and copy the course instructor.**

Please respond to all messages from your instructor or TA. We are usually contacting you because we want to help you.

**DISCUSSION FORUM**

The course Discussion board can be used to post content related questions and assignment materials when requested. Please do not use the discussion forum to ask specific questions about your current course assignments.

It is VERY important that you read all the discussion bulletins that have been posted. We will use this site to post important information relating to content or quiz changes, deadlines etc. Since postings can accumulate quickly, please login each day to stay on top of these postings or you may miss important information.  Some instructors may also use the announcement feature, so be sure to read all announcements as well.

If, as part of an assignment you are asked to make a discussion posting, you do not need to submit the same assignment via the assignment submission tool.

Please be aware that as you read the discussions for this course that there may be sensitive topics covered that could be emotionally triggering.  Please remember that our students are a diverse population and that your responses should be crafted with respect and consideration for all audiences.  We are aware that some of these topics can be considered controversial and ask that your respond to the subject matter in a thoughtful manner.  If you have any questions or concerns, please reach out to your course instructor or advisor.

## 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.

**Plagiarism:** Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site without crediting the source. Sources should always be referenced or a link to the website added and, where direct quotes have been used, quotation marks must be placed around the quoted material. However, we expect more than simply cutting and pasting in a graduate level course. Students are expected to review, evaluate, and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly. Extensive quoting of literature, even if references are provided, is not considered your own work, and will hence incur point deductions up to assigning zero points.

**Use of Chatbots and Artificial Intelligence (ChatGPT)**
Please note that students are not permitted to submit work that has been written using chatbots unless specifically indicated by the course instructor.
"Submission of Academic Work Purchased or Obtained from an Outside Source. A student must not submit as their own work any academic work in any form that the student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work." Students who submit work, be it an entire paper or even parts of an assignment using Artificial Intelligence technology to formulate their answers will be considered as an honor code violation unless the course instructor specifically allows such uses.  If an instructor determines that you have violated the honor code, an official student conduct report may be filed.

## 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. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center.

**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 support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://elearning.ufl.edu/student-help/.

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

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

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

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

**Student Complaints Campus**: https://flexible.dce.ufl.edu/student-complaints/.

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

# Course|New for request 18879

## Info

**Request:** SPM 5XXX Environmental Sustainability and Sport
**Description of request:** SPM 5XXX Environmental Sustainability and Sport
**Submitter:** Sarah Eberhart seberhart@hhp.ufl.edu
**Created:** 2/12/2024 10:05:15 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:
> 5

**Undergraduate students in 5000 level courses**
*Is this course intended for an audience including undergraduate students?*

> Response:
> Yes

**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:
> Joint (Ugrad/Grad)

*• 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:
> Environmental Sustainability & Sport

**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:
> Environ Sustainability & Sport

**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:
> Yes

**Co-Listing Explanation**
*Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format. *
*It is recommended that a Course Differentiation document be provided for review and approval purposes. Please see the example below.*

*• Differentiation of Co-Listed Courses - Example*

* *
* For more information please see the Co-Listed Graduate Undergraduate Courses Policy.*

Response:
While the graduate and undergraduate students are taught in the same course, the graduate students are given additional assignments to meet the higher level expectations for graduate students

**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:
The sports industry can impact and influence communities and many sports organizations are evaluating their environmental impacts. The industry is changing through the promotion of healthy and sustainable communities. Sport organizations and venues are looking to embrace environmental programs such as renewable energy, water conservation, recycling and other environmental-friendly practices.

**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:
7HH or 8HH

*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).</ol>*

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

Response:
The course will be offered as an elective in the Graduate Sport Management program. It will not only complement the core curriculum of the program but also provide students with an opportunity to learn about sustainability and environmental issues related to sport and the various techniques sports can use to reduce their impact on the environment.

## 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 course students are expected to successfully:
? Identify the components of an environmental sustainability plan
? Analyze and differentiate between the components of environmental sustainability.
? Comprehend and justify the importance of establishing transparency and credibility with environmental programs
? Research and analyze the motivations behind making the case for sustainability in sports
? Research and evaluate key reasons sports organizations are implementing of sustainability programs and what impact it has made on the sports industry
? Evaluate stake holder groups and target audiences' impact on sustainability programs
? Compare how different organizations market their environmental programs and create consistency
? Identify key market trends that are revolutionizing the consumption and connection with fans
? Compare and contrast CSR programs and what differentiates corporations from sports organizations
? Distinguish and classify which organizations are "greenwashing"
? Identify and evaluate current trends in sustainability related social issues

## 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:
McCullough, B. P. (2015). Introduction to Environmental Sport Management. Forwarding Sport Sustainability, LLC.
ISBN 978-0-996-92690-4

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

Response:
            MODULE 1: Making the Case for Sustainability
Week 1 History of the Environmental Movement
•   Interview: Margaret Wilson, Grand Teton National Park
Week 2 Organizational Participation in Sports
•   Interview: Sara Kane, Sarasota County Sustainability
Week 3 Making the Case for Sustainability in Sports
•   Interview: Garrett Wong, Green Sports Alliance

            MODULE 2: Strategic Planning and Marketing Through Sports
Week 4 Strategic Planning
•   Interview: Jennifer Regan, Former Sustainability Director AEG (sustainability consultant rCup,

We Bring It On)
Week 5 Professional Sports
• Interview: Brandon Igdalsky, Managing Director, Event Marketing & Promotion NASCAR & NASCAR Green
Week 6 Marketing Sustainability through Sports
Week 7 CSR and Greenwashing
• Interview: Omar Mitchell, NHL Corporate Social Responsibility

MODULE 3: Environmental Operations and Management
Week 8 Facility and Team Operations
• Interview: Darryl Benge, Amalie Arena / Tampa Bay Lightening

SPRING BREAK

Week 9 Climate Change and Sports
• Interview: Jake Black, Protect Our Winters
Week 10 Partnerships and Sponsorships
• Interview: Bina Indelicato, Sustainability Consultant U.S. Open Tennis

MODULE 4: On Campus
Week 11 What is UF Doing?
• Interview: Oppong Hemeng, (former) University of Florida Athletic Sustainability Director
Week 12 The Importance of Green Campus Sports
• Interview: Graham Oberly, Ohio State University Sustainability Coordinator
Week 13 Fan Engagement
• Interview: Tiffany Richardson, Seattle University

MODULE 5: Sustainability Movements
Week 14 Food Systems and Sustainability
• Interview: Jennifer Hagen, UF/IFAS Lee County Extension
Week 15 Sustainability and Social Issues
• Interview: Jennifer Regan, Sustainability Consultant (AEG, rCup, We Bring It On)
Week 16 Final Examination / discussion posts

**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:
Syllabus Quiz (1)

10 pts each = 10 pts (2%)
Midcourse and End of Course Survey (2)    5 pts each = 10 pts (2%)
Video Introduction (1)

10 pts each = 10 pts (2%)
In-Class Assignments (10)

25 pts each = 250 pts (40%)
Module Quizzes (4)

30 pts each = 120 pts (19%)
Final Exam (1)

50 pts each = 50 pts (8%)

Discussion Boards (7)

10 pts each = 70 pts (11%)
Final Project (1)

100 pts each = 100 pts (16%)

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

Response:
Randall Penn

## 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:*

*• <span style="font-size:11.0pt">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 <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

* *

      Response:
      Yes

# Environmental Sustainability and Sport

**SPM 5XXX | Class #: XXXX**

**3 Credits | Spring 2024**

## COURSE INFORMATION

**INSTRUCTOR**

**Randall Penn**

Office: Virtual

Office Phone: (941) 861-9849

Preferred Method of Contact: rpenn@ufl.edu

*Expect a response within 24 hours M – F, 48 hours after 4pm Fri, and 48 hours on Sat or Sun.*

**OFFICE HOURS**

Tues (2:45 pm – 4:45 pm), Thurs (3:50 pm – 4:30 pm), & by appointment

**MEETING TIME/LOCATION**

This course does **not** have scheduled meeting times. Assignments and quizzes are due on scheduled dates and times. Access the course online through Canvas on UF e-Learning (https://elearning.ufl.edu/) & the Canvas mobile app by Instructure.

## COURSE DESCRIPTION

The sport industry is much more than the teams taking the field. In today's world of sport, managers must be aware of all components of their organization, and this includes impact to the environment. This course is designed to introduce students to sustainability within the sport industry. Students will learn about the components of successful environmental sustainability programs through the evaluation of sport leagues, individual teams, collegiate programs, and venues/arenas, exposing students to key tactics and skills necessary for success in the field.

Best practices on core topics provide students with a view of how organizations implement environmental sustainability and social responsibility programs. Through case studies, in-class discussions and practical exercises, students will gain an understanding of the components of a successful environmental sustainability program. Students will receive a first-hand, real-world focus throughout the course, while simultaneously being exposed to a handful of key tactics and skills needed for success in the field.

## PREREQUISITE KNOWLEDGE AND SKILLS
- 7HH or 8HH

## REQUIRED MATERIALS
- McCullough, B. P. (2015). Introduction to Environmental Sport Management. Forwarding Sport Sustainability, LLC. ISBN: 9780996926904.
- **Additional Readings posted to Canvas.**

# MATERIALS AND SUPPLY FEES
- There are no supply or material fees for this course.

# COURSE FORMAT
- **Instructional Methods:** This course consists of asynchronous lectures, readings, and discussions to provide students with a variety of learning methods. You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.
- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program. Most computers can meet the following general requirements. A student's computer configuration should include:
  - Broadband connection to the Internet and related equipment (Cable/DSL modem)
  - Microsoft Office Suite installed (provided by the university)
- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.
- **Zoom:** Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at https://ufl.zoom.us.
- **Lectures & Assignments:** Students will watch pre-recorded lectures and complete weekly assignments and discussions based on assigned due dates. Students should read the textbook prior to watching the lectures.

# COURSE LEARNING OBJECTIVES
*Upon completion of this course, students should be able to:*
- ✓ Identify the components of an environmental sustainability plan
- ✓ Analyze the differences between the components of environmental sustainability
- ✓ Justify the importance of establishing transparency and credibility with environmental programs
- ✓ Evaluate key reasons sport organizations are implementing sustainability programs and what impact it has made on the sport industry
- ✓ Evaluate the impacts of stakeholder groups on sustainability programs
- ✓ Compare how different organizations market their environmental programs and create consistency
- ✓ Identify key market trends that are revolutionizing the consumption of sport and connection with and between fans
- ✓ Compare Corporate Social Responsibility programs and what differentiates corporations from sport organizations
- ✓ List which sport organizations are "greenwashing"
- ✓ Evaluate current trends in sustainability related social issues

# GRADING
The table below provides an outline of the assessments for the course.

| Evaluation Components | Points Per Component | % of Total Grade |
|---|---|---|
| Syllabus Quiz (1) | 10 pts each = 10 pts | 10/650 = 1.5% |
| Midcourse Survey (1) & End of Course Survey (1) | 5 pts each = 10 pts | 10/650 = 1.5% |
| Video Introduction (1) | 10 pts each = 10 pts | 10/650 = 1.5% |
| Assignments (10) | 25 pts each = 250 pts | 250/650 = 38% |
| Module Quizzes (4) | 30 pts each = 120 pts | 120/650 = 18% |
| Final Exam (1) | 50 pts each = 50 pts | 50/650 = 7.5% |
| Discussion Boards (6) | 10 pts each = 60 pts | 60/650 = 11% |
| Sustainability Final Project – Class Zoom Presentation & Peer Review Discussion Rubric (1) | 140 pts each = 140 pts | 140/650 = 21% |
| | **650 points possible** | **100%** |

**Weekly Writing Assignments (10) and Discussion Boards (6)**

| |
|---|
| Week 1 |
| Assignment # 1: Research an Environmental Issue |
| Week 2 |
| Assignment # 2: Types of Sustainability Programs |
| Week 4 |
| Assignment # 3: General Manager |
| Week 5 |
| Assignment # 4: Sustainability in Sport Leagues |
| Week 6 |
| Discussion Assignment # 1: Marketing Sustainability |
| Week 7 |
| Discussion Assignment # 2: Greenwashing |
| Week 8 |
| Discussion Assignment # 3: Facility Operations |
| Assignment # 5: Forest Green Rovers |
| Week 9 |
| Assignment # 6: Climate Change Assessment |
| Week 10 |
| Assignment # 7: Partnerships and Sponsorships |
| Week 11 |
| Assignment # 8: What is UF doing? |
| Discussion Assignment # 4: UF Sustainability |
| Week 12 |
| Discussion Assignment # 5: Collegiate Sustainability Programs |
| Week 13 |
| Assignment # 9: Fan Engagement |
| Discussion Assignment # 6: Fan Engagement |
| Week 14 |
| Assignment # 10:  Local Food Issues |

**Assignments (10 x 25 pts = 250 pts)** – Assignments are used to confirm an understanding of course material and evaluate comprehension of course content. Students will complete multiple "assignments," consisting of a variety of questions, topics, and question formats. Late assignments will not be accepted for credit unless arrangements have been made with the instructor prior to the due date for that assignment. Failure to make prior arrangements may result in rejection of work submitted late as rescheduling/accepting assignments is at the discretion of the instructor.

**Discussion Boards** *(6 x 10 pts = 60 pts)* – Some interactions for this course will emerge through online discussions with other students and the professor. Discussion boards will be built on weekly readings. Discussion boards will involve
students posting one response (#1) to the prompt on specified days and times and a second (#2) and third (#3) response to two other students' posts on specified days and times, totaling three posts per discussion board.
- Each of the three posts per discussion board must be between **100 to 200 words** otherwise points are deducted.

## Assignments Grading Rubric

| | |
|---|---|
| Exceeded Expectations 25-23 | • Research selected is relevant to the assignment, is presented accurately and completely.<br>• Writing is clear and concise, using complete sentences except where text is presented in tables, images or captions.<br>• The content is thorough and comprehensive. Evidence is presented to backup opinions presented by student.<br>•No grammatical or spelling errors. Assignment was submitted by due date. |
| Met Expectations 20-22 | •Assignment is on topic and contain original content.<br>• Research selected is somewhat relevant to assignment, presentations is less accurate and incomplete.<br>• Some required sections are missing. There is a few incomplete sentences and writing is not concise. Assignment was submitted by due date. |
| Emerged Toward Expectations 17-19 | •Assignment is on topic but lack originality and/or fail to elicit reflections from or fail to build on ideas of others.<br>•Examples might be made but may be irrelevant or unclear how they connect with course content. Most required sections are missing. There are many incomplete sentences and writing is not concise.<br>•Assignment contains multiple grammatical and spelling errors. |
| Below Expectations 16-0 | •Assignment did not contain enough reference back to the original topic or may not address the issue at hand successfully.<br>•Little evidence of knowledge or understanding of course content is shown and examples are missing.<br>•Assignment contains incomplete sentences and/or may not adhere to Standard English and grammar. Assignment not submitted. |

## Discussion Board Grading Rubric

| | |
|---|---|
| Exceeded Expectations 10-9 | •Posts comprehensively address the discussion with stimulating posts.<br>•Posts in-depth, insightful reflections that demonstrate critical thinking and share real-world experiences and examples.<br>•Well-written posts made within the required timeframe and are at least 100 words.<br>•No grammatical or spelling errors. |
| Met Expectations 8 | •Posts are on topic and contain original content.<br>•Posts elicit reflections from and/or build on ideas from others, showing evidence of knowledge and understanding of content with occasional examples.<br>•Posts use complete sentences and rarely have grammatical errors.<br>Posts are made within the required timeframe and are at least 100 words. |
| Emerged Toward Expectations 7-6 | •Posts are on topic but lack originality and/or fail to elicit reflections from or fail to build on ideas of others.<br>•Examples might be made but may be irrelevant or unclear how they connect with course content.<br>•Posts may contain multiple grammatical and spelling errors.<br>Posts are made within the required timeframe and are fewer than 100 words. |
| Below Expectations 5-0 | •Posts do not contain enough reference back to the original topic or may not address the issue at hand successfully.<br>•Little evidence of knowledge or understanding of course content is shown and examples are missing.<br>•Posts contain incomplete sentences and/or may not adhere to Standard English and grammar. |

| | Posts are not made within the required timeframe and are fewer than 100 words. |
|---|---|

**Module Quizzes (4 x 30 pts = 120 pts) -** Module quizzes will monitor and assess major concepts taught in each module of the course to gauge course content comprehension and application.

**Final Exam (1 x 50 pts = 50 pts) -** The Final Examination will progress monitor and assess major concepts taught throughout this course to gauge course content comprehension and application.

**Sustainability Final Project: Class Presentation and Peer Review (1 x 140 pts = 140 pts)** –

Final Project Guidelines:
For your final project you will be giving a zoom talk presentation on the sport organization you selected.  The presentation will be approximately 15-20 minutes and should include PowerPoint slides or video that highlights environmental initiatives and sustainable programs that we have covered throughout the course.  Be sure to include potential new projects and ways to improve existing programs as part of the presentation. We want to learn from you about the organization you selected and the environmental sustainability programs.

Final Project Deliverables:
The final project will be worked on throughout the semester with students completing the following deliverables:
- Topic selection (10 points)
  - For your final project, you will be creating an environmental management and sustainability program for a sport organization.  The project will include researching a sport organization, contacting and interviewing the team or venue, and applying the 3 pillars of sustainability – people, profit, planet to the organization.
  - Research and select a sport organization or venue. Send your selection by the assigned date. Additionally, in a few sentences explain why you selected this organization.
- Email of introduction with a sport organization (10 points)
  - Create an Email of Introduction for your selected organization or venue.  Email the draft to me.  The introduction should be short and concise.   If you have a contact for the organization let me know who they are, if not let's work together to find a possible connection.
- Interview with organization (10 points)
  - Conduct an interview with your selected organization.  Due to the short (6-week) summer term, you may not be able to line up and interview.  Do your best to find an individual to correspond with.
- Presentation (100 points)
  - For your final project you will be record a presentation on the organization you selected.  The talk should include powerpoint type slides or video that highlights environmental initiatives and sustainable programs that we have covered throughout the course.
  - A zoom link will be provided for logging in.
- Peer review (10 points)
  - Reviewing projects from your peers is a great way to learn about different approaches to an environmental sustainability program and how they can vary. Watch your classmates final project presentations.  Select at least 2 presentations and provide constructive responses and feedback.

**Final Project Grading Rubric:**

Grading Rubric: Sustainability Final Project – Class Presentation

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| This criterion is linked to a Learning Outcome Research | **25 to >17.0 pts Satisfactory** Research selected is relevant to the assignment, is presented accurately and completely. | **16 to >10.0 pts Needs Improvement** Research selected is somewhat relevant to assignment, presentations is less accurate and incomplete | **9 to >0 pts Poor** Research selected lacks relevance to the assignment, overall presentation is inaccurate and incomplete | 25 pts |
| This criterion is linked to a Learning Outcome Writing & Organization | **25 to >17.0 pts Satisfactory** Writing is clear and concise, using complete sentences except where text is presented in tables, images or captions | **16 to >10 pts Needs Improvement** Some required sections are missing. There are a few incomplete sentences and writing is not concise | **9 to >0 pts Poor** Most required sections are missing. There are many incomplete sentences and writing is not concise. | 25 pts |
| This criterion is linked to a Learning Outcome Supporting Conclusions | **25 to >17.0 pts Satisfactory** Content is thorough and comprehensive. Evidence is present to backup opinions presented by student. | **16 to >10.0 pts Needs Improvement** Content lacks detail and ideas presented are superficial or unfinished. Evidence is questionable or not consistently present to backup opinions presented by student. | **9 to >0 pts Poor** Content lacks any detail and ideas are unfinished. Evidence is not present to backup opinions presented by student. | 25 pts |
| This criterion is linked to a Learning Outcome Timeliness | **25 to >17.0 pts Satisfactory** Assignment was submitted by due date. | **16 to >10 pts Needs Improvement** Assignment was submitted after the due date. | **9 to >0 pts Poor** No project submitted. | 25 pts |

Total Points: 80

**Final Project: Peer Review Discussion Rubric**

Grading Rubric: Sustainability Final Project - Peer Review Discussion Rubric

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| This criterion is linked to a Learning Outcome Timeliness | **4 pts** <br><br> **Satisfactory** <br><br> 2 Posts were submitted by due dates. | **3 pts** <br><br> **Needs Improvement** <br><br> 2 Posts were submitted after due dates | **2 to 0 pts** <br><br> **Poor** <br><br> 2 Posts were not submitted | 4 pts |
| This criterion is linked to a Learning Outcome Writing and Organization | **6-4 pts** <br><br> **Satisfactory** <br><br> 2 Posts were concise, well written, thoughtful, and grammatically correct | **5 to 4 pts** <br><br> **Needs Improvement** <br><br> 1 or 2 Posts have sections missing and were incomplete. | **3 to 0 pts** <br><br> **Poor** <br><br> Most sections of 2 posts are missing and are incomplete | 6 pts |
| This criterion is linked to a Learning Outcome Research and Supporting Conclusions | **10 to 9 pts** <br><br> **Satisfactory** <br><br> 2 Posts were relevant to the assignment and presented accurate responses. Content is thorough and comprehensive. Evidence is presented to support opinions. | **7 to 6 pts** <br><br> **Needs Improvement** <br><br> 1 or 2 Posts were somewhat relevant to assignment, but sections were incomplete. content lacks details and ideas presented are unfinished. | **5 to 0 pts** <br><br> **Poor** <br><br> 2 Posts lack relevance to the assignment. Content lacks any details and ideas are unfinished. | 10 pts |
| Total Points: 10 | | | | |

## GRADING SCALE

- Grades will be posted in the CANVAS gradebook. Grades are dependent on the student's performance measured by assignments, discussion boards, quizzes, etc. Final grades are based on the accumulation of points the student earns throughout the semester. Total points are converted to letter grades using the grading scale below.
- The grading scale is strictly enforced and unchangeable. **The instructor will NOT change grades** because the student is unhappy with their academic performance.
- More detailed information regarding current UF grading policies can be found here: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

| Letter Grade | Percent of Total Points Associated with Each Letter Grade | GPA Impact of Each Letter Grade |
|---|---|---|
| A | 100% - 93.00% | 4.0 |
| A- | 92.99% - 90.00% | 3.67 |
| B+ | 89.99% - 87.00% | 3.33 |
| B | 86.99% - 83.00% | 3.0 |
| B- | 80.00% - 82.99% | 2.67 |
| C+ | 79.99% - 77.00% | 2.33 |
| C | 76.99% - 73.00% | 2.0 |
| C- | 70.00% - 72.99% | 1.67 |
| D+ | 69.99% - 67.00% | 1.33 |
| D | 66.99% - 63.00% | 1.0 |
| D- | 60.00% - 62.99% | 0.67 |
| E | 59.99% & below | 0 |

# Course & University Policies

## ATTENDANCE POLICY
You are NOT physically required to be on UF's campus to complete this online course. However, you are required to complete the assignments, discussions, and quizzes on time.

## PERSONAL CONDUCT POLICY
Professional behavior is expected from all students. This includes respect and consideration for the ideas and beliefs expressed by all students. It is important for students to practice civil discourse as uncomfortable or challenging topics might unfold through discussions.

- *Adherence to the UF Student Honor Code*
- Students are expected to exhibit behaviors that reflect highly upon themselves and the University of Florida.
- 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-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions.
- **The Dean of Students Office will receive alleged violations of the Honor Code regardless of the severity.**

## CLASS DEMEANOR POLICY
Students are expected to post their online assignments on time and be courteous and engaged in course discussions.

## COURSE COMMUNICATION
- **Course Communication -** The student is responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence – The instructor may not read emails from or send emails to any non-UF email addresses (e.g., john.doe@hotmail.com). Email subject should start with "SPM 46XX – First name, Last name - …" Email use does not relieve

students from the responsibility of confirming the communication with the instructor. Always sign your email – don't make the instructor guess from whom the email was sent. The instructor will answer your email within two business days. However, a timely email response will be subject to the instructor's commitment to research, scholarly activity, and service. Course-related communications such as syllabus, announcements, and other documentations will be available for students on Canvas (http://elearning.ufl.edu/). It is the student's responsibility to check Canvas frequently for updates, notes, announcements, readings, etc.

## ASSIGNMENTS

- Assignments must be typed, double-spaced, use 12-point font, Times New Roman, and 1-inch margins.
- Upload only **WORD documents** to CANVAS.
- Follow APA guidelines: (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). (No cover pages)
- Points are deducted for inappropriate grammar, spelling, punctuation, sentence structure, and lack of citations.
- ***Technology problems are not acceptable excuses for late assignments or missed exams.***
- Refer to the Course Schedule in the syllabus or Canvas for assignment due dates.

## MAKE-UP POLICY

- Acceptable reasons for make-up quizzes, assignments, discussions, and other work in this course are consistent with UF's Attendance Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.
- Acceptable reasons for an absence or failure to engage in class include:
  - Documented illness, Title IX-related situations, serious accidents or emergencies affecting the student, their roommates, or their family, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions that prevent class participation, religious holidays, participation in official university activities (e.g., music performances, athletic competition, debate), and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., job interview or club activity) might be deemed acceptable if approved by the instructor.
  - For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class.
  - For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.
  - The university recognizes the right of the instructor to make attendance mandatory and **require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class.** After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

## TECHNOLOGY PROBLEMS

- Technology is not an acceptable excuse for late work including assignments and quizzes.
- If technology becomes an issue in submitting assignments or other work to eLearning, please contact the UF Help Desk 352-392-HELP (4357).
- After contacting the Help Desk, ensure you receive a ticket number with the time, date, and explanation of the problem for your records.
- You must email the instructor within 24 hours of the technical difficulty.
- **LATE WORK IS NOT ACCEPTED IN THIS COURSE** unless in accordance with UF policy: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

## ACCOMMODATING STUDENTS WITH DISABILITIES

- Accommodating students with disabilities is particularly important to me. If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at https://disability.ufl.edu/students/get-started/, call them at 352-392-8565, or visit the Dean of Students Office. Once registered, please contact me via email or in person during the first two weeks of class to provide me with a copy of your accommodation letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in this course.

## ZOOM

- Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at https://ufl.zoom.us.

## COURSE EVALUATIONS

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

## CHANGING NAME DISPLAY IN CANVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

## IN-CLASS RECORDINGS

- Students are allowed to record video or audio of class lectures but NOT other students in the course. Recordings are strictly controlled and must be (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.
- Students may NOT publish recorded lectures without the written consent of the instructor.

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

# Getting Help

### STUDENT SUPPORT
- **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:** https://counseling.ufl.edu/, 352-392-1575.
- **Crisis Lifeline:** 988
- **Sexual Assault Recovery Services (SARS)**: Student Health Care Center, 392-1161.
- **University Police Department**: 392-1111 (or 911 for emergencies) http://www.police.ufl.edu/ .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu.
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

### ACADEMIC SUPPORT
- **E-learning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling. https://career.ufl.edu/
- **Library Support:** http://cms.uflib.ufl.edu/ask.  Many ways to receive assistance with respect to using libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help with brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/
- **Student Complaints On-Campus:** https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
- **On-Line Students Complaints:** http://distance.ufl.edu/student-complaint-process/

# Weekly Tentative Course Schedule

This course schedule below is tentative and might change based on the pace of the lectures and student needs; however,

changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in Eastern Standard Time (EST).

### CRITICAL DATES & UF OBSERVED HOLIDAYS
- Complete list available here: https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#spring24text

**Weekly Course Schedule**

| Week | Dates | Readings | Assignments, Quizzes, Discussion Boards |
|---|---|---|---|
| | | | |
| | | **MODULE 1: Making the Case for Sustainability** | **Due:** |
| 1 | | • **Week 1 History of the Environmental Movement** <br> • McCullough, B (2015). ***Introduction to Environmental Sport Management***, Forwarding Sport, LLC.  pdf <br>     o Chapter 1 <br> • Carson, R. (1962). ***Silent Spring.*** Boston, MA: Houghton Mifflin:  pdf <br>     o Chapters 1, 4, & 14 | • **Sustainability Syllabus Quiz**, Due: Sunday, January 14th by 11:59 pm; <br> • **Student Video Introduction**, Due: Friday, January 12th by 11:59 pm; <br> • **Assignment #1: Research an Environmental Issue**, Due: Sunday, Sunday 14th by 11:59 pm. |
| 2 | | • **Week 2 Organizational Participation in Sport** <br> • McCullough, B (2015). ***Introduction to Environmental Sport Management***, Forwarding Sport, LLC. <br>     o Chapter 2 | • **Discussion Board #1: Government and Non-profit Programs**, Initial Post Due: Wednesday January 17th after 11:59 pm, Final Post Due: January 21st, 11:59 pm; <br> • **Assignment #2 Sustainability Programs**, Due: January 21st, 11:59 pm. |
| 3 | | • **Week 3 Making the Case for Sustainability in Sport** <br> • McCullough, B (2015). ***Introduction to Environmental Sport Management***, Forwarding Sport, LLC. <br>     o Chapter 3 | • **Module 1 Assessment: Making the Case for Sustainability in Sport**, Due: January 28th, 11:59 pm. <br> • **Final Project: Topic Selection**, Due Sunday January 28th, 11:59 pm |
| | | **MODULE 2: Strategic Planning and Marketing Through Sport** | **Due:** |
| 4 | | • **Week 4 Strategic Planning** | |

| | | | |
|---|---|---|---|
| | | • McCullough, B (2015). *Introduction to Environmental Sport Management*, Forwarding Sport, LLC.<br>   o Chapter 4 | |
| 5 | | • **Week 5 Professional Sport**<br>• McCullough, B (2015). *Introduction to Environmental Sport Management*, Forwarding Sport, LLC. , chapter 5<br>• Sport Websites:<br>   o *NBA Green (Links to an external site.)*<br>   o **NFL Green** (Links to an external site.)<br>   o *Major League Baseball Green (Links to an external site.)*<br>   o *National Hockey League Green (Links to an external site.)*<br>   o *NASCAR Green (Links to an external site.)* | • **Assignment #4: Sport Leagues**, Due: Sunday, February 11th at 11:59 pm. |
| 6 | | • **Week 6 Marketing Sustainability through Sport**<br>• McCullough, B (2015). *Introduction to Environmental Sport Management*, Forwarding Sport, LLC.<br>• Chapter 6 | • **Discussion Board #2: Marketing Sustainability,** Initial Post Due: Wednesday, February 14th by 11:59 pm, Final Post Due: Sunday, February 18th by 11:59 pm. |
| 7 | | • **Week 7 CSR and Greenwashing**<br>• Regan, Jennifer 2014. *National Resource Defense Council: Guide To Recycling Green Teams At Sport Venues*: pdf<br>• | • **Module 2 Assessment:** Due: Sunday, February 25th by 11:59 pm;<br>• **Mid-Course Survey**, Due: Sunday, February 25th by 11:59 pm. |
| | | **MODULE 3: Environmental Operations and Management** | **Due:** |
| 8 | | • **Week 8 Facility and Team Operations**<br>• McCullough, B (2015). *Introduction to Environmental Sport Management*, Forwarding Sport, LLC.<br>• Chapter 7 | • **Discussion Board #3: Facility Operations,** Initial Post Due: Wednesday, February 28th by 11:59 pm, Final Post Due; Sunday, March 10th by 11:59 pm. |
| | | **SPRING BREAK** | |
| 9 | | • Week 9 Climate Change and Sport<br>• *Climate Pledge Arena Sustainability (Links to an external site.)* | • **Assignment #5: Climate Change Assessment**, Due: Sunday, March 17th by 11:59 pm; |
| 10 | | • **Week 10 Partnerships and Sponsorships**<br>• McCullough, B (2015). *Introduction to Environmental Sport Management*, Forwarding Sport, LLC.<br>• *Chapter 8* | • **Assignment #6: Partnership and Sponsorship**, Due: Sunday, March 24th by 11:59 pm;<br>• Module 3 Final Assessment, Due: March 24th at 11:59 pm. |
| | | **MODULE 4: On Campus** | **Due:** |
| | | • **Week 11 What is UF Doing?** | • **Assignment #7: What is UF Doing?,** Due: March 31st at |

| 11 | | • UF Office of Sustainability. ***Campus Initiatives*** (Links to an external site.). Copyright of the University of Florida.<br>• University of Florida. ***Sustainability In Gator Athletics*** (Links to an external site.). Copyright of the University of Florida Athletics. | 11:59 pm; |
|---|---|---|---|
| 12 | | • **Week 12 The Importance of Green Campus Sport**<br>• Hoover, Darby 2014. ***Guide to Composting at Sporting Events***. National Resource Defense Council. pdf | • **Discussion Board #7: Collegiate Sustainability Programs**, Initial Post: April 3rd at 11:59 pm, Final Post: April 7th at 11:59 pm. |
| 13 | | • **Week 13 Fan Engagement**<br>• University of Colorado. ***Environmental Learning Center Homepage*** *(Links to an external site.)*. Copyright of the University of Colorado Boulder. | • **Module 4 Formal Assessment: On Campus,** Due: April 14th, 11:59 pm;<br>• Assignment #9: Fan Engagement, Due: April 14th, 11:59 pm. |
| | | **MODULE 5: Sustainability Movements** | **Due:** |
| 14 | | • **Week 14 Food Systems and Sustainability**<br>• Henly, Alice 2015. ***Champions of Game Day Food***. National Resource Defense Council (NRDC). pdf | • **Assignment #8: Local Food Issues**, Due: April 21st, 11:59 pm. |
| 15 | | • **Week 15 Sustainability and Social Issues**<br>• Wooten, James T. (April 18, 1971). ***Florida U. Head Disavows Racism*** (Links to an external site.), The New York Times Archives.<br>• Aspuru, Ariana (July 2020). ***Students continue push for UF administration to rename campus buildings*** (Links to an external site.), The Independent Florida Gator | • **Final Project: Lightning Talk Presentation**, Due Friday April 26th, 11:59 pm |
| 16 | | • **Week 16 Final Examination / discussion posts** | • **Final Project: Peer review,** Initial Post by April 28th at 11:59 pm. Final Post by May 1st by 11:59 pm.<br>• **Final Exam**: Open: Friday, April 26th, 11:59 pm, Due: Thursday, May 2nd, 11:59 pm; |

This course schedule is tentative and might change based on the pace of the lectures and students' needs. Changes to the syllabus will be announced through Canvas. The instructor bears no responsibility for announcing the changes to each individual student.

# Course|New for request 19582

## Info

**Request:** SPM 5XXX High-Performance Coaching: Creating Winning Environments
**Description of request:** New Course Proposal: High-Performance Coaching: Creating Winning Environments
**Submitter:** Cyntrice Thomas cthomas10@ufl.edu
**Created:** 2/19/2024 2:18:35 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:
> PET

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

> Response:
> 5

**Undergraduate students in 5000 level courses**
*Is this course intended for an audience including undergraduate students?*

> Response:
> No

**Rationale for 5000 level course request**
*Please provide the rationale for submitting this course as a 5000 level course in the space provided below. (i.e. target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.*

> Response:
> This is an introductory course for students in the graduate sport management program. It will provide an overview for creating a successful team and coaching environment for students who are interested in high performance coaching.

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

> Response:
> XXX

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

    Response:
    None

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

    Response:
    Introductory

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

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

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

    Response:
    High-Performance Coaching: Creating Winning Environments

**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:
    HPC: Creating Winning Environ.

**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 identify and design an environment for their team in high-performance settings to systemize behavior management through a sport lens. Students will create systems that define standards and expectations, identify and reinforce above-the-line behaviors, and identify and convert below-the-line behaviors as they impact the team environment.

## 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:
7HH or 8HH (Graduate students seeking a first master's degree or Graduate students who have earned a master's degree, or who have earned 36 or more credits while seeking a graduate degree, and who have not been admitted to doctoral candidacy)

*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).</ol>*

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

Response:

This course will be offered as an elective for students in the Sport Management Graduate Program. It will complement the core courses of the program and allow students to tailor their degree to their interest in high-performance coaching.

## 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:
1.  Develop a manual of "how-to" behaviors and standards necessary for a team to function at maximum levels of efficiency within their environment.
2.  Design creative ways to teach, reinforce, and create "buy-in" to standards through influence as opposed to positional power.
3.  Assess and reinforce above-the-line behaviors to design a team identity.
4.  Evaluate and convert below-the-line behaviors on both a team and individual levels.
5.  Create systems to provide self-awareness around words, actions, and thought alignment.

## 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:
Ledbetter, B. (2020). What Drives Winning Environments. WDW Publishing.
ISBN: 9780996226431

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

Response:
Module 1 - Overview
#1  8-23 to 8-25      Course Introduction
WDW Environments pgs. 7-20

#2  8-28 to 9-1       Character Development vs Behavior Management
WDW Environments pgs. 7-20

#3  9-5 to 9-8        Introduction to What Drives Winning Environments
WDW Environments pgs. 7-20

Module 2 - Define
#4  9-11 to 9-15      What We Learned in Kindergarten/Building Foundations
WDW: Environments pgs. 21-40

#5  9-18 to 9-22      Standards vs. Rules/Developing Your Team Identity/Building Your How U Curriculum
WDW: Environments pgs. 21-40

#6  9-25 to 9-29      Becoming a Master Teacher/Measuring Understanding
WDW: Environments pgs. 21-40

Module 3: Manage – Catching Above the Line Behavior
#7  10-2 to 10-5      Management Overview/
Philosophy on Praise/Catch the Right Things/Hoarders/Perfectionism

WDW: Environments pgs. 41-62

#8
10-9 to 10-13      Winning Plays/Praise the Model/Build an Identity
WDW: Environments pgs. 41-62

#9 10-16 to 10-20  Orchestrate Peer Recognition/Behavioral Streaks/Express Appreciation
WDW: Environments pgs. 41-62

Module 4: Converting Below the Line Behavior
#10      10-23 to 10-27  Converting Below the Line/Competitive Maturity/The Different Tool Belts
WDW: Environments pgs. 63-80

#11      10-30 to 11-3    Next-Play Mentality/Facilitate Self-Coaching/Align Self-Interest
WDW: Environments pgs. 63-80

#12      11-6 to 11-9      Develop Middle Management/Reteach/Win 'Em Over, Weed 'Em Out
WDW: Environments pgs. 63-80

Module 5: Modeling
#13      11-13 to 11-17  Can't See the Label/Action Alignment/The Leader's Example
WDW: Environments pgs. 81-103

#14      11-20 to 11-21  Mixed Signals/Losing Perspective/Drop the Salt
WDW: Environments pgs. 81-103

#15      11-27 to 12-1    Goal vs. Purpose/The Game Plan/The Road Map
WDW: Environments pgs. 81-103

#16      12-4 to 12-6      Course Conclusion

## 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:
Module Assignments (5) 40 pts each = 200 pts (25%)
Unit Live Digital Lectures & Questions or
Unit Recorded Lectures & Questions (15) 10 pts each = 150 pts (19%)
Unit Discussion Boards (15) 15 pts each = 225 pts (28%)
Module Voice Thread Response Logs (5) 25 pts each = 125 pts. (15%)
Coaching Lab Reflection Papers (3) 20 pts each = 60 pts. (7%)
Final Reflection Position Paper (1) 50 pts each = 50 pts. (6%)

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

Response:
Becky Burliegh, M.S.

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

Response:
Yes

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

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

Response:
Yes

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

*• <span style="font-size:11.0pt">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 <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

 

Response:
Yes

# High-Performance Coaching: Creating Winning Environments

**PET5XXX | Section OS15**
**Class # 22127**
**3 Credits | Fall 2023**

**Connect with SPM**

- www.facebook.com/UFSPM/
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- https://www.linkedin.com/school/ufspm/

## COURSE INFORMATION

| | |
|---|---|
| **INSTRUCTOR** | **Becky Burleigh, MS**<br>Office: FLG 301<br>Email: beckyb@ufl.edu<br>Mobile number: 352.256.1107<br>Preferred method of contact: Text (*Expect a response within 24 hours M-F, 48 hours Sat/Sun*) |
| **OFFICE HOURS** | Mondays and Wednesdays 12:00 pm – 1:30 pm, by appointment, or drop in. |
| **COURSE ACCESS** | Access course through Canvas on UF eLearning (https://elearning.ufl.edu/)<br>Course URL: https://ufl.instructure.com/courses/466410 |

## COURSE DESCRIPTION

Students will identify and design an environment for their team in high-performance settings to systemize behavior management through a sport lens. Students will create systems that define standards and expectations, identify and reinforce above-the-line behaviors, and identify and convert below-the-line behaviors as they impact the team environment.

## PREREQUISITES

- 7HH or 8HH (Graduate students seeking a first master's degree or Graduate students who have earned a master's degree, or who have earned 36 or more credits while seeking a graduate degree, and who have not been admitted to doctoral candidacy)

## REQUIRED MATERIALS/TEXTBOOKS

- Ledbetter, B. (2020). *What Drives Winning Environments.* WDW Publishing.
  ISBN: 9780996226431
- Other required readings and videos are posted on the course website.
- There are no supply or material fees for this course.

## COURSE FORMAT

- **Instructional Methods:** The format for this course consists of asynchronous lectures, readings, assignments, and discussions to provide students with a variety of learning methods. This course is accessible through the eLearning

platform. You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.
- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:
    - Broadband connection to the Internet and related equipment (Cable/DSL modem)
    - Microsoft Office Suite installed (provided by the university)
- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.
- **Zoom:** Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at https://ufl.zoom.us.

## COURSE LEARNING OBJECTIVES
By the end of this course, students will be able to:
1. Develop a manual of "how-to" behaviors and standards necessary for a team to function at maximum levels of efficiency within their environment.
2. Design creative ways to teach, reinforce, and create "buy-in" to standards through influence as opposed to positional power.
3. Assess and reinforce above-the-line behaviors to design a team identity.
4. Evaluate and convert below-the-line behaviors on both a team and individual levels.
5. Create systems to provide self-awareness around words, actions, and thought alignment.

## COURSE GRADING
The table below provides an outline of course assessments.

| Course Assessments | Points Per Assessment | % of Total Grade |
|---|---|---|
| Module Assignments (5) | 40 pts each = 200 pts | 200/810 = 25% |
| Unit Live Digital Lectures & Questions or Unit Recorded Lectures & Questions (15) | 10 pts each = 150 pts | 150/810 = 19% |
| Unit Discussion Boards (15) | 15 pts each = 225 pts | 225/810 = 28% |
| Module Voice Thread Response Logs (5) | 25 pts each = 125 pts | 125/810 = 15% |
| Coaching Lab Reflection Papers (3) | 20 pts each = 60 pts | 60/810 = 7% |
| Final Reflection Position Paper (1) | 50 pts each = 50 pts | 50/810 = 6% |
| | **Total = 810 pts** | **Total = 100%** |

**Module Assignments (5 x 40 pts = 200 pts):** The assignments and readings are intended to introduce broader theory and concepts that are developed through examples depicted in units, as well as to provide research to frame the unit work. Each module includes an assignment requiring students to synthesize the content from the modules and readings. The assignments will help students take the concepts presented in the modules and apply them to a team/staff environment. Finding examples from real-world scenarios, practicing your own interaction with case studies and interviews with current coaches/leaders will help make the presentations and readings come to life. The Module Assignments will be due at the conclusion of each of the five modules. Refer to the grading rubric below.

*Module Assignment Grading Rubric*

| Criterion | | | | Score |
|---|---|---|---|---|
| | **Exceeded Expectations (10-9 pts)** | **Met Expectations (8-7 pts)** | **Below Expectations (6-0 pts)** | |
| **Communication of Thoughts** | -Demonstrates an accurate and complete understanding of the questions. -Answer displays clarity of thought, depth of reflection, and insight. | -Demonstrates somewhat of an accurate understanding of the questions. -Answer displays some thought, reflection, and insight. | -Poorly demonstrates an understanding of the question. -Answers display poor thought, reflection, and insight. | _____/10 |
| **Application of Concepts** | -Applied concepts to a team environment through interactions with other coaches or athletes. | -Somewhat applied concepts to a team environment through interactions with other coaches or athletes. | -Poorly applied concepts to a team environment through interactions with other coaches or athletes. | _____/10 |
| **Evidence to Support Claims** | -In-depth, insightful reflections that demonstrate critical thinking and include at least 3 real-world experiences or examples. | -Somewhat insightful reflections that demonstrate some level of thinking and include at least 2 real-world experiences or examples. | -Lack of insightful reflections and include 1 real-world experience or example. | _____/10 |
| **Assignment Requirements** | -Interviewed two professionals. -Followed directions. -Responses are at least 500 words. -Submitted the assignment by 11:59 pm on Friday. | -Interviewed one professional. -Somewhat followed directions. -Responses are fewer than 500 words but more than 300 words. -Submitted the assignment by 11:59 pm on Friday. | -Did not interview professionals. -Did not follow directions. -Responses are fewer than 300 words. -Did not submit the assignment by 11:59 pm on Friday. | _____/10 |
| | | | | Total _____ /40 |

**Unit Live Digital Lectures & Questions (Option #1) or Unit Recorded Lectures & Questions (Option #2) - (15 x 10 pts = 150 pts):** Students will complete either the weekly *Unit Live Digital Lectures and Questions* or weekly Unit *Recorded Lectures & Questions* but not both. It is preferred that students attend the *Unit Live Digital Lectures* but if a student is unable to attend the Unit Live Digital Lectures, they will complete the Unit Recorded Lectures and Questions instead. Most weekly Unit Live Digital Lectures will involve a guest speaker in an interview format, which will allow for interaction from the audience. Lectures will also include the instructor's 30+ years of experience as a coach/leader and Brett Ledbetter's subject matter expertise with practical guidance on instances and issues that students may encounter as a coach or leader of a team/staff. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day. Refer to the grading rubrics below.

- **Option 1#Unit Live Digital Lectures** - Students completing the Unit Live Digital Lectures will attend the Unit Live Digital Lectures at designated times each week and complete follow-up questions after the lectures. Students will earn points based on their responses to questions.

**Unit Live Digital Lectures & Questions Grading Rubric**

| Criteria | | | | |
|---|---|---|---|---|
| | Exemplary (10-9 points) | Proficient (8-7 points) | Poor (6-0 points) | Total Score |
| Level of Engagement | -The student provided in-depth responses to the questions. | -The student provided adequate responses to the questions. | -The student did not provide meaningful responses to the questions. | ___/10 |

- **Option #2 Unit Recorded Lectures & Questions**- Students unable to attend the Unit Live Digital Lectures will complete the Unit Recorded Lectures and Questions. Students will watch the recorded Unit Live Digital Lectures and answer questions. Students will earn points based on their responses to questions from the recorded lectures. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day.

**Unit Recorded Lectures and Questions Grading Rubric**

| Criteria | | | | |
|---|---|---|---|---|
| | Exemplary (10-9 points) | Proficient (8-7 points) | Poor (6-0 points) | Total Score |
| Level of Engagement | -The student provided in-depth responses to the questions. | -The student provided adequate responses to the questions. | -The student did not provide meaningful responses to the questions. | ___/10 |

**Unit Discussion Boards (15 x 15 points = 225 pts):** Unit discussion boards are used to weave key concepts presented in lectures, videos, and readings into purposeful discussion among student groups. Each board will present questions and/or tasks to post and progress as a dialogue between small student groups. Students will post one response to a prompt and one response to another student's post on specified days and times, totaling two posts per discussion board. The two posts must each be between **150 to 300 words** and include a word count for each post. Refer to the grading rubric below.

*Unit Discussion Boards Grading Rubric*

| Criterion | | | | |
|---|---|---|---|---|
| | Exemplary (5 points) | Proficient (4 points) | Unsatisfactory (3-0 points) | Score |
| Critical Analysis | Discussion posts display logical thinking, ideas, and insights. Student displays an understanding of course content. | Discussion posts display limited logical thinking, ideas, and insights. The student generally displays an understanding of course content. | Discussion posts fail to display logical thinking, ideas, and insights. Student does not display an understanding of course content. | _____/5 pts |
| Student Interactions | Posts comprehensively addresses the discussion with a stimulating post to another student. | Posts address the discussion with a somewhat stimulating post to another student. | Posts do not address the discussion and are not stimulating. | _____/5 pts |
| Timeliness and Word Count | Two posts are completed by Friday 11:59 pm EST prior to the due date and are both at least 150 words each. | One post is completed by Friday 11:59 pm EST prior to the due date and one post is at least 150 words but not both. | Two posts are not completed by Friday 11:59 pm EST prior to the due date and both | _____/5 pts |

| | | | posts are fewer than 150 words. | |
|---|---|---|---|---|
| | | | **Total _____/15 pts** | |

**Module VoiceThread Logs** *(5 x 25 pts = 125 pts):* Students will log responses to the Module VoiceThread questions in worksheets in Canvas. The worksheets are compiled and submitted as Module Assignments at the conclusion of each module. There is no minimum word count for responses to the Module VoiceThread Logs.

*Module VoiceThread Logs Grading Rubric*

| Criterion | | | | |
|---|---|---|---|---|
| | **Excellent (12 -11 points)** | **Good (10-9 points)** | **Poor (8-0 points)** | **Score** |
| **Application of Knowledge** | -Responses are strongly supported by lecture notes/readings. -Demonstrates a high-level of understanding of course material. | -Responses are adequately supported by lecture notes/readings. - Demonstrates an adequate understanding of course material. | -Responses are not supported by lecture notes/ readings. -Does not demonstrate an understanding of course material. | __/12 |
| **Analysis** | - Responses are thorough and make a clear connection between course concepts and organizational experiences. | - Responses are adequate and make a reasonable connection between course concepts and organizational experiences. | -Response does not attempt to connect course material to organizational experiences. | __/12 |
| **Directions** (Included Word Count) | | | | ___/1 |
| | | | **Total Score** | __/25 |

**Coaching Lab Reflection Papers (3 x 20 pts = 60pts):** Students are required to write three Coaching Lab Reflection papers. The labs consist of live and recorded labs with coaches from all sports at all levels in a Zoom format with breakout rooms. Topics are based around current events in coaching. Students must write one paper based on one live coaching lab and the two remaining papers may include reflections on the live or recorded labs.

*Coaching Lab Reflection Papers Grading Rubric*

| Criterion | | | | |
|---|---|---|---|---|
| | **Excellent (10 - 9 points)** | **Good (8-7 points)** | **Poor (6-0 points)** | **Score** |
| **Application of Knowledge** | -Paper is strongly supported by content from the coaching lab. -Demonstrates a high-level understanding of coaching lab content. | -Paper is adequately supported by content from the coaching lab. -Demonstrates a good understanding of coaching lab content. | -Paper is poorly supported by content from the coaching lab. -Does not demonstrate an understanding of coaching lab content. | ____/10 |
| **Analysis** | - In-depth, insightful reflections that demonstrate critical thinking and organizational application. | -Somewhat in-depth, insightful reflections that demonstrate critical thinking and organizational application. | -Reflections poorly demonstrate critical thinking and organizational application. | ____/10 |
| | | | **Total Score** | ____/20 |

**Final Reflection Position Paper (50 points):** At the conclusion of the course, students will write a final reflection position paper that synthesizes the course learning objectives into a position paper on what philosophies students will choose to

guide how they construct a team/staff environment.

### *Final Reflection Position Paper Grading Rubric*

| Criterion | | | | | |
|---|---|---|---|---|---|
| | **Excellent**<br>**(25-23 points)** | **Good**<br>**(22-20 points)** | **Average**<br>**(19-18 points)** | **Poor**<br>**(17-0 points)** | **Score** |
| **Application of Knowledge** | -Paper is strongly supported by lecture notes/readings.<br>-Examples provided add strong support for the questions being asked.<br>-Demonstrates a high-level understanding of course material. | -Paper is supported by lecture notes/readings.<br>-Examples provided support for the questions being asked.<br>-Demonstrates a good understanding of course material. | -Paper is adequately supported by lecture notes/readings.<br>-Examples provided adequate support for the questions being asked.<br>-Demonstrates an adequate understanding of course material. | -Paper is poorly supported by lecture notes/readings.<br>-Examples provided inadequate support for the questions being asked.<br>-Poorly demonstrate an understanding of course material. | ____/25 |
| **Analysis** | - Paper is strongly thorough and synthesizes the course learning objectives and integrates course concepts into team/staff environments.<br><br>-Paper shows strong sincerity and depth in the personal reflection and examines feelings and reasons for the action. | - Paper is good and synthesizes the course learning objectives and integrates course concepts team/staff environments.<br><br>-Paper shows good depth in its personal reflection and begins examining feelings and reasons for the action. | - Paper is adequate and synthesizes the course learning objectives and integrates course concepts team/staff environments.<br><br>-Paper shows some depth in its personal reflection and begins examining feelings and reasons for the action. | -Paper is poor and does not attempt to connect course material to life experiences and fails to integrate course concepts into team/staff environments.<br><br>-Paper poorly generates personal reflection. | ____/25 |
| | | | **Total Score** | | ____/50 |

**GRADING SCALE**

- Grades will be posted in the CANVAS gradebook. Grades are dependent on the student's performance measured by assignments, discussion boards, voicethreads, and papers. Final grades are based on the accumulation of points the student earns throughout the semester. Total points are converted to letter grades using the grading scale below. *More detailed information regarding current UF grading policies can be found here:* **https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.**

| 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 |

# Course & University Policies

## ATTENDANCE POLICY
There is no attendance policy for this course. Requirements for make-up assignments, and other work are consistent with university policies: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx .

## PERSONAL CONDUCT POLICY
Please demonstrate respectful behavior and civil discourse in this class. This includes respect and consideration for the ideas and beliefs expressed by all students, the instructor, and guest speakers.

### *Adherence to the UF Student Honor Code*
- UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions.

## ASSIGNMENTS
- Assignments must be typed and double-spaced, using 12-point font, Times New Roman, and 1-inch margins. Please submit assignments to the eLearning platform, following **APA guidelines** (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). Proofread all assignments. Include citations if you are citing someone else's work.

Technology problems are not acceptable excuses for late assignments or missed exams. Refer to the Course Schedule and/or eLearning platform for assignment due dates.

## MAKE-UP POLICY

- Make-up quizzes, assignments, discussions, and other work in this course are consistent with university policies found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx."
- Acceptable reasons for an absence or failure to engage in class include:
  - Documented illness, Title IX-related situations, serious accidents or emergencies affecting the student, their roommates, or their family, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions that prevent class participation, religious holidays, participation in official university activities (e.g., music performances, athletic competition, debate), and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., job interview or club activity) might be deemed acceptable if approved by the instructor.
  - For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class.
  - For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.
  - The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.
- If technology becomes an issue in submitting assignments or other work to eLearning, please call the UF Help Desk. After problems have been reported to the UF Help Desk, please provide the instructor with the ticket number if you are requesting make-ups due to technical issues. 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.

## ACCOMMODATING STUDENTS WITH DISABILITIES

- Accommodating students with disabilities is especially important to me. If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at https://disability.ufl.edu/students/get-started/, call them at 352-392-8565, go online at https://accessibility.ufl.edu/), or visit the Dean of Students Office. Once registered, please visit me or send me an email during the first two weeks of class to provide me with a copy of your accommodation letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in the classroom.

## ZOOM

- Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at https://ufl.zoom.us.

## COURSE EVALUATIONS

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

## CHANGING NAME DISPLAY IN CANAVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

## IN-CLASS RECORDINGS

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal 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, and clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without the 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 **UF | Sport Management** **UNIVERSITY of FLORIDA** note/tutoring services. A student who publishes a recording without written
consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code."

# Getting Help

## STUDENT SUPPORT
- **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:** https://counseling.ufl.edu/, 352-392-1575.
- **Crisis Lifeline:** 988
- **Sexual Assault Recovery Services (SARS)**: Student Health Care Center, 392-1161.
- **University Police Department**: 392-1111 (or 911 for emergencies) http://www.police.ufl.edu/ .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu.
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608: ufhealth.org/emergency-room-trauma-center.

## ACADEMIC SUPPORT
- **eLearning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling. https://career.ufl.edu/
- **Library Support:** http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/
- **Student Complaints On-Campus:** https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
- **On-Line Students Complaints:** http://distance.ufl.edu/student-complaint-process/

**Weekly Tentative Course Schedule**
The course schedule below is tentative and might change based on the pace of the lectures and student needs; however, changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in Eastern Standard Time (EST).

## CRITICAL DATES & UF OBSERVED HOLIDAYS
- September 4: Labor Day (Monday)
- October 6: Homecoming (Friday)
- November 10: Veteran's Day (Friday)
- November 20-24: Thanksgiving Break (Wednesday – Saturday)
- Complete list available here: https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#fall23text

## Weekly Course Schedule

| Units | Dates | Readings | Assignments |
|-------|-------|----------|-------------|
| | | | |
| | | **Module 1: Overview** | |
| #1 | 8-23 to 8-25 | Course Introduction<br><br>WDW Environments pgs. 7-20 | **Due: Tues, Aug 29 at 11:59 pm**<br>• Unit Discussion Board: Introduce Yourself and Share Why You Have Chosen to Take This Course |
| #2 | 8-28 to 9-1 | Character Development vs Behavior Management<br><br>WDW Environments pgs. 7-20 | **Due: Mon, Aug 28 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin**<br>• Unit #2 VoiceThread<br>**Due: Wed, Aug 30 - Fri, Sept 1 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Thurs, Aug 31 - Fri, Sept 1 at 11:59 pm**<br>• Unit Discussion Board: "Sports Build Character?!": Opinion on this question/2 positive/negative qualities/behaviors of a coach/leader that impacted you. |
| #3 | 9-5 to 9-8 | Introduction to What Drives Winning Environments<br><br>WDW Environments pgs. 7-20 | **Due: Tues, Sept 5 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin**<br>• Unit #3 VoiceThread<br>**Due: Wed, Sept 6 - Fri, Sept 8 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Thurs, Sept 7 - Fri, Sept 8 at 11:59 pm**<br>• Unit Discussion Board: "Pro and Antisocial Behaviors in Sport: The Role of Coaching Style, Autonomous vs. Controlled Motivation, and Moral Disengagement" – Discuss a coach's role in both and provide examples you have experienced.<br>**Due: Fri, Sept 8 at 11:59 pm**<br>• Module Assignment: What has caught you off-guard?: Interview/Reflection with 2 coaches/leaders about the question and how they might manage differently in hindsight. How do you personally relate to the situations they discussed?<br>**Due: Fri, Sept 8 at 11:59 pm**<br>• Module Units #2 & #3 VoiceThread Log Assignment |
| | | **Module 2: Define** | |
| #4 | 9-11 to 9-15 | What We Learned in Kindergarten /Building Foundations<br><br>WDW: Environments pgs. 21-40 | **Due: Mon, Sept 11 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin:**<br>• Unit #4 VoiceThread<br>**Due: Wed, Sept 13 - Fri, Sept 15 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Thurs, Sept 14 - Fri, Sept 15 at 11:59 pm**<br>• Unit Discussion Board: Collaborate with a classmate to create your first team meeting, including images and metaphors. |

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| | | | "Getting Them on the Same Page: Strategies for Enhancing Coordination and Communication in Sports Teams" |
| #5 | 9-18 to 9-22 | Standards vs. Rules/ Developing Your Team Identity/ Building Your How U Curriculum<br><br>WDW: Environments pgs. 21-40 | **Due: Mon, Sept 18 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin**<br>• Unit #5 VoiceThread<br>**Due: Wed, Sept 20 - Fri, Sept 22 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Thurs, Sept 21 - Fri, Sept 22 at 11:59 pm**<br>• Unit Discussion Board: "Organizational Socialization in Team Sport Environments"/Bill Belichick video: Integrate the parallels in the article and video. |
| #6 | 9-25 to 9-29 | Becoming a Master Teacher/ Measuring Understanding<br><br>WDW: Environments pgs. 21-40 | **Due: Mon, Sept 25 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin:**<br>• Unit #6 VoiceThread<br>**Due: Wed, Sept 27 - Fri, Sept 29 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Thurs, Sept 28 - Fri, Sept 29 at 11:59 pm**<br>• Unit Discussion Board: Video – Austin's Butterfly: Strategies of Master Teachers<br>**Due: Fri, Sept 29 at 11:59 pm**<br>• Module Assignment: Create your own How U of team standards.<br>**Due: Fri, Sept 29 at 11:59 pm**<br>• Module Units #4, #5, & #6 VoiceThread Log Assignment |
| | | **Module 3:**<br><br>**Manage –**<br><br>**Catching Above**<br><br>**the Line**<br><br>**Behavior** | |
| #7 | 10-2 to 10-5 | Management Overview/ Philosophy on Praise/Catch the Right Things /Hoarders /Perfectionism<br><br>WDW: Environments pgs. 41-62 | **UF Homecoming Holiday (Friday, October 7)**<br>**Due: Mon, Oct 2 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin**<br>• Unit #7 VoiceThread<br>**Due: Wed, Oct 4 - Thurs, Oct 5 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Wed, Oct 4 - Thurs, Oct 5 at 11:59 pm**<br>Unit Discussion Board: "Sport Coaching and Leadership - Five Principles of Reinforcement": Self-evaluation on use of reinforcement |
| #8 | 10-9 to 10-13 | Winning Plays/Praise the Model/Build an Identity | **Due: Mon, Oct 9 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin:**<br>• Unit #8 VoiceThread |

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| | | WDW: Environments pgs. 41-62 | **Due: Wed, Oct 11 - Fri, Oct 13 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Thurs, Oct 12 - Fri, Oct 13 at 11:59 pm**<br>• Unit Discussion Board: Pair with a classmate to discuss pros and cons of team leadership models |
| #9 | 10-16 to 10-20 | Orchestrate Peer Recognition/ Behavioral Streaks/Express Appreciation<br><br>WDW: Environments pgs. 41-62 | **Due: Mon, Oct 16 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin:**<br>• Unit #9 VoiceThread<br>**Due: Wed, Oct 18 - Fri, Oct 20 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Thurs, Oct 19 - Fri, Oct 20 at 11:59 pm**<br>• Unit Discussion Board: Video - An Experiment in Gratitude: Execute an appreciation assignment and reflect on its effects on both you and the recipient.<br>**Due: Fri, Oct 20 at 11:59 pm**<br>• Module Assignment: "An Exploration of the distractions inherent to social media use among athletes" and watch either "The Social Dilemma" or "Fake Famous" and respond to survey about social media usage<br>**Due: Fri, Oct 20 at 11:59 pm**<br>• Module Units #7, #8, & #9 VoiceThread Log Assignment |
| | | **Module 4:**<br>**Converting**<br>**Below the Line**<br>**Behavior** | |
| #10 | 10-23 to 10-27 | Converting Below the Line /Competitive Maturity/The Different Tool Belts<br><br>WDW: Environments pgs. 63-80 | **Due: Mon, Oct 23 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin:**<br>• Unit #10 VoiceThread<br>**Due: Wed, Oct 25 - Fri, Oct 27 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Thurs, Oct 26 - Fri, Oct 27 at 11:59 pm**<br>• Unit Discussion Board: Competitive Maturity: Defining, What Prevents It, Examples in Media<br>"An exploration of the distractions inherent to social media use among athletes" |
| #11 | 10-30 to 11-3 | Next-Play Mentality/ Facilitate Self-Coaching/Align Self-Interest<br><br>WDW: Environments pgs. 63-80 | **Due: Mon, Oct 30 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin:**<br>• Unit #11 VoiceThread<br>**Due: Wed, Nov 1 - Fri, Nov 3 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Thurs, Nov 2 - Fri, Nov 3 at 11:59 pm**<br>• Unit Discussion Board: Role Play Case Studies with a Classmate on Team Management |

| #12 | 11-6 to 11-9 | Develop Middle Management/ Reteach/Win 'Em Over, Weed 'Em Out<br><br>WDW: Environments pgs. 63-80 | **Veteran's Day Holiday (Friday, November 10)**<br>**Due: Mon, Nov 6 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin:**<br>• Unit #12 VoiceThread<br>**Due: Wed, Nov 8 - Thurs, Nov 9 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Wed, Nov 8 - Thurs, Nov 9 at 11:59 pm**<br>• Unit Discussion Board: Finding real-world examples of the 3 management strategies and how they transfer to your own environment.<br>**Due: Thurs, Nov 9 at 11:59 pm**<br>• Module Assignment: "Talented But Disruptive: An Exploration of Problematic Players in Sports Teams" /Interview a coach/leader regarding letting someone go<br>**Due: Thurs, Nov 9 at 11:59 pm**<br>• Module Units #10, #11, & #12 VoiceThread Log Assignment |
| | | **Module 5: Modeling** | |
| #13 | 11-13 to 11-17 | Can't See the Label/Action Alignment/The Leader's Example<br><br>WDW: Environments pgs. 81-103 | **Due: Mon, Nov 13 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin**<br>• Unit #13 VoiceThread<br>**Due: Wed, Nov 15 - Fri, Nov 17 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Thurs, Nov 15 - Fri, Nov 17 at 11:59 pm**<br>• Unit Discussion Board: Coach/Leader Audit and Presentation of Findings |
| #14 | 11-20 to 11-21 | Mixed Signals/Losing Perspective/Drop the Salt<br><br>WDW: Environments pgs. 81-103 | **Thanksgiving**<br><br>**Due: Mon, Nov 20 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin:**<br>• Unit #14 VoiceThread<br>**Due: Tues, Nov 21 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Tues, Nov 21**<br>• Discussion Board: Chris Petersen: "Desperate to Quit A Narrative Analysis of Burnout and Recovery in High Performance Sports Coaching" and "The Football Coach Who Walked Away"/Reflection on protecting the joy in high performance<br>**Due: Tues, Nov 21 at 11:59 pm**<br>• Module VoiceThread Log Assignment |
| #15 | 11-27 to 12-1 | Goal vs. Purpose/The Game Plan/The Road Map<br><br>WDW: Environments pgs. 81-103 | **Due: Mon, Nov 27 at 11:59 pm**<br>• Unit Live Digital Lecture & Questions<br>**Begin:**<br>• Unit #15 VoiceThread<br>**Due: Wed, Nov 29 – Fri, Dec 1 at 11:59 pm**<br>• Unit Recorded Lectures & Questions<br>**Due: Thurs, Nov 30 - Fri, Dec 1 at 11:59 pm**<br>• Unit Discussion Board: Interview/Reflection with a coach/leader on tangible game plan to anchor into your values |

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| | | | **Due: Fri, Dec 1 at 11:59 pm**<br>• Module Assignment: Create your own mission statement with roles<br>• Module Units #13, #14, & #15 VoiceThread Log Assignment |
| #16 | 12-4 to 12-6 | Course Conclusion | **Due: Wed, Dec 6 at 11:59 pm**<br>• Recorded Lectures & Questions<br>• 3 Coaching Lab Reflection Papers<br>• Final Reflection Position Paper |

# Course|New for request 18836

## Info

**Request:** SYP 6XXX The Sociology of Deviance and Social Control
**Description of request:** I request a permanent course number be assigned to the graduate seminar, the Sociology of Deviance and Social Control, which I have taught numerous times under the special topics code, SYA7933 Special Studies in Sociology. The seminar has also been cross-listed with CCJ5934 Contemporary Issues in Criminology and Law. Given the sociological perspective adopted in the course, I request a permanent SY course number.
**Submitter:** Marian Borg mborg@ufl.edu
**Created:** 9/29/2023 5:57:46 PM
**Form version:** 5

## Responses

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

Response:
SYP

**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 Sociology of Deviance and Social Control


## 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:
Deviance and Social Control


## 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:
Seminar

## Weekly Contact Hours

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

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:
Analysis of major sociological approaches, both theoretical and methodological, for studying deviance and social control. Critical assessment of theoretical explanations and empirical research on deviant behavior. Analysis of social factors influencing formal, medical and informal processes of social control and consideration of the impact of stigma and stigma management.

## Co-requisites

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

Response:
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:*


*• 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).</ol>*


## Rationale and Placement in Curriculum

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

Response:
Content provides a comprehensive overview of theoretical approaches and empirical research, both classical and contemporary, in the sociological study of deviant behavior and social control. The seminar provides fundamental knowledge to MA and PhD students pursuing numerous specialty areas within our Sociology program, including those studying environmental issues, mental health, aging, and interpersonal violence. Content examining both legal and non-legal social control strategies is relevant for them as well as for students in our department's Criminology and Law graduate program and in related social science disciplines. The seminar has previously been offered as SYA7933 Special Studies in Sociology and also cross-listed with our Criminology and Law program as CCJ5934 Contemporary Issues in Criminology and Law. I request here to have a permanent SY course number assigned given the sociological content and perspective adopted in the seminar.


## 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.  Compare and contrast major sociological theories that examine deviant behavior and social control, including their conceptual frameworks, analytic approaches and empirical support;
2.  Build a portfolio of empirical information on a topic related to deviance or social control that is relevant to student's research agenda;
3.  Develop students' teaching portfolios by examining the pedagogical literature and engaging in conversations about teaching philosophies and techniques;
4.  Construct a research proposal OR an undergraduate course syllabus on a topic related to deviance or social control;
5.  Illustrate the links between theory and research and practice grounding students' own empirical work within a theoretical framework.

## 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:
Deflem, Mathieu, ed. "The handbook of social control." (2019).
Chapter 1. Social Control: History of the Concept, James J. Chriss.
Chapter 2. Deviance, Social Control and Criminalization, Robert F. Meier.
Chapter 9. Social Geometry and Social Control, Bradley Campbell and Jason Manning.

Black, Donald. 1984. "Social control as a dependent variable." Pages 1-36 in Toward a General Theory of Social Control, Volume 1: Fundamentals. Edited by Donald Black. Orlando: Academic Press.

Black, Donald. 1993. The elementary forms of conflict management." Pages 74-94 in The Social Structure of Right and Wrong, edited by Donald Black. New York: Academic Press.

Horwitz, Allan V. 1990. Chapters 2-5 (pp. 19-95) in The Logic of Social Control. New York: Plenum Press.

Kubrin, Charis Elizabeth, Thomas Dain Stucky, and Marvin D. Krohn. "Researching theories of crime and deviance." (2009). Chapters 5 (Strain Theories), 6 (Social Learning Theories) and 7 (Control Theories).

Pager, Devah. 2003. "The mark of a criminal record." AJS, 108:937-975.

Umbreit, Mark and Vos. 2000. "Homicide survivors meet the offender prior to execution: Restorative justice through dialogue." Homicide Studies 4:63-87
Radelet, Michael L. and Marian J. Borg. 2000. "Comment on Umbreit and Vos: Retributive vs. Restorative Justice." Homicide Studies 4:88-92.
Umbreit, Mark and Vos. 2000. "Reply to Radelet and Borg." Homicide Studies 4:93-97.

Laub, John H., and Robert J. Sampson. 2006. Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70, Chapters 6, 7, and 8

No Way Out: Precarious Living in the Shadow of Poverty and Drug Dealing, Waverly Duck, 2015

On the Run: Fugitive Life in an American City, Alice Goffman, 2014

Code of the Streets: Decency, Violence and the Moral Life of the Inner City, Elijah Anderson, 2000

Code of the Suburb: Inside the World of Young Middle-Class Drug Dealers, Scott Jacques and Richard Wright, 2020

Stigma: Notes on the Management of Spoiled Identity, Erving Goffman, 1963

Outsiders: Studies in the Sociology of Deviance, Howard S. Becker, 1963

Geometrical Justice, Scott Phillip and Marc Cooney, 2022

**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:
Seminar Schedule (subject to some change):

Week 1. Topics:
1) Introduction to the seminar
2) Discussion of requirements

Week 2. Topics:
1) Sociological Perspectives on Deviance: The Normative and the Reactivist
2) Critiquing Theory

Week 3. Topics:
1) Sociological Perspectives on Social Control: Formal, Medical, and Informal Responses to Deviance
2) Conceptualizing our research within theoretical frameworks

Week 4. Topic:
1) Perspectives on Social Control as Conflict Management: The "Geometry" of Social Control
a. Range of Variation: Forms and Styles of Social Control
b. Range of Variation: Quantity of Social Control

Week 5. Topic: Teaching Workshop

Week 6. Topic: Theories of Deviance: Strain and General Strain Theory

Week 7. Topic: Theories of Deviance: Social Learning, Social Bond, Life Course

Week 8. Topics: Theories of Social Control: Self Help, Law, and Avoidance as Conflict Management

Week 9. Topic: Theories of Deviance and Social Control: Labeling, Shaming, Mediation, Restorative Justice

Week 10. Topic: Book Review

Week 11. Topic: Meet with instructor to review proposals

Week 12. Topic: Publication Workshop

Week 13. Qualifying Exam Question

Week 14. Student Presentations

Week 15. Student Presentations

**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:
Semester portfolio (15 points each from 10 sources studying aspects of student's selected research topic): 150 points (30%)
Discussion leader points: 15 points (3%)
Discussion participant points: 10 points (2%)
Book Presentation: 50 points (10%)
Teaching Workshop: 50 points (10%)
Publication Workshop: 50 points (10%)
Qualifying Exam Question: 50 points (10%)
Research or Teaching Presentation: 25 points (5%)
Research Proposal or Course Syllabus: 100 points (20%)
Total possible points: 500 points/ (100%)

Points Earned Percent Grade Corresponding Grade Points
461-500 93-100% A 4.00
450-460 90-92% A- 3.67
435-449 87-89% B+ 3.33
400-434 80-86% B 3.00
385-399 77-79% C+ 2.33
350-384 70-76% C 2.00
335-349 67-69% D+ 1.33
300-334 60-66% D 1.00
0-299 Below 60% E 0.00

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

Response:
Marian J. Borg, 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:*

• *<span style="font-size:11.0pt">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 <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

* *

     Response:
     Yes

**Sociology of Deviance and Social Control**
**SYA7933/CCJ5934**
**Dr. Marian J. Borg**

Seminar Meetings: Wednesdays, 2:00-5:00 Little, Room 125
Office: 3364 Turlington
Office Hours: Thursdays (zoom) and Fridays, Noon-1:30 and by appointment
e-mail: mborg@ufl.edu

*Seminar Description:*
In this seminar, we will examine some of the major sociological approaches to studying deviance and social control. In addition to examining theoretical and empirical explanations of deviant behavior, our conversations will encourage you to think about social control as a dependent variable. That is, to examine social control as a process that itself is influenced by social variables such as cultural diversity, inequality, organizational capacity, mobility, and social integration. Toward this end, we will examine theories of both deviance and social control and evaluate empirical applications of these theories in a variety of social settings (for example, the workplace, families, the neighborhood, schools, the courts); employing different units of analysis (individuals, groups, organizations, conflicts/deviant acts themselves); and using a variety of empirical approaches (i.e., using both quantitative and qualitative analytical techniques).

Besides providing a strong theoretical foundation for research you may pursue in the future, the seminar is designed to also foster your professionalization skills. During the course of the semester, we will have two in-class "workshops," one devoted to teaching and the other to publication. Our discussion time in other meetings will not only include critiquing and applying the theoretical perspectives we study, but also thinking through and teasing out some of the implications of those theories for public policy. While some of you plan academic careers centered on research, others may be working towards a career focused on teaching, and some will establish careers in governmental, NGO or private organizations where your work will involve policy development. Our seminar discussions will hopefully allow you to develop skills relevant and valuable to each of these arenas.

*Seminar Objectives:*
With these broad goals in mind, our seminar is organized to accomplish the following specific objectives:

1. Compare and contrast major sociological theories that examine deviant behavior and social control, including their conceptual frameworks, analytic approaches and empirical support;
2. Build your own portfolio of empirical information on a topic related to deviance or social control;
3. Develop your teaching portfolios by examining the pedagogical literature and engaging in conversations about teaching philosophies and techniques;
4. Construct a research proposal OR an undergraduate course syllabus on a topic related to deviance or social control;
5. Illustrate the links between theory and research and practice grounding your own empirical work within a theoretical framework.

*Seminar Materials:*

The seminar reading material consists primarily of readings that I will make available on our course website (on Canvas) and/or via Google Scholar or Library West. In addition, there is one required book for the course. Everyone will select one book from the list below (or another that we agree upon) on which to base their "book club/review" presentation.

**One** of these books (or another we agree upon):
- *No Way Out: Precarious Living in the Shadow of Poverty and Drug Dealing*, Waverly Duck
- *The Other Wes Moore: One Name, Two Fates*, Wes Moore
- *On the Run: Fugitive Life in an American City,* Alice Goffman
- *Code of the Streets: Decency, Violence and the Moral Life of the Inner City,* Elijah Anderson
- *Code of the Suburb: Inside the World of Young Middle-Class Drug Dealers*, Scott Jacques and Richard Wright
- *Stigma: Notes on the Management of Spoiled Identity,* Erving Goffman
- *Outsiders: Studies in the Sociology of Deviance,* Howard S. Becker
- *Geometrical Justice, Scott Phillip and Marc Cooney*

*Seminar Requirements:*
Your grade in the course will be based on several required components.

1. **Research Portfolio (150 points—15 points for each item)**
   At the beginning of the semester, you will select a topic related to deviance or social control to examine in-depth and then, over the course of the semester, compile a portfolio of empirical items related to it. The portfolio will consist of a minimum of 10 items, 5 of which must be peer-reviewed journal articles focused on research related to your chosen topic of interest. The other 5 items may be from sources of your choice—perhaps a data set that includes variables allowing you to "test" hypotheses related to your topic; TedTalks or documentaries you might include in an undergraduate course on the topic; a written review of the book you will present during the semester; other journal articles; etc. For each of the items, you will provide a 1-2 page discussion, the particular substance of which will depend on the nature of the item. More specifics on this in class.

2. **Class Participation (50 points total)**
   Over the course of the semester, each of you will lead our discussions of the seminar readings for the week. The others will be expected to participate. Each week (unless you are the discussion leader), you will be asked to submit your reactions to the readings (see below for specifics). These reactions will be expected no later than **Xxxx at Noon** so that the discussion leader can compile them and be ready to lead the seminar on Wednesday afternoon.

   1) Discussion leader (15 points)
      a. Responsible for compiling responses and leading seminar discussion
   2) Discussion contributions (10 points)
      a. 2-3 specific things (from at least 2 readings) you learned that you didn't know before;

b. 2 questions you had related to theory, method, outcome, etc.
c. 2 ideas for future research related to at least 2 of the readings;
d. 1 limitation, weakness or criticism and 1 strength, contribution of each reading

3. **Book Review (50 points)**

   Over the course of the semester, you will read one book chosen from the list provided in the syllabus or an alternative selection that we have discussed in advance. The goal here is for you to read more on a topic related to deviance or social control that interests you and to think about how the book relates to the theories and other material we have discussed in the seminar. One seminar day will be devoted exclusively to discussion of the books to our class (so roughly 20-25 minutes each). We will discuss more specifics as to what the presentations should include. *If you wish*, you may also include a formal, written "book review" as one of the items in your semester portfolio.

4. **Teaching Workshop Assignment (50 points)**

   One of our seminar meetings will be devoted to a "teaching workshop," designed to help you develop your teaching portfolio. Our activities will be aimed at engaging you in general conversations about teaching philosophies, styles, experiences, advice, etc., as well as encouraging you to develop specific components of a course you might teach, either on deviance or social control in general, or on a specific topic related to deviance or social control (i.e., a course on *The Sociology of Homicide, The Sociology of Law, Restorative Justice, etc.*).

   Your assignments for this workshop will include:
   1) conducting an interview with one of our department faculty on their own teaching experiences, philosophies, etc. (we will develop the questions in class and discuss this in more detail);
   2) sharing the results of your interview in a short reflection paper posted on Canvas and then in discussion during our seminar meeting;
   3) familiarizing yourself with various resources for developing appropriate and innovative semester assignments for your "course" and sharing these with the rest of us (more specifics on this in class). *If you wish*, you may develop one of these assignments more fully and include it as one of the items in your semester portfolio.

5. **Publishing Workshop Assignment (50 points)**

   One of our seminar meetings will be devoted to a "publishing workshop," designed to acquaint you with the process of publishing in social science journals in our field. My goal with this activity is for you to learn more about various stages in the process of publication—from coming up with and developing ideas for publication, through the writing, submission and revision processes. Obviously, doing justice to each of these areas requires much more time than one seminar meeting, but my goal is that you will at least have a more concrete understanding of some of the steps involved in getting a manuscript accepted for publication, be aware of some of the pitfalls to avoid in the process, and benefit from the experiences of myself and other faculty.

Toward this end, your main assignment for the workshop will be to conduct an interview with one faculty member in our department focused on their own publication experiences, especially as graduate students, and then share the results of your interaction in a short reflection paper posted on Canvas and in discussion with us in seminar. We will develop questions in class for these interviews and discuss the assignment in more detail.

6. **Qualifying Exam Question (50 points)**

To contribute to your preparation for qualifying exams, you will be asked to respond to one exam question from a list of question choices I will provide. The experience will hopefully provide you with a better sense of what these questions "look like," what is expected of you in terms of a response, and what the actual process of preparing and writing a response to these questions is like. One of our seminar meeting times will be scheduled for the exam question; we will not meet on that day, and you may elect to use that time (or another) to actually write all or part of your response. Your response will be due at the following week's scheduled meeting time (see the seminar schedule for specific dates).

7. **A final research proposal OR a course syllabus (100 points)**

The final assignment for the seminar asks you to complete EITHER a research proposal OR a detailed course syllabus on the topic of deviance or social control upon which your semester portfolio is based. You will use the items in your portfolio to develop the proposal or the syllabus. Some of these items will require little additional work besides accumulating and organizing them appropriately (i.e., your summaries of peer-reviewed research articles will form the basis of your literature review if you choose to submit a research proposal; the teaching assignment you constructed will form the basis for the assignment in your course syllabus). Obviously, the sooner you decide on your "focus topic" and which of these two products you will produce at the end of the semester, the more effectively you can use your portfolio-development time to select the most appropriate individual items to include.

I will distribute more detailed criteria for each of the options (i.e., what the components of the research proposal should be and what the components of a course syllabus should include) in class. Your initial tasks will be to
        1) (very soon) decide on a topic around which to construct your semester portfolio; and then
        2) (as quickly as possible) decide whether your end product will be a research proposal or a course syllabus.

*Attendance:*
I expect everyone to attend and participate actively in each seminar meeting. Because part of your grade is based on class participation, excessive and/or unexcused absences could adversely affect your course grade. You are allowed one absence over the course of the seminar, no questions asked. After that, additional absences will adversely affect your grade at my discretion.

*Reading Assignments/Seminar Schedule:*
Attached is the proposed schedule of topics, reading material, and due dates for various assignments for the semester (subject to some change as necessary). Since this is a seminar, I expect that you will have completed and thought about the assigned readings before our meeting time each week, and

that you have contributed your written reflections to Canvas for the discussion leaders to compile and present during seminar. Besides clearly understanding the content of each reading, you should be able to critically assess its strengths and weaknesses, identify its significance and/or unique contribution to the field, and apply it to the general seminar topic for that week. Everyone should be prepared to participate in a discussion of each reading, unless otherwise assigned. The quality of our meetings will depend on everyone's preparation and involvement.

**Grading Breakdown:**
Final grades will be determined from the assignments outlined above, according to the following structure:

| | |
|---|---|
| Semester portfolio (15 points each item) | 150 points |
| Discussion leader points | 15 points |
| Discussion participant points | 10 points |
| Book Presentation | 50 points |
| Teaching Workshop | 50 points |
| Publication Workshop | 50 points |
| Qualifying Exam Question | 50 points |
| Research or Teaching Presentation | 25 points |
| Research Proposal or Course Syllabus | 100 points |
| **Total possible points** | **500 points** |

| Points Earned | Percent | Grade | Corresponding Grade Points |
|---|---|---|---|
| 461-500 | 93-100% | A | 4.00 |
| 450-460 | 90-92% | A- | 3.67 |
| 435-449 | 87-89% | B+ | 3.33 |
| 400-434 | 80-86% | B | 3.00 |
| 385-399 | 77-79% | C+ | 2.33 |
| 350-384 | 70-76% | C | 2.00 |
| 335-349 | 67-69% | D+ | 1.33 |
| 300-334 | 60-66% | D | 1.00 |
| 0-299 | Below 60% | E | 0.00 |

## Students Requiring Accommodations:

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

## Additional Emergency Contact Information:

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

## 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 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 viaufl.bluera.com/ufl/. Summaries of course evaluation results are available to students atgatorevals.aa.ufl.edu/public-results/."

## Academic Honesty:

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

*Seminar Schedule (subject to some change):*

*Week 1.* **Topics:**
1) Introduction to the seminar
2) Discussion of requirements

*Week 2.* **Topics:**
1) Perspectives on Deviance: The Normative and the Reactivist
2) Critiquing Theory

*Week 3.* **Topics:**
1) Perspectives on Social Control: Formal, Medical, Informal
2) Conceptualizing our research

*Week 4.* **Topic:**
1) Perspectives on Social Control as Conflict Management
   a. Range of Variation: Forms and Styles of Social Control
   b. Range of Variation: Quantity of Social Control

*Week 5.* **Topic:** Teaching Workshop

*Week 6.* **Topic:** Theories of Deviance: Strain and General Strain Theory

*Week 7.* **Topic:** Theories of Deviance: Social Learning, Social Bond, Life Course

*Week 8.* **Topics:** Self Help, Law, and Avoidance as Social Control

*Week 9.* **Topic:** Theories of Deviance: Labeling, Shaming, Mediation, Restorative Justice

*Week 10.* **Topic:** Book Review

*Week 11.* **Topic:** Meet with instructor to review proposals

*Week 12.* **Topic:** Publication Workshop

*Week 13.* **Qualifying Exam Question**

*Week 14.* **Student Presentations**

*Week 15.* **Student Presentations**

*Additional Campus Resources:*

*Health and Wellness*

**U Matter, We Care:**
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

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

**Sexual Assault Recovery Services (SARS)**
Student Health Care Center, 392-1161.

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

*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.