Department of Sport Management
College of Health and Human Performance
UNIVERSITY of FLORIDA

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Sport Ops. & Facility Management

SPM4104 | Class #16297 | 3 Credits | Fall 2024

Course Info

INSTRUCTOR	**Brian D. Avery** Office: Florida Gym 302 Office Phone: (352) 294-6922 Email: brianavery@ufl.edu Preferred Method of Contact: **face-to-face, remind app (Text 81010 @brianavery), and email (please include: Name, course, you have read the syllabus and referred to Canvas, and provide question)**
OFFICE HOURS	T/R 9:00 AM to 10:00 AM or by appointment (F2F or scheduled Zoom)
MEETING TIME/LOCATION	**Residential:** MWF FLG 0210 Period 5 (11:45 AM – 12:35 PM) and through Canvas on UF e-Learning (https://elearning.ufl.edu/) & the Canvas mobile app by Instructure

COURSE DESCRIPTION

SPM 4104 will provide the student with a basic understanding of the management process as it relates to the use and provision of sport facilities. Topics and discussions will include management theories and strategies, legal implications, financial management, evaluation, and contemporary issues related to the operation of traditional and unique facilities.

PREREQUISITE KNOWLEDGE AND SKILLS

None

MINIMUM TECHNOLOGY REQUIREMENTS

The University of Florida expects students entering an online program or program with online components to acquire computer hardware and software appropriate to their degree program. A student's computer configuration should include webcam, microphone, broadband access, and Microsoft Office suite.

MINIMUM TECHNICAL SKILLS

To complete your tasks for this course, you will need a basic understanding of operating a computer and using word processing software. You will also be training an AI bot this term, which will require the ability to read and follow basic technical directions.

COURSE TECHNOLOGY

For technical assistance with the course, please contact the UF Help Desk or call (352) 392-HELP - select option 2. For assistance with CogU, please contact me or one of the course TAs.

MATERIALS/SUPPLY FEES

Please consult the course schedule at ONE.UF for more information on specific supplies and fees for the course.

REQUIRED AND RECOMMENDED MATERIALS:

All necessary materials for this course will be provided to you. This includes required readings, case studies, multimedia resources, and access to specialized software where applicable. You are encouraged to utilize these resources extensively to enhance your learning experience. Additional recommended materials, which may offer further insights into the course topics, will be made available throughout the semester. Stay tuned for periodic updates on supplementary resources that could be beneficial for your studies.

COGU

CogU is a dynamic educational tool that will allow you to interact with an advanced document bot tailored to assist you throughout the modules. This platform provides access to an extensive library of documents that serve as a vital resource for your studies. Each student is assigned a personal bot, which you will train and develop using the materials available on the platform and in the classroom.

All course readings and documents you will use to complete weekly assignments are housed in CogU. Please see the CogU and Group Projects module in Canvas to access the course library. More information on CogU is also available there.

COURSE FORMAT

SPM4104: Facility Design and Management takes an exciting look at how sport facilities are operated and managed. Topics and discussions will include the history of public assembly venues, introduction to management, ADA issues within sport venues, operations, facility renovation projects, innovation, master planning, safety, and security. AI and the use of technology will be applied in each module. You will gain hands-on practice with the implementation of AI throughout the course.

Examples will address issues and concepts to be considered from a practitioner's perspective but also highlight community politics and related fiscal strategies. You will conduct research into real-world examples, applying course concepts and lectures in practice.

The course is organized into modules: Each covers a new concept. Every module contains lecture videos, assignments, and related materials. Curated videos are available where relevant to show diverse perspectives and management strategies.

COURSE LEARNING OBJECTIVES:

- Identify the roles and responsibilities pertinent to professionalism within sports facility management and operations.
- Recognize the ethical obligations to provide accessible and equitable sports programs and services.
- Apply knowledge of sports facility operations to enhance user experience and ensure compliance with industry standards.
- Analyze the processes involved in sports facility management, including organizational behavior, accountability mechanisms, and evaluation techniques.
- Evaluate the effectiveness of communication strategies and public relations efforts in the operation of a sports facility.
- Assess risk management protocols to protect patrons, staff, and the integrity of the sports facility.
- Design management strategies that address the legal and ethical aspects of sports facility operations.
- Develop a comprehensive plan that includes management responsibilities for the funding, construction, opening, and operations of sports facilities.
- Create decision-making frameworks that incorporate interpersonal relationships and strategic planning for sports facility management/operations.
- Integrate artificial intelligence tools and data analysis methods to optimize operations, enhance the decision-making process, and forecast trends in sports facility management.
- Synthesize information from AI-driven analytics to improve facility scheduling, maintenance, and customer service, ensuring a data-informed approach to facility operations.
- Demonstrate an understanding of artificial intelligence and natural language processing principles by training chatbots as resource repositories that support course assessments.

INSTRUCTOR TEACHING PHILOSOPHY AND ROLE

Teaching Philosophy

My learning philosophy is that integrating interactive, real-world applications with collaborative exploration transforms theory into practice, fostering lifelong growth and professional excellence. In line with those ideas, my teaching philosophy has four key tenets:

Student-Centered Learning: This approach is essential in fostering an interactive and engaging classroom environment. It's not just about delivering content; it's about encouraging students to actively participate and share their ideas. Recognizing each student's unique strengths and needs is vital. By providing multiple methods of learning, I want to ensure that every student can succeed.

Practical Application: Integrating real-world examples into the curriculum is one way to bring theory to life. Drawing from my extensive industry experience, I want to show students how concepts apply in real-life situations. Emphasizing hands-on learning allows students to apply theoretical knowledge in practical settings. This experiential LEARNING is invaluable in preparing students like you for future career challenges.

Critical Thinking & Problem Solving: Encouraging the development of critical thinking and analytical skills is crucial. I achieve this through engaging case studies and best practices that challenge students to think deeply and critically about real-world scenarios. Promoting problem-solving abilities is another key focus. I do this by assigning projects and assignments that address complex industry issues, enabling students to apply their knowledge and develop practical solutions.

Collaborative Learning: Teamwork is a fundamental aspect of this approach. I promote collaboration through group projects and discussions, allowing students to learn from one another and develop essential teamwork skills. Valuing and incorporating diverse perspectives are also critical. I foster an inclusive environment where every student's viewpoint is respected and considered, enriching the learning experience for all.

My Role

As your instructor, I'm here to guide you through the rich tapestry of managing sports facilities, with a focus on practical application and theoretical knowledge. Expect to engage with a curriculum that blends lectures, hands-on projects, and insights from informative videos. This course is crafted to not only educate but also inspire you to think creatively and critically about challenges and opportunities in sports facility management.

What I Will Do

Be available: I am committed to supporting you throughout this course. I am available during office hours and usually 15 minutes before and after in-person classes for questions and discussions. Don't hesitate to reach out if you need assistance.

Provide clear structure: I will start lectures with the most difficult concepts and work backward, using examples to illustrate key points. This structured approach will help you grasp complex topics more effectively.

Encourage interaction: Active participation and preparedness are expected in all classes. It's crucial to let me know if you don't understand something. Your engagement and feedback are essential to your learning and help create a dynamic and interactive classroom environment.

What I Will Not Do

Repeat information: Please understand that I will not respond to emails or texts asking questions that have already been answered in the syllabus or in Canvas. It's crucial to review these resources thoroughly before reaching out with questions.

Tolerate dishonesty: I will not entertain dishonesty or unethical behavior. Honesty is fundamental to our academic integrity and goes a long way with me. Let's commit to maintaining a high standard of honesty and ethics throughout the course.

Adjust grades unfairly: I will not change grades or accept late work based on last-minute requests or personal appeals. It's essential to manage your time effectively and adhere to deadlines. Fairness in grading ensures that everyone is evaluated on an equal footing.

Course & University Policies

ATTENDANCE POLICY

Active participation is key to success in this course, and attendance is assessed through engagement in assignments, projects, presentations, and exams. You are expected to complete all coursework during the period in which it is assigned or administered. Failure to do so, whether due to absence, tardiness, or early departure, will result in a zero for that work without exception. It is your responsibility to obtain any missed information from classmates. Please note that our class attendance practices align with the University's policies, which can be found [here](#).

PERSONAL CONDUCT POLICY

Students are expected to exhibit behaviors that reflect highly upon themselves and our University. 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 obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class. *Violations will be reported to the Dean of Students Office for consideration of disciplinary action.*

MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (https://care.dso.ufl.edu/instructor-notifications/). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog.

ACCOMMODATING STUDENTS WITH DISABILITIES

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

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available. 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 the Gator Evals home page. Summaries of course evaluation results are available to students.

Getting Help

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

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

Grading

Student performance is the bedrock of the grading system in this course. Assessment includes, but is not limited to, examinations, assignments, discussions/in-class activities, presentations, class participation, and projects. Your final grade will reflect the sum of points collected over the semester, translated into a letter grade according to the fixed grading scale provided in the syllabus. Please note that the grading scale is applied rigorously and will not be modified. Requests for grade alterations based solely on dissatisfaction with overall academic performance will not be entertained. For transparency and tracking, grades will be regularly updated and can be accessed through the CANVAS platform.

Assessments (1000 points total)	Points	Grade %
Introductory Assignments (5)	110	11%
Sports Journal Entries (11)	110	11%
Teach Your Bot! Assignments (10)	220	22%
Gamification Summaries/Solutions (8)	160	16%
Group Projects Small Assignments (5)	100	10%
Group Project: Lecture	100	10%
Group Project: Paper	100	10%
Final Exam	100	10%

Grade Breakdown

- Introductory
- Sports Journal
- Teach Your Bot!
- Gamification
- GP: Small
- GP: Lecture
- GP: Paper
- Final Exam
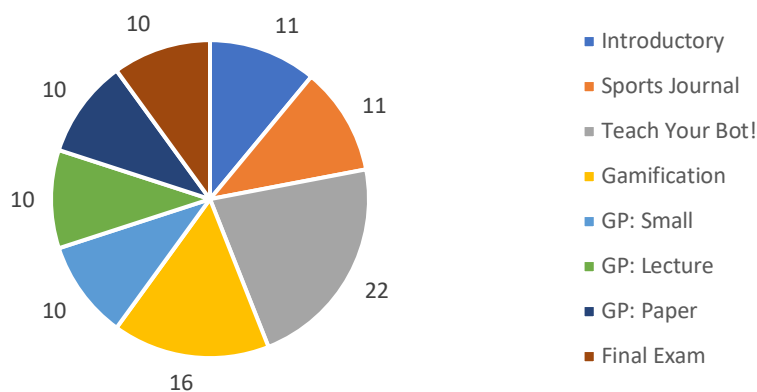
Assessments

Throughout the semester, your understanding and application of course materials will be evaluated through a variety of assessments:

INTRODUCTORY

This category comprises the opening assignments for the course, including the syllabus quiz and introductory discussion and several assignments on the history and evolution of sports facilities.

SPORTS JOURNAL

You will write a short reflection on the videos you've watched for each module, preparing you for more challenging assessments that may incorporate ideas from these resources.

TEACH YOUR BOT!

Throughout the term, you will train a personal AI bot using course materials and your own personal research. This immersive task is a crucial step that will profoundly influence the caliber of your group research paper and lecture as well as the final exam, as this bot will serve as a resource for those assignments. At the end of the term, you will display your most significant interactions with the bot in a "Gallery Walk" assignment.

GAMIFICATION

Each week, your project group will explore and propose an innovative AI tool or technology solution for a real-world example you found in the media. You will create a summary of the example and the proposed solution, which your group leader will post on a discussion board. All students will then vote on the most impactful group posts. Winning groups will gain additional course credit and recognition.

GROUP PROJECTS

You will work collaboratively throughout the term on two major assignments, a group lecture and group paper. Upon the completion of this comprehensive project, you will not only have learned valuable knowledge and skills pertinent to your future career in sport management, but also contributed meaningful insights and innovations to the field, especially in the context of AI technology. These projects also involve smaller assignments such as an organization meeting and peer evaluations.

8-Minute Student Lecture Series on AI-Enhanced Sport Management: In this innovative lecture series, you are invited to delve into uncharted territories of sport management with a technological twist. Groups are tasked to pinpoint a unique topic within sport operations and facilities that we have not yet explored in class, bringing an AI or data science perspective to the forefront. Each presentation should be a concise, 8-minute lecture that encompasses the following segments: a 1-minute introduction of your chosen domain, a 2-minute detailed exploration of your core AI-driven concept, a 3-minute discussion on its practical implications for future sports facility operations managers, followed by an engaging 1-minute interactive session with classmates, and a 1-minute conclusive summary highlighting the concept's significance in sport management. Your goal is to educate and inspire by showcasing how AI and data science can revolutionize our understanding and practice of sport management, providing actionable insights for a career in this dynamic field.

Group Projects on AI-Driven Sports Management: Each project is a testament to the innovative intersection of artificial intelligence and sports management, offering a glimpse into the future of this rapidly evolving field. I have carefully designed these projects to challenge and expand your understanding of how AI technologies can transform sports operations and strategic planning.

Selecting Your Group Project: As part of our class's innovative approach, each group will have the opportunity to choose one of the three AI-focused sports management projects to complete. Whether you're drawn to the strategic complexities of introducing a new sport, the environmental considerations of sustainable venue development, or the challenges of sports facility construction and renovation, you can select a project that aligns with your group's interests and strengths.

- New Sport - Operational Business Proposal: Analyze a business plan for a new sport, exploring operational strategies and AI's role in optimizing performance and fan engagement.

- Eco-friendly Sports Venue Development: Investigate the blueprint for constructing sustainable sports venues, focusing on how AI contributes to environmental stewardship and operational efficiency.

- Sports Facility Construction/Renovation: Evaluate a case study on retaining or attracting sports teams through facility updates, emphasizing AI's impact on project management and stakeholder satisfaction.

Embracing Project Variations: Recognizing the importance of creativity and personalized learning, variations on the chosen project theme are welcome. If your group has a unique angle or a particular aspect you'd like to explore, I encourage you to bring your ideas to the table. Any project variation should be discussed with me in advance and will require approval to ensure it meets the course objectives and academic standards. This flexibility allows your group to take ownership of your project and tailor it to your collective vision, fostering a deeper and more engaged learning experience.

FINAL EXAM

As we conclude our journey through the intricacies of sport and operations management, you will be presented with three comprehensive final exam options, each crafted to test the breadth and depth of your knowledge through practical case-study scenarios. These exams will challenge you to apply your learning to complex, real-world situations using a combination of analytical short-answer and critical essay-style questions.

Option 1: The Gator Arena Challenge
- Focus: Navigating the dynamic environment of a multi-purpose sports facility.
- Themes: Tackle issues related to event scheduling, staff management, budgeting, stakeholder engagement, and the integration of cutting-edge technology.

Option 2: The Blue Wave Aquatic Center Challenge
- Focus: Managing operational and safety protocols in an aquatic sports facility.
- Themes: Dive into challenges regarding water quality, athlete and patron safety, community access, environmental sustainability, and inventive marketing strategies.

Option 3: AI Integration at Alberta Sports Complex
- Focus: The cutting-edge incorporation of Artificial Intelligence in sports facility management.
- Themes: Explore the impact of AI on event scheduling, navigate data privacy concerns, enhance facility maintenance, consider ethical implications, and evaluate AI's role in driving revenue.

Each option will feature 25 questions worth a total of 100 points, designed to holistically assess your command of the course content. Your task is to select the exam that aligns with your passion and interest within the field of sports and operations management.

For more detailed information on assignments, grading, and additional course components, please check the relevant sections on Canvas.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-94	93-90	89-87	86-83	82-80	79-75	74-70	69-67	66-63	63-60	59-55	54-0

Outstanding - 4.0-3.67 GP	Good - 3.33-2.67 GP		Average - 2.33-1.67 GP		Below Average - 1.33-.67 GP		Fail - 0 GP
The assignment is well above the minimum requirements, well organized, analytical rather than descriptive, and includes excellent grammar and spelling.	The assignment is somewhat above minimum requirements, organized, more descriptive than analytical, and contains minimal grammar and spelling issues.		The assignment meets most of the criteria with average organization, is descriptive rather than analytical, and includes poor grammar and spelling.		The assignment does not meet the minimum criteria.		The assignment does not meet the criteria.

GRADING SCALE

In our course, grading is conducted with careful attention to detail and fairness. You can expect a grading turnaround time of approximately **7 business days** for all assignments, during which either I or a graduate assistant will review your submissions. Once completed, your grades will be posted on Canvas. If you believe there's an error in your graded work, don't hesitate to reach out to either of us for a review. It's important to note that we adhere to a strict no-rounding policy for grades; the marks you receive are final as per the assessment criteria.

For a comprehensive understanding of the grading system, including how numerical scores translate to letter grades, please refer to the University of Florida Grading Policies and the scale above. These resources will offer you detailed information on the university's grading standards and procedures. More detailed information regarding current UF grading policies can be found here.

Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

Weekly Course Schedule

Our course is structured into twelve comprehensive modules (plus Orientation) that will be covered throughout the semester. Each module is designed to build upon the last, culminating in a final exam and gallery walk where you showcase everything you've learned this term. Detailed information about each module, along with related assignments and due dates, can be found on Canvas. This structure is intended to provide a progressive learning experience that will not only educate but also engage you in practical applications of the course material.

WEEKLY SCHEDULE (see Canvas for due dates)

Week	Module	Module Topic	Assessments Due
Week 1	Module 0	Course Orientation **Class Lecture** Course Introduction	Introduce Yourself Discussion Orientation Quiz

Week	Module	Module Topic	Assessments Due
Week 2	Module 1	Transforming Spaces: The Evolution and Impact of Public Assembly Venues in Sports **Class Lecture** Transforming Spaces: The Evolution and Impact of Public Assembly Venues in Sports	Blueprints of History: Crafting the Modern Arena Legacy Reimagined: Peer Insights on Venue Modernization Module 1: Sports Journal
Week 3	Module 2	Gathering Grounds: Unlocking the Fundamentals of Public Assemblies **Class Lecture** Gathering Grounds: Unlocking the Fundamentals of Public Assemblies	Module 2: Teach Your Bot! Evolving Venues: Adapting to Modern Demands Group Projects: Organization Meeting Module 2: Sports Journal
Week 4	Module 3	Team Dynamics: Navigating the Human Element in Sports Facilities **Class Lectures** Team Dynamics: Navigating the Human Element in Sports Facilities Maximizing Human Capital: HR Management in Sports	Module 3: Teach Your Bot! Module 3: Gamification Solutions and Discussion Posts Module 3: Sports Journal
Week 5	Module 4	Game On: An Insider's Guide to Sports Facility Management **Class Lecture** Game On: An Insider's Guide to Sports Facility Management	Module 4: Teach Your Bot! Module 4: Gamification Solutions and Discussion Posts Module 4: Sports Journal
Weeks 6/7	Module 5	Beyond the Scoreboard: The Essentials of Managing Sports Events **Class Lecture** Beyond the Scoreboard: The Essentials of Managing Sports Events NFL Case Study: Hosting the Super Bowl	Module 5: Teach Your Bot! Module 5: Gamification Solutions and Discussion Posts Module 5: Sports Journal Group Projects: Lecture Student Reflections on the Lectures Group Projects: Evaluation 1

Week	Module	Module Topic	Assessments Due
Week 8	Module 6	Team Tactics: Building Your MVP Facility Crew **Class Lecture** Team Tactics: Building Your MVP Facility Crew	Module 6: Teach Your Bot! Module 6: Gamification Solutions and Discussion Posts Module 6: Sports Journal Group Projects: Progress Report
Week 9	Module 7	Building Alliances: Strategic Partnerships and Financial Stewardship in Sports Venues **Class Lectures** Financial Playbook Economics: Strategic Budget Management for Sports Venues Procurement: Vendor Relations in Sports Facilities	Module 7: Teach Your Bot! Module 7: Gamification Solutions and Discussion Posts Module 7: Sports Journal
Week 10	Module 8	From Blueprint to Game Day: The Lifecycle of Sports Facilities **Class Lectures** The Lifecycle of Sports Facilities Key Design Principles Stadium Construction Practices Maintenance and Operations	Module 8: Teach Your Bot! Module 8: Gamification Solutions and Discussion Posts Module 8: Sports Journal
Weeks 11/12	Module 9	Stepping Up: Showcasing Your Facility Management Skills **Class Lecture** None	Group Projects: Paper Group Projects: Evaluation 2
Week 13	Module 10	Guardians of the Game: Mastering Safety and Security **Class Lecture** Strategic Safeguards: Risk Planning for Large-Scale Events	Module 10: Teach Your Bot! Module 10: Gamification Solutions and Discussion Posts Module 10: Sports Journal

Week	Module	Module Topic	Assessments Due
Week 14	Module 11	Fair Play: Navigating the Legal Field of Sports Facilities **Class Lecture** Navigating Legal Landscapes: Compliance and Risk Mitigation	Module 11: Teach Your Bot! Module 11: Gamification Solutions and Discussion Posts Module 11: Sports Journal
Weeks 15/16	Module 12	The Final Whistle: Wrapping Up Key Concepts in Sports Operations, P. 1 **Class Lecture** The Final Whistle: Wrapping Up Key Concepts in Sports Operations	Teach Your Bot! Gallery Walk Module 12: Sports Journal Final Exam

SUCCESS AND STUDY TIPS

Welcome to a journey of learning where enthusiasm meets dedication. As your guide, I am highly approachable and value honesty above all. My teaching style is animated and enthusiastic—and sometimes I can be overwhelming and quick (ask me to slow down, if need be), but I firmly believe that by reviewing the lectures and actively participating, you will set yourself on a path to success.

Remember, there are no bad questions—only missed opportunities to understand better. If there's something you're unsure about, I encourage you to ask. While I may not take formal attendance, I am observant and take note of who is present, engaged, and contributing to our class discussions. Debate and challenge are not just welcomed but expected; they are the crucible in which we forge a deeper understanding.

We all have unique insights to offer, and I anticipate learning from you just as much as you do from me. Let's collaborate to make this learning experience one where the exchange of knowledge is mutual. My aspiration for you is high—I hope to see you surpass my achievements by using this course to advance beyond the learning curves I encountered in my career and educational journey.

Let's make the most of this academic term by engaging fully, staying informed, and embracing the collective wisdom of our class.

Course Flexibility: Please note that, when necessary, I reserve the right to make modifications to the syllabus, including changing examination and assignment dates, as well as updating the course content. Any changes will be clearly communicated in class and posted on the course website. You are responsible for staying informed about and adapting to these updates.

Copyright Acknowledgement: All materials provided for this course are protected by copyright. They are for educational purposes within this course and must not be shared or used beyond the scope of our classroom without permission.

Legal Disclaimer: It's important to understand that the information we discuss in class does not constitute legal advice. Should you require legal counsel, I encourage you to utilize the campus legal resources available to you or consult with a professional attorney.

Class Demeanor or Netiquette: All members of the class are expected to follow rules of common courtesy in email messages, threaded discussions, and chats. UF has provided a [netiquette guide](#).

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

For <u>in-class recording</u>, the following statement related to Florida's House Bill 233 is suggested but not mandatory:

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

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

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

PRIVACY AND ACCESSIBILITY POLICIES FOR COURSE TOOLS

Adobe
- [Adobe Privacy Policy](#)
- [Adobe Accessibility](#)

CogU
- [CogU Privacy Policy](#)
- [CogU Accessibility](#) (contact with questions)

Feedback Fruits
- [Feedback Fruits Privacy Policy](#)
- [Feedback Fruits Accessibility](#)

Instructure (Canvas)
- [Instructure Privacy Policy](#)
- [Instructure Accessibility](#)

Microsoft
- [Microsoft Privacy Policy](#)
- [Microsoft Accessibility](#)

Sonic Foundry (Mediasite Streaming Video Player)
- [Sonic Foundry Privacy Policy](#)
- [Sonic Foundry Accessibility](#) (PDF)

YouTube (Google)
- [YouTube (Google) Privacy Policy](#)
- [YouTube (Google) Accessibility](#)