

University of Florida

Department of Tourism, Hospitality and Event Management

LEI 5188 Trends in Tourism, Hospitality, and Event Management

Spring 2026

Instructor: Dr. Heather Gibson

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Syllabus on Canvas & HHP-THEM/Syllabus

Office Hours: Wednesday 2-5pm; Friday 2-3pm **in person in FLG 190c or via Zoom**

Class meetings: Monday 3-6pm FLG 225.

Course Description: Introduction to issues and trends pertinent to tourism, hospitality, and event management. Influence of social, demographic, and environmental changes on tourism, hospitality and events are examined drawing on relevant theories, empirical research, and societal changes to frame analysis.

Objectives

- Identify key issues and trends in tourism, hospitality, and event management.
- Assess the role of theory and research in understanding the impact of tourism, hospitality and event related trends and issues.
- Identify the applications of theory and research to manage key trends and issues in the tourism, hospitality, and event industries.
- Summarize and interpret your research of a tourism, hospitality or event related trend or an issue in oral and written form.

The readings for each class are available on Canvas. Please **consult the syllabus** for each week's reading assignments.

Course Content

January 12th

Introduction to class

Introduction to the class and discussion of course content. **Followed by our first content topic.**

Framing our Understanding of Tourism, Hospitality and Event Management

American Time Use Survey 2024. Bureau of Labor Statistics.
<https://www.bls.gov/news.release/pdf/atus.pdf>

A.J. Veal (2023): The 4-day workweek: the new leisure society? *Leisure Studies*, 42, 172-182.
<https://doi.org/10.1080/02614367.2022.2094997>

IPOS (2021) The pandemic inspired 1 in 5 Americans to reevaluate their lives
<https://www.ipsos.com/en-us/news-polls/pandemic-inspired-1-5-americans-reevaluate-their-lives>

US Travel (2016). *The state of American vacation: How vacation became a casualty of our work culture.* <https://www.ustravel.org/research/state-american-vacation-how-vacation-became-casualty-our-work-culture>

January 19th

MLK Day – No Class, but Discussion Post from Framing our Understanding of Tourism, Hospitality and Event Management **is due by Wednesday January 21st**

January 26th

THEM Socio-Demographics - Youth, Early Adulthood and Family

Pew Research Center (2019). Six Demographic Trends shaping the US and the world in 2019.
<https://www.pewresearch.org/short-reads/2019/04/11/6-demographic-trends-shaping-the-u-s-and-the-world-in-2019/>

MacInnes, S., Ong, F., & Dolnicar, S. (2022). Travel career or childhood travel habit? Which better explains adult travel behavior? *Annals of Tourism Research*, 95, 103413.

Mirehie, M., Gibson, H., Buning, R., Coble, C., & Flaherty, M. (2021). Towards an understanding of family travel decision-making processes in the context of youth sport tourism. *Journal of Destination Marketing and Management*, 21, 100644
<https://doi.org/10.1016/j.jdmm.2021.100644>

Student Universe (2024). The state of student and youth travel in 2024: A generation on the move. <https://indd.adobe.com/view/3dafa77f-ec4f-495a-98b0-5f689bd05a22>
Access at the link above

February 2nd

THEM Socio-Demographics - Aging Populations

Population Resource Bureau, (2024). Fact Sheet: Aging in the US.
<https://www.prb.org/resources/fact-sheet-aging-in-the-united-states/>

Hu, F., Wen, J., Phau, I., Ying, T., Aston, J., & Wang, Wei, (2023). The role of tourism in healthy aging: An interdisciplinary literature review and conceptual model. *Journal of Hospitality and Tourism Management*, 56, 356-366. <https://doi.org/10.1016/j.jhtm.2023.07.013>

Huber, D. (2019). A life course perspective to understanding senior tourism patterns and preferences. *International Journal of Tourism Research*, 21, 372-387.
<https://doi.org/10.1002/jtr.2268>

Cigna (2024). The loneliness epidemic persists: A Post-Pandemic Look at the State of Loneliness among U.S. Adults. <https://newsroom.thecignagroup.com/loneliness-epidemic-persists-post-pandemic-look>

February 9th

THEM Socio-Demographics -People with Disabilities

Jamin, A., Gbolahan, G., & Stoyanova-Bozhkova, S. (2024). The ecosystem of disability inclusion in hospitality and tourism organizations: An integrative review and research agenda. *International Journal of Contemporary Hospitality Management*, 36, 38-56,
<http://dx.doi.org/10.1108/IJCHM-05-2023-0581>

Dominguez, T., Rubio-Escuderos, & Alen Gonzalez, E. (2024). Accessible tourism: Using technology to increase social equality for people with disabilities. *Tourism Review*, DOI 10.1108/TR-11-2023-0812

Emerging trends in disability. <https://www.prb.org/emergingtrendsindisability/> Population Reference Bureau, 2001. View online.

World Tourism Organization (2020), UNWTO Inclusive Recovery Guide – Sociocultural Impacts of Covid-19, Issue I: Persons with Disabilities, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284422296>

February 16th

Using Social Psychology to Understand Participation in THEM

Eger, I., Lei, SI, & Wassler, P. (2020). Digital free tourism: An exploratory study of tourist motivations. *Tourism Management*, 79, 104098. <https://doi.org/10.1016/j.tourman.2020.104098>

Lepp, A., & Gibson, H. (2008). Sensation seeking and tourism: Tourist role, perception of risk and destination choice. *Tourism Management*, 29, 740-750.
<https://doi.org/10.1016/j.tourman.2007.08.002>

Popp, M., Schmude, J., Passauer, M., Karl, M., & Bauer, A. (2021). Why Don't They Travel? The Role of Constraints and Motivation for Non-Participation in Tourism. *Leisure Sciences*, 1-26. <https://doi.org/10.1080/01490400.2021.1922959>

February 23rd

Wellbeing and Mindfulness in THEM

Smith, M., & Diekmann, A. (2017). Tourism and wellbeing. *Annals of Tourism Research*, 66, 1-13. <http://dx.doi.org/10.1016/j.annals.2017.05.006>

Stankov, U., Filimonau, V., & Vujičić, M. D. (2020). A mindful shift: An opportunity for mindfulness-driven tourism in a post-pandemic world. *Tourism Geographies*, 22(3), 703-712.
<https://doi.org/10.1080/14616688.2020.1768432>

Wang, Y.-C., & Uysal, M. (2023). Artificial intelligence-assisted mindfulness in tourism, hospitality, and events. *International Journal of Contemporary Hospitality Management*, *ahead-of-print*. <https://doi.org/10.1108/IJCHM-11-2022-1444>

Helliwell, J., et al., (2024). *World Happiness Report 2024*
<https://worldhappiness.report/ed/2024/>

March 2nd

Sustainability and Environmental Issues in THEM

Dolnicar, S. (2020). Designing for more environmentally friendly tourism. *Annals of Tourism Research*, 84, 102933. <https://doi.org/10.1016/j.annals.2020.102933>

World Sustainable Hospitality Alliance (2024). *Decarbonizing Hotel Food Systems*.
IBEROSTAR Hotels and Resorts

De Martino, M., Apicerni, V., & Gravagnuolo, (2024). Sustainable hospitality and tourism in the Anthropocene era: The need for a more radical shift of the current circular economy models. *International Journal of Contemporary Hospitality Management*, DOI [10.1108/IJCHM-06-2023-0854](https://doi.org/10.1108/IJCHM-06-2023-0854)

National Climate Assessment 5 (2023). <https://toolkit.climate.gov/NCA5>

March 9th

Overtourism – A growing Concern

Weber, F. (2017). *Tourism destinations under pressure: Challenges and innovative solutions*. Hochschule Luzerne: Lucern University of Applied Sciences and Arts.

Higgins-Desbiolles, F. Carnicelli, S., Krolikowski, C. Wijesinghe, G., & Boluk, K. (2020). Degrowing tourism: Rethinking tourism. *Journal of Sustainable Tourism*, 27 (12), 1926-1944, DOI: 10.1080/09669582.2019.1601732

Kirilenko, A., Ma, Shi, Stepchenkova, S., Su, L., & Waddell, F. (2021). Detecting early signs of overtourism: Bringing together indicators of tourism development with data fusion. *Journal of Travel Research*, 62, 382-398. <https://doi.org/10.1177/00472875211064635>

March 16th – Spring Break-No Class

March 23rd

Tourism Crisis Management and Post disaster Recovery

Prayag, G. (2018). Symbiotic relationship or not? Understanding resilience and crisis management in tourism. *Tourism Management Perspectives*, 25, 133-135.

Tucker, H., Shelton, E. J., & Bae, H. (2016). Post-disaster tourism: Towards a tourism of transition. *Tourist Studies*, 17(3), 306-327.

Cheng, L., & Zhang, J. (2020). Is tourism development a catalyst of economic recovery following natural disaster? An analysis of economic resilience and spatial variability. *Current Issues in Tourism*, 23(20), 2602–2623.

March 30th

The Growth of Events in Contemporary Society

Antchak, V., Lück, M., & Pernecke, T. (2021). Understanding the core elements of event portfolio strategy: Lessons from Auckland and Dunedin. *International Journal of Contemporary Hospitality Management*, 33(7), 2447-2464.

Neuhofer, B., Egger, R., Yu, J., & Celuch, K. (2021). Designing experiences in the age of human transformation: An analysis of Burning Man. *Annals of Tourism Research*, 91, 103310. <https://doi.org/10.1016/j.annals.2021.103310>

Ouyang, Z., Gursoy, D., & Chen KC. (2019). It's all about life: Exploring the role of residents' quality of life perceptions on attitudes toward a recurring hallmark event over time. *Tourism Management*, 75, 99-111. <https://doi.org/10.1016/j.tourman.2019.04.032>

American Express 2026 *Global Meeting and Events Forecast*.
<https://www.amexglobalbusinesstravel.com/uk/meetings-events/me-forecast/>

April 6th

Contemporary Hospitality Management Issues

Seyfi S, Vo-Thanh T, Zaman M (2024), Hospitality in the age of Gen Z: a critical reflection on evolving customer and workforce expectations. *International Journal of Contemporary Hospitality Management*, 36, 118–134, Doi: <https://doi.org/10.1108/IJCHM-01-2024-0035>

Hu, X., & Yang, Y. (2021). What makes online reviews helpful in tourism and hospitality? A bare-bones meta-analysis. *Journal of Hospitality Marketing & Management*, 30(2), 139-158. <https://doi.org/10.1080/19368623.2020.1780178>

Chi, O. H., Chi, C. G., Gursoy, D., & Nunkoo, R. (2023). Customers' acceptance of artificially intelligent service robots: The influence of trust and culture. *International Journal of Information Management*, 70, 102623. <https://doi.org/10.1016/j.ijinfomgt.2023.102623>

April 13th

Technology and THEM: Social Media, VR, AR, and AI

Fan, X., Buhalis, D. & Lin, B. (2019). A tourist typology of online and face-to-face social contact: Destination immersion and tourism encapsulation/decapsulation. *Annals of Tourism Research*, 78, 102757. <https://doi.org/10.1016/j.annals.2019.102757>

Fan, X., Jiang, X., & Deng, N. (2022). Immersive technology: A meta-analysis of augmented/virtual reality applications and their impact on tourism experience. *Tourism Management*, 91, 104534. <https://doi.org/10.1016/j.tourman.2022.104534>

Tyson, L., & Zysman, J (2022). Automation, AI & Work. Published under a Creative Commons Attribution- Non-Commercial 4.0 International (CC BY-NC 4.0) license

April 20th

What Trends do Industry Reports Predict for THEM?

For today, **please find copies of THEM industry reports** detailing trends for 2024 into 2026. Please read at least three reports. Think about how the trends listed in the reports compare to or

not with those we have discussed this semester. Start reflecting on the readings and discussions we have had this semester. Why do you think these trends are predicted to occur?

For this week's discussion post, please do the following:

By Monday at 12 noon today, please write a 100-150 post drawing from one industry report posted in our folder for this week. 1. What stands out in the report in the way of trends and issues? 2. Are the trends and issues similar to those we have discussed in class this semester? 3. Choose one trend and offer an explanation as to why this is predicted to be a trend supporting your ideas with class material and readings. Include citations.

Be prepared to discuss this trend in class today.

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

Assignments and Grading Procedures

1. In Class Presentation 35%

- **On Canvas there is a presentation sign-up sheet.** From the class topic **THEM and Socio-demographics** onwards, identify an issue or a trend for your presentation.
- **At least two weeks** before your scheduled presentation date **talk to me** about your “plan of action.” References, ideas, presentation style etc.
- Conduct an extensive review of literature related to the issue. The review must include at least **ten** articles from **scholarly journals**, in addition to material from popular media etc.
- Summarize the major points/issues from each article and make a **15–20-minute presentation** to the class. You may use (and it advisable to do so) visual aids e.g. PowerPoint, video etc.
- Finish your presentation with a statement setting out your own opinions on the topic. Open the discussion up to the class. **Debate with the class for 10 minutes.** Be ready to challenge the class into giving you a response. It is a good idea to identify 2-3 questions to ask the class to stimulate discussion.
- **Prepare a two-page hand-out/fact sheet for the class.** The first page **contains a summary** of the major points of the presentation. The second page contains the references used in the presentation. Please do not use PowerPoint slides for your summary. **Be creative!**
- **Save the handout as a PDF and upload a copy under the Student Presentation assignment tab in Canvas by 12 noon on the Monday you are presenting.** Please send

me a copy (PDF attachment) by email hgibson@hhp.ufl.edu so that I can distribute to the class.

Grading Rubric for In-Class Presentation (35%)

Criteria	Excellent (Full Points)	Good (Partial Points)	Needs Improvement (Few/No Points)	Points
Presentation of Material (5 points)	Confident, engaging delivery; excellent eye contact; professional and creative visual aids; strong audience engagement.	Generally clear and engaging but may lack confidence or strong eye contact; visual aids are effective but not highly engaging.	Limited engagement; poor eye contact; weak visual aids; delivery needs to be smoother.	<u>/5</u>
Content of Presentation (10 points)	Thorough summary and insightful analysis of scholarly articles; excellent integration of videos or other media; creative and well-structured content.	Adequate summary and analysis of required research; some integration of media; generally well-structured but lacks creativity or depth.	Incomplete summary or weak analysis; minimal use of media; lacks clear structure or creativity.	<u>/10</u>
Quality of Discussion (5 points)	Thought-provoking and well-prepared questions; excellent facilitation of class discussion; strong ability to engage and respond dynamically.	Some good questions; moderate class interaction; responds adequately to comments and questions.	Limited interaction with class: limited question and answer with class; poor responses to class questions.	<u>/5</u>
Class Handout (5 points)	Well-organized, creative, and succinct; clear summary and accurate references; visually appealing and easy to follow.	Informative but lacks creativity or strong organization; references included but formatting may be inconsistent.	Unclear, disorganized, or lacks relevant information; missing citations; poorly formatted.	<u>/5</u>
Total Points				<u>/25</u>

2. Final Paper **50%**

Due Two Weeks after your presentation (i.e. on the 2nd class after your presentation)
Approximately 15 Pages, double-spaced, typed.

Please upload a PDF of your paper to Canvas by 3pm on the Monday that your paper is due. Use the assignment link to upload your paper.

Take the same issue as that covered in your presentation.

Structure of the Paper

Use the following headings to structure the paper. Underline or bold each of the headings:

A. Introduction (Approx.. 1 page) **10 points**

Introduce the reader to the topic of your paper. Give some background on your issue. Basically, set the scene. Towards the end of your introduction state the purpose of your paper. What will you address in your paper?

B. Review of Literature **25 points**

Summarize the major points of 10 (minimum) articles from scholarly journals. Choose articles that relate to the purpose and questions that arise out of your issue. What you are doing now is looking at previous research to see if there are any similarities/ dissimilarities in the results, ideas, questions raised etc. Each article should be summarized in 1/2 - 3/4 of a page. Organize the articles so that they link together. They should form a coherent background to study. Be careful not to paraphrase the original article. Use your own words to summarize the information from each of the articles.

C. Discussion **25 points**

About four pages in length. Debates some of the issues/concerns that you have uncovered through your research. Refer to your review of literature. How do the studies you have reviewed support or refute each other. Make suggestions for future studies. What would be the practical applications of your findings?

D. Conclusions **10 points**

Bring closure to your paper. Summarize any major points and relate back to the overall trend your paper has examined.

E. References **5 points**

Use APA citation style. Start on a new sheet of paper. Each reference should be single spaced with a double space between each citation. Reference Purdue Owl for style guidelines.

F. Format of the paper and Overall Style **5 points**

1. Approximately 15 pages typed, double-spaced. Upload it to Canvas **two weeks** after your presentation.
2. Include a cover page with a title, your name, and LEI 5188
3. Number the pages.
4. Reference materials APA style
5. Please pay attention to writing style (academic formal), grammar and spelling.

Grading Rubric for Final Paper (50%)

Criteria	Excellent (Full Points)	Good (Partial Points)	Needs Improvement (Few/No Points)	Points
Introduction (10 points)	Clearly introduces the topic with relevant background; purpose of the paper is well-defined and engaging.	Introduction provides background but lacks clarity in purpose; minor gaps in setting the scene.	Weak or missing introduction; lacks background and clear purpose statement.	<u>/10</u>
Review of Literature (25 points)	Summarizes at least 10 scholarly articles cohesively; identifies key points, similarities, and differences effectively; uses own words. Links papers together in a clear and logical narrative.	Covers the required number of articles but lacks logical narrative and progression of ideas; some paraphrasing issues.	Fewer than 10 articles; poorly organized or lacks depth; excessive paraphrasing.	<u>/25</u>
Discussion (25 points)	Well-structured discussion; effectively debates key issues; integrates literature review; suggests future studies and practical applications.	Discussion addresses key points but lacks depth or connections to literature; limited suggestions for future research and or applications.	Weak discussion; lacks analysis or integration with literature; minimal future applications.	<u>/25</u>
Conclusions (10 points)	Strong and logical conclusion; effectively summarizes key points and relates them to the paper's overall trend.	Conclusion is present but lacks impact or connection to overall trends.	Weak or missing conclusion; does not effectively summarize key points.	<u>/10</u>
References (5 points)	Proper APA citation style; formatted correctly with correct spacing and layout.	References included but some APA formatting errors.	Missing references or significant APA formatting issues.	<u>/5</u>
Format and Overall Style (5 points)	Meets all formatting guidelines; well-written with strong academic style, grammar, and spelling.	Minor formatting or grammar issues; academic style mostly maintained.	Multiple formatting, grammar, or spelling errors; lacks academic tone.	<u>/5</u>
Total Points				<u>/80</u>

3. Class Participation

15%

Please come to class **prepared to discuss the assigned readings**. As the class meets only once a week, it is expected as graduate students that you will be present for each class period unless unexpected issues arise such as illness.

Attendance, excused absences and make up policies are consistent with UF policies. Please click here for more details:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Discussion Post- by Monday at 12 noon each week (except first week of class – due by Jan 22nd), post a question/observation about the readings as a whole or one particular reading. Class members are encouraged to post responses to these questions and observations. In class we will address your questions.

Class Participation is evaluated on:

Attendance	5 points
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This is a graduate class, and we only meet once per week, so it is expected that class attendance is a priority for you. Missing one class is equivalent to three undergraduate classes! **However, illness and family emergencies happen.** Please review the **UF attendance policy** listed above and keep me abreast through email or oral communication of any difficulties you face attending class. **With the exception of UF excused absences, students will lose 1 point per unexcused missing class period**

Discussion Posts	13 points
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Discussion posts will be read prior to class each week. Ideas and questions from your posts will be incorporated into class discussions. **The posts will not be graded per se but the presence or absence of posts will be recorded.** If you meet the criteria associated with UF excused absences and you miss a weekly post, please contact me for makeup arrangements. **Otherwise, students will lose 1 point per missing weekly post.**

Contribution to class discussion	5 points
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Graduate seminars are more fun when you come to class ready to discuss and ask questions. I realize that for some of you this may be daunting. However, be brave and aim to make an oral contribution to class each week. At the end of the semester, you will be provided with written feedback on your contributions to class discussion, including your use of sources and concepts to support your oral contributions. **Points will be awarded for:** 1. Contributing ideas to the discussion; 2. Asking questions; 3. Debating with your fellow classmates, etc.,. **Points will be deducted for:** distracted learning e.g. answering emails, texts or doing other assignments during class time, etc., (other than break time or the time before we officially start)

Grading Rubric for Class Participation (15%)

Criteria	Excellent (Full Points)	Good (Partial Points)	Needs Improvement (Few/No Points)	Points
Attendance (5 points)	Attends all classes or has only excused absences; communicates proactively about any challenges.	Unexcused absences for missing class; inconsistent communication about absences.	Frequently absent without valid reasons; little to no communication regarding missed classes.	<u> /5 </u>
Discussion Posts (13 points)	Consistently submits thoughtful discussion posts before class; demonstrates engagement with readings and course topics.	Misses one or two discussion posts; engagement with topics is moderate.	Frequently misses discussion posts or provides minimal effort in responses.	<u> /13 </u>
Contribution to Class Discussion (5 points)	Regularly contributes to discussions with insightful comments, thoughtful questions, and engages in debate with classmates; uses sources effectively.	Occasionally participates but contributions lack depth or connection to course materials; limited engagement in discussions.	Rarely or never contributes; distracted during class (e.g., using phone or working on other assignments).	<u> /5 </u>
Total Points				<u> /23 </u>

Grading Scale:

The UF grading system will be used for this class. This grading scale includes minus grades. More details can be found at:

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

A	92 - 100%
A-	90 - 91.99%
B+	87 - 89.99%
B	82 - 86.99%
B-	80 - 81.99%
C+	77 - 79.99%
C	72 - 76.9 %
C-	70 - 71.99%
D+	67 - 69.9 %
D	62 - 66.9 %

D-	60 – 61.99%
E	below 59.99 %

Course and University Policies

Class and University Policies and Procedures – Please read carefully.
<https://go.ufl.edu/syllabuspolicies>

ASSIGNMENT MAKE-UP POLICY

“Requirements for class attendance and make-up exams, deadline assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

ATTENDANCE POLICY

There is a participation grade for this class (details above under grading requirements). Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Distracted Learning: Technology is a wonderful thing. It has made our lives easier and our ability to communicate across the world for free is amazing! But it also has its disadvantages. For me one of the biggest is ‘distracted learning.’ **I would like to challenge you this semester to turn over your cell phone while in class and to either take notes physically or only have one page open on your lab top.** I guarantee you will learn more and feel happier as you can fully participate in class. **Practice mindfulness in class this semester** – this means being **fully present in the discussions and the learning environment.** Let me know as we go through this semester if this is working for you!

EXTRA CREDIT POLICY: I do not give extra credit. If you are not performing well on assignments, please talk to me is too late (i.e., before the last week of classes) and get individualized help.

PERSONAL CONDUCT POLICY: I expect every member of the class to uphold the Honor Code: “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 [See the UF Conduct Code website for more information](#) Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

CHATGPT AND OTHER AI COMPOSITION APPLICATIONS

Collaboration with ChatGPT or other AI composition software **is not** permitted in this course.

The use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted for:

- Brainstorming and refining your ideas
- Fine tuning your research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts.
- Checking grammar and style.

The use of AI is not permitted for:

- Impersonating you on discussion boards

Writing sentences, paragraphs, or papers to complete assignments

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 <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.