Digital Brand and Reputation Management
MMC 6936
SUMMER 2020
3 CREDIT HOURS

INSTRUCTOR

Courtney O'Connell
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Contact Me

Email is the best way to reach me. I try to respond to students within 24 hours, or 48 hours at the latest. If you would like to speak to me on the phone or on Zoom, email me and we can set up an appointment. Please note that I will not reply to any class related messages sent to me on any social media platforms.

Office Hours

I am available Monday nights from 6-9pm EST virtually (Zoom, Skype, or Facetime) by phone appointment. If that time range does not work for you, please email me to coordinate a time.

Course Description & Prerequisites

Description

This course introduces the students to guidelines and proven best practices that ensure individuals can produce and protect their online reputation (this course differs from other courses that focus on brand or organization reputation). The students will concentrate on the practical applications of guidelines to build their personal online reputation throughout the semester. This course will solely focus on producing and protecting an individual's digital reputation. Case studies and current events will provide for rich discussion and reflection.

Prerequisites: NONE

Course Delivery Mode & Time Commitment

This is a fully online course and you must log into Canvas with your Gatorlink username and password to access the materials and assignments. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00 AM, ET, and ends on Sunday at 11:59 PM, ET. The course begins with the Course Orientation (START HERE) Module, which will familiarize you with the course. Each week, you will be assigned lectures to watch, readings, and assignments. There will be one project due at the end of the semester. These tasks can be found on each weekly module.

In this course, there will be weekly discussions, reflection papers, quizzes, and one group project.

Zoom

We will be using Zoom for live class meetings. Instructions on how to download and operate Zoom can be found in the course website.

Live Class Meetings: We will meet on Zoom seven times throughout the semester for a live lecture. The live lectures will be held at 7:30PM EST on the following dates: 5/19, 6/2, 6/16, 7/14, 7/28, 8/4. Students are expected to read the materials for the week in advance of the live lecture, as these lectures will be interactive and rely on student participation.

Time Commitment

Expect to spend between 8-10 hours per week watching or attending lectures, reading, writing papers and engaging in discussions.

Course-Level Objectives

Objectives

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

- Define the key concepts and explain the importance of a digital reputation.
- Provide analysis on their own digital reputation as well as the digital reputation of others.
- Use digital platforms strategically to produce and protect their digital reputation.
- Compose and create intentional digital content across 3 or more platforms to build their personal digital brand.
- Explain best practices that individuals can follow when they experience negativity towards their digital reputation.
- Define their digital voice online, and how to strategically build a presence online using their voice.

10 Questions

Students will be able to answer the following 10 questions by the end of this course:

- What is a digital reputation?
- What is a personal brand?
- Why is a strong personal digital reputation important?
- What does success look like for the individual (student) in terms of building their digital reputation?
- What can you do to produce your reputation?
- What are the best platforms and how can you use them to produce your digital reputation?
- How do you build a strategy and goals to guide you in creating a strong digital reputation?
- How do you protect your digital reputation?

- What can you do when you make a mistake that has a negative impact on your digital reputation?
- What can one do to combat cyberbullying, and ensure safety online?

Teaching Philosophy

My teaching philosophy is based on three key principles: to be student centered, to be practical, and to be empowering. A range in delivery methods illustrates my student-centered approach and content mediums to ensure all learning styles have an opportunity to succeed. Students will not read anything that is 5 years or older, and that is to ensure all content is relevant. The assignments are designed with a major emphasis on application, and the overall course structure was designed with the intention to be as practical as possible for the student. Finally, in any course I have taught, I hope the content combined with my teaching and the assignments is empowering to the student. It is always my goal that the students complete the course feeling more confident in their abilities, and inspired to do things they once felt unsure or uncomfortable about. This course is no different. Putting one's work, thoughts and ideas online is not easy for most. I hope students feel confident and empowered to produce a strong digital reputation by the end of the course.

Textbooks & Materials

1. **The Art of Social Media: Power Tips for Power Users**
   by Guy Kawasaki et al.

2. **Strategic Personal Branding – HBR Case Study**
   Link: https://hbr.org/product/strategic-personal-branding--and-how-it-pays-off/BH842-PDF-ENG

3. **What Happens in Vegas Stays on YouTube**
   By Erik Qualman

Recommended Textbook(s)

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

- ISBN-13: 978-1433832161
- ISBN-10: 143383216X

Changes in the APA 7th Edition

Minimum Technology Requirements & Computer Skills

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas
- Specifications
- Reliable Web Browser: Login to Canvas and make sure your Internet browser is compatible.

Peripherals
- A backup option should be available to minimize any loss of work such as an external hard drive, a USB drive, cloud storage, etc.

Hardware
- Dependable computer.
- Computer speakers.
- Headset with microphone.
- Webcam.

Software
- Microsoft Office 365.
- UF Apps – access UF software applications from any device from any location, at any time.
- Canvas Mobile App: Download instructions for iOS device or Android device.
- Adobe Reader
- https://ufl.zoom.us/

Internet Connection
- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- Check your Internet speed here.

Subscriptions, Plug-Ins, and Other Tools
- Adobe Flash Player (Good until the Microsoft update December 31, 2020.)
- JAVA

MINIMUM COMPUTER AND DIGITAL INFORMATION LITERACY SKILLS REQUIREMENTS

The general and course-specific computer and digital information literacy skills you must have to succeed in the course include, but are not limited to, the following:

- Accessing the Internet.
- Using Canvas.
- Using email with attachments.
- Creating and submitting files in processing program such as Microsoft Office Tools.
- Copying and pasting functions.

- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the University of Florida library and websites.

Technical Support

In the event that you have technical difficulties with your course, please contact the UF Computing Help Desk either by filling out an online request form or calling 352-392-4357 - select option 1. The Help Desk is located on the ground floor of the Hub on the UF campus.

If your technical difficulties caused you to miss a due date, you MUST report the problem to the Help Desk and then email your instructor. Include the ticket number that you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support

For all Technical assistance questions please contact the UF Computing Help Desk:

Phone: 352-392-HELP (4357)

Email: helpdesk@ufl.edu

Please Note

Your instructor is not able to handle technological issues or answer questions related to computer issues. If a problem of this nature arises that causes you to miss an assignment, you must provide your Help Desk ticket number to the instructor in order to receive an extension.

Participation (20%)

Discussions

The students and news articles they choose week to week will drive all discussions. Please see an overview of how this will work below. The first week, I will facilitate an introductions discussion to ensure students get to know one another. However, after that, it will be assigned to one/two student(s) per week to pick an article and lead the discussion.

Discussion Post Topics:

Given the nature of digital reputation, and its ongoing presence in the news, discussion will be a key component of the course. These discussions will mostly be driven by the latest news stories related to digital reputation.

- **Conversation Starter/Digital Reputation in The News:** Students will be assigned one week each that they will share the "conversation starter" as well as outline 3-5 questions they want their peers to answer in reaction to the story. The questions should illustrate the student's familiarity with the story, and their ability to synthesize the story with the latest content being covered in the course. Stories must be from a credible news source, and written within the last 3 months. It is the student's responsibility to lead and facilitate discussion by commenting on participant replies.
- **Replying to Weekly Discussion Starters:** Students are expected to participate weekly in discussion with a brief reaction or response to the conversation starter. They should illustrate a synthesis of course content in their responses and reactions to the conversation starter presented.

- **Project Example:** An example of a story one might use as the weekly discussion starter: [One Woman's Facebook Success Story: A Support Group For 1.7 Million : All Tech Considered : NPR](#)

Students would follow that with a few questions that showed their knowledge of the story and how it might connect to course content related to "creating the conversation" or producing your digital reputation. The second component, replying to these discussions, would simply be students replying to the prompt showing their knowledge of the story and their ability to connect it to the course content. Student replies should be at least 100-150 words.

Participation in Lectures:

Students are expected to participate weekly in discussion with a brief reaction or response to the conversation starter. They should illustrate a synthesis of course content in their responses and reactions to the conversation starter presented.

Students will receive two grades in participation. One grade will be given for the first half of the class. The second grade is given at the end of the semester. This is designed to give students

feedback on their participation mid-way through the semester, and ample time to integrate feedback in the second half of the semester.

Reflection Papers (25%)

All reflection papers must include a student's synthesis of course content. Use the readings, lectures, and materials to bolster your insight and reflection to earn full credit.

Reputation & Sharing Audit Reflection Paper

This will be a two-part assignment that will take place over the course of the first two weeks of the class. The first part is a Digital Reputation Audit using BrandYourself.com's free version of their reputation audit. The second component of the assignment is a sharing audit. The student begins by looking at their Twitter, Instagram, LinkedIn, and/or Facebook page. They will make a chart with two columns; the first column has the screengrab of the post and the second column has the reason why they shared it. Students will make a list of ten recent shares, and the reasons paired with the posts can be as simple as "thought my audience would like it" or "just thought this was cool." After they do the reputation audit and sharing audit, they will need to write a 500-700-word reflection paper about the experience of doing their audit and what they learned from the experience. The student must infuse what they have learned from class into their reflection. Students will NOT be graded on their reputation score or the quality of the posts in their sharing audit. They will be graded on their ability to connect what they have learned in class to the assignment and how they examine the experience through this new lens.

Reflection Paper: "The Digital Reputation I Aspire to Emulate"

Students will identify one person with a digital reputation they aspire to emulate. They will use what they have learned about a strong digital presence and apply that to their examination and choosing of this reputation. Three to five screenshots should be used throughout the reflection paper to provide evidence for why they have chosen this person. Students will share what they were looking for in this digital presence, why they believe the person has a strong reputation online, and what the student can emulate in their own reputation from this person. The paper should be 500-700 words.

Personal Application: Examples and Reflection

Over the course of three weeks, there will be a focus on the various digital platforms students can use to build their digital reputation. The discussion will be broken up into 3 themes related to producing one's digital reputation: Joining the Conversation, Creating the Conversation, Sharing One's Work. Students will engage on at least one digital platform for each assignment across the themed weeks using what they have learned about producing their digital reputation. The assignment will require students to take screenshots of their engagement, coupled with a brief reflection paper 500-700 words. The reflection should tie what they have learned about producing their reputation to the experience of creating content on the platform they chose. They should also provide an explanation as to why they chose their platform, and how their activity connects to the digital reputation they are hoping to build.

Written Assignments (20%):

Brand Mapping, Brand Personality Questionnaire, and Reflection Paper

Students will complete a Brand Mapping worksheet and Brand Personality Questionnaire, adopted from Leland's "Brand Mapping Strategy" book. After completing the worksheet and questionnaire they will write a 500-700 word reflection paper on their experience as well as a summary of the findings from the worksheet and questionnaire. In total, the student will need to submit 3 components to be eligible for full credit on the assignment: a completed brand mapping worksheet, a completed brand personality questionnaire, and a reflection paper.

Digital Reputation Vision Document & Reflection Paper

Students will reflect on what they have learned about digital reputation, and personal branding. They will define success for their digital reputation with key performance indicators such as a broader professional network, new meaningful connections with thought leaders in their industry, or more thoughtful interaction with peers on digital platforms. Finally, students will outline three goals they are setting for themselves to achieve the success they envision. This paper should be 700-1000 words.

Group Project (20%):

Consultation Project

This is a group project. Groups of 3 will be provided a synopsis about an 'up-and-coming CEO' with little to no digital reputation. The group will need to provide consultation and some training to this CEO on how they can produce and protect their digital reputation. The assignment will require each group complete and submit the following:

- Executive summary
- Strategy document including a SWOT analysis, digital voice overview, and three strategic goals related to producing and protecting the CEO's digital reputation. Goals should be paired with key performance indicators that the CEO can use to measure success.
- One online training module, no longer than 10 minutes long. The module should provide a deeper dive into one of the platforms the team is recommending to the CEO in the greater strategy.

Quizzes (15%)

There will be three quizzes throughout the course of the semester. The first one will focus on the fundamentals and finding one's digital voice. The second one will be about the platforms and application. The final quiz will be about protecting your reputation.

Your grade will be calculated based on the following:

Assignments/Assessments	Points	Weight (%)
Course Orientation: These assignments are required; however, they not count towards the final grade. • Student Introduction • Course Evaluation	0	0%
Participation • Includes: participation in live lectures, completion of your discussion starter, engagement in discussion board conversations	200	20%
5 Reflection Papers • Worth up to 50 points each	250	25%
2 Written Assignments • Worth up to 100 points each	200	20%
1 Group Project • Worth up to 200 points.	200	20%
3 Quizzes • Worth up to 50 points each	150	15%
TOTAL	**1000**	**100%**

Grade	Percentage
A	92.5-100%
A-	89.5-92.4%
B+	86.5-89.4%
B	82.5-86.4%
B-	79.5-82.4%
C+	76.5-79.4%
C	72.5-76.4%
C-	69.5-72.4%
D+	66.5-69.4%
D	62.5-66.4%
D-	59.5-62.4%
E	0 – 59.4%

The only passing grades for graduate students are A, A-, B+, B, B-, C+, C, and S. Grades of B-, C+ or C count toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with grades of B+, A- and A, respectively. Grade points are not given for S and U grades; S and U grades are not used to calculate grade point averages. All letter-graded courses eligible to count toward the graduate degree, except 1000- and 2000-level courses, are used to calculate the cumulative grade-point average. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level, although the grade points

associated with these letter grades are included in grade point average calculations. See the UF grading policy for more information.

LATE ASSIGNMENT POLICY

Late assignments will not be accepted unless it is a University excused absence as stated in the attendance policies. ***No late work will be accepted for final projects or work due in the final week of class due to the university grading deadlines.*** If potential issue arise concerning submitting final work, students should contact their instructors before deadlines to discuss the possibility of an Incomplete Grade Contract.

1. Late Assignment Grade Reductions
   a. 0-24 Hours Late: 10% reduction in grade.
   b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
   c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

EXPECTATIONS FOR ASSIGNMENTS

- **Missed Live Lectures** - In courses where there are live weekly or bi-weekly lectures, a recording of the lecture will be provided if you cannot attend. You will be responsible to "make-up" the missed lecture by viewing the recorded lecture and completing a required assignment.

- **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 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/.

Accessibility Policy

Students requiring reasonable access to services and resources required by the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state regulations, please access UF Accessibility for all options available to you. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Please register early!

Contact Information

- For ADA questions: Dr. Russ Froman, rfroman@ufl.edu , Phone: 352 - 273-1094
- Disability Resource Center: Gerry Altamirano, galtamirano@ufl.edu , Phone: 352 - 392-8565
- Electronic Information Technology & Communication Accessibility: Anne Allen, alallen@ufl.edu , Phone: 352- 871-2707
- For persons with hearing or speech related accessibility needs: When trying to access an office on campus that does not list a TDD/TTY number, contact the Florida Relay Service at 800-955-8771(TDD) or 711 (V/TDD).

Accessibility Resource Center

University of Florida
PO Box 114085
Gainesville, FL 32611-4085

Phone: 352-392-8565

Email: accessuf@dso.ufl.edu

Address

Environmental Health and Safety Administrative Offices

916 Newell Dr

Gainesville, FL 32603

For more information, see UF's Electronic Information Technology Accessibility (EITA) Policy.

Communication Policy

EXPECTATIONS FOR STUDENTS

Announcements
You are responsible for reading all announcements posted in the courseroom each time you log in.

Email
You are responsible for reading all your course email and responding in a timely manner (within 24 hours).

Video Conferencing
You are responsible for attending course video conferencing meetings. If you cannot attend the video conferencing meeting, please advise the instructor and/or your team at least 24 hours in advance

(exceptions can be made for legitimate emergencies). You are expected to demonstrate netiquette and etiquette communication expectations.

Course-Related Questions
Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME AND FEEDBACK

Email Policy
Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, please email the instructor.

Assignment Feedback Policy
The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Course-Related Questions Policy
Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Video Conferencing
The instructor will provide any information on required video conferencing within the course room.

Electronic Communication Policy
In addition to the University's policy, please consider the following:
- Privacy, confidentiality, and security in all electronic communications. See Information Security.
- All electronic communication resources must be used for the course and in alignment with to the CJC Online and University mission. See the Acceptable Use Policy.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Prohibited online access without consent.
- Prohibited disruption of services including introducing computer contaminants (viruses).
- Prohibited harassment of any kind.

Privacy
If your course includes live synchronous meetings, the class sessions will all be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image.

Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Please see UF's Information Technology policies for additional information.

Select CJC and University Policies and Guidelines

Academic Integrity 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."

The Student Honor Code, Violation of the Student 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 the appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA's in this class.

Netiquette

Casual style of communication is commonly found in the online environment and students are sometimes tempted to relax their grammar, word choice, syntax (arrangement of words to create well-formed sentences), writing mechanics (capitalization, punctuation, and spelling), and/or professionalism. Keep in mind when communicating with others to be courteous, civil, respectful, and professional. Please remember that you are adult students and professionals— your communication must be appropriate.

Online Attendance Policy

Since the course is online, you should access your course at least four times per week to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing a major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately.

Students are responsible for meeting all academic objectives as defined by the instructor. In general, acceptable reasons for absences include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. For additional information, see the attendance policies.

Plagiarism

Plagiarism is unacceptable; especially, in the academic communities. All academic work must be an original work of your own thought, research, or self-expression. Plagiarism includes, but is not limited to, prohibited collaboration, consultation, submission of academic work that has been purchased or obtained (see the UF Policy: Student Conduct Violation). Remember that plagiarism is not acceptable in any of your work including all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. Always cite your sources!

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.

Notification to Students of FERPA Rights

There are federal laws (FERPA) protecting your privacy with regards to grades earned in courses and on individual assignments.

Video Conferencing Etiquette

Video conferencing is an excellent tool to interface with your peers and instructor(s) and there are also netiquette expectations to ensure that all participants are respected and treated with civility. Please make sure that you follow all of the netiquette and etiquette expectations including the following:
1. Be punctual and courteous.
2. Position your camera at eye level with good lighting.
3. Show respect and professionalism by dressing business casual or business professional.
4. Make sure your background is in a proper setting with minimal distractions.
5. Mute your microphone when you are not speaking.

Writing Style

In order to meet the academic rigor and standards of a graduate program, all students are required to use the Publication Manual of the American Psychological Association (APA) 7th Edition style in their courses. The APA 7th Edition Manual has a plethora of guidelines that includes scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, intext citing and references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

Academic and Student Resources

Academic Resources

- One UF Student Portal – Course registration, final grades, transcript requests, degree audit.

- GatorEvals – Online faculty evaluations and results.

- UF Bookstore: Phone: 352-392-0194, Email: ufbookstore@bsd.ufl.edu

- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
  UF Library Services for Distance Students
  Ask a Librarian – chat with librarians online.
  CJC Librarian - April Hines, Phone: 352-273-2728, Email: aprhine@uflib.ufl.edu.
  Course Reserves: Electronic resource reserve items that can be accessed via links or files.

- Copyright Concerns of Graduate Researchers: Information and resource guide on copyright concerns.

- Teaching Center: General study skills and tutoring. Broward Hall, Phone: 352-392-2010 or 352-392-6420.

- Writing Studio: Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.

- Online Student Complaints: This process is designed to make every attempt to resolve student complaints within its academic and administrative departments at the program level.

- Information for Veterans: Veterans Affairs Certification: Phone: 352 - 294-2948

Student Resources

- Graduate Student Resources: Available resources for graduate students. Your advisors are here to support you, answer questions, help with registration, and other sources. Email onlineadvising@jou.ufl.edu.

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or Phone: 352-294-2273 so that a team member can reach out.

- Counseling and Wellness Center: 3190 Radio Road, Gainesville, FL 32611
  Phone: (352) 392-1575, Fax: (352) 273-4738

- Sexual Violence Response: Victim services, Care Area, UF Police Department, and Title IX.

- University Police Department: Resources available include the Office of Victim Services and Community Services Division. Emergency: 9-1-1; Non-Emergency: 352-392-1111.

- Gator Connect: Online database of student organizations.

- Career Connection Center: Career assistance and counseling. Reitz Union, Phone: 352-392-1601.

- Veteran Services: Office of Student Veteran Services, Phone: 352-294-2948, email: vacounselor@ufl.edu. |Collegiate Veterans Success Center, Phone: 352- 294-7215, email: charlotte.kemper@va.gov.

- Student Financial Affairs: Financial aid counseling including Aid-a-Gator program. Phone: 352-392-1275.

- Student Success Coach: Meet with a graduate student coach that can support you in numerous ways during your time in graduate school, such as time and stress management, motivation, organization, and much more.

The instructor reserves the right to adjust this syllabus, as necessary.