

Susan L. Semple-Rowland, Ph.D.
Curriculum Vitae

Professor
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EDUCATION AND TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date MM/YYYY	FIELD OF STUDY
Gustavus Adolphus College, St. Peter, MN	BA	06/1977	Biology / Psychology
University of Pittsburgh, Pittsburgh, PA	MSc	06/1979	Psychobiology
University of Florida, Gainesville, FL	PHD	06/1986	Neuroscience
University of Florida, Gainesville, FL	Postdoctoral Fellow	06/1989	NRSA funded training in inherited retinal disease

POSITIONS

1990-1995 Assistant Research Scientist, Neuroscience, University of Florida, Gainesville, FL
1995-1997 Associate Research Professor, Neuroscience, University of Florida
1998 Associate Professor (tenure accruing), Neuroscience, University of Florida
2000 Associate Professor of Neuroscience (with tenure), University of Florida
2003 – 2010 Director of Neuroscience Graduate Program, University of Florida
2006 –current Professor of Neuroscience, University of Florida, Gainesville, FL
2013 –current Director, Online Biomedical Neuroscience Graduate Certificate Program
 University of Florida, Gainesville, FL
2020 – current Director, Online Biomedical Neuroscience Master's Degree Program

HONORS

1988 Recipient of Pharmacia Travel Fellowship Award to attend
 8th International Congress of Eye Research
1986-1989 Recipient of NRSA Post-doctoral training fellowship
2000 Alcon Foundation Lecture in Ophthalmology, Emory University
2003; 2006; 2007 Exemplary Teacher Award, University of Florida, College of Medicine
2004; 2005 Nominated as candidate for UF Outstanding Mentor Award
2005 Doctoral Dissertation Advisor Mentoring Award, UF College of Medicine
2005 UF College of Medicine Education Incentive Award
2006 Distinguished Alumni Citation, Gustavus Adolphus College
2006 Selected as UF Renaissance Faculty for 2006 UF Research Forum
2007-2011 Educational and Research Incentive Awards, College of Medicine
2012 Healthy Gators Recognition Award – Leader for Health

PROFESSIONAL EXPERIENCE AND MEMBERSHIPS

1998 Grant Reviewer, NIH/NEI VISB Special Emphasis Panel
2000 Grant Reviewer, NIH/NEI VISB Special Emphasis Panel
2001 - 2017 Executive Editor, Experimental Eye Research

2001	Member, NEI Board of Scientific Counselors
2001	Ad hoc member, NINDS Training Grant & Career Development Study Section
2001	Grant Reviewer, NSF Divisions of Sensory Biology and Behavioral Neuroscience
2002	Member, NSF Sensory Systems and Computational Neuroscience Advisory Board
2003 - 2006	Member, Fight-for-Sight Grant Review Board
2004 - present	Editorial Board, Molecular Vision
2004	Reviewer, NEI Special Emphasis Panel
2005	Grant Reviewer, NIH Panel - Gene Expression and Neuronal Development
2005	Reviewer, Vision SBIR BDCN IRG R43 Grant
2006	Grant Reviewer, NSF Integrative Organismal Biology
2007	Grant Reviewer, Ireland Health Research Board
2008	Grant Reviewer, NSF Neural Systems Activation Program
2009	Grant Reviewer, Medical Research Council, London, England
2012	Grant Reviewer, Fight-for-Sight UK
2017	Grant Reviewer, French National Research Agency, Biomedical Innovation Panel
2019	Grant Reviewer, UF Selection Committee for Landenberger Foundation Application

EDUCATION

TEACHING AND MENTORING

In 2013, the Chair of the Neuroscience Department, Dr. Lucia Notterpek, asked me to oversee and direct the development and implementation of our department's online graduate education initiatives. I have embraced this challenging task and the results of my efforts to date have produced two high quality graduate online programs – a Graduate Certificate Program in Biomedical Neuroscience and most recently, a MSc concentration in Biomedical Neuroscience within the Master of Science program in Medical Sciences offered through the COM. As Director of these programs, I oversee all of the financial (on- and off-books), administrative, and educational aspects of these programs including heading up student admissions and preparing the annual SACS reports.

The Biomedical Certificate program has been in place since spring 2015. The students enrolled in this program live throughout the US and often possess advanced degrees, including PhDs and MDs. To date, we have awarded certificates to 18 students and we expect that an additional 6 students will complete this program this spring. Many of these students have gone on to successfully gain admission to professional programs, including medical, PA, and doctoral research programs, or have advanced in their current career paths as a result of completing this program.

The MSc Biomedical Neuroscience program is slated to begin Fall 2020. I am very excited about the upcoming launch of this program which is currently the only online MSc program in Neuroscience offered in the US. I expect, based on current inquiries, that this will be a very popular UF advanced degree program.

In addition to serving as the Director for both of these programs, a great deal of my effort continues to be my involvement in developing, building, and teaching the online graduate courses that constitute the building blocks of these programs. My goal for these programs has been to deliver the highest quality online graduate courses possible. In addition to serving our online Certificate and MSc students, our online graduate courses are also very popular among graduate students who are working on MSc or PhD degrees at UF. UF graduate students who

have taken our courses hail from our Neuroscience Graduate program as well as from Biomedical Engineering, BMS programs in COM outside of Neuroscience, Veterinary Medicine, and Health and Human Performance. From Spring 2015 to Spring 2020, 64 certificate students and 42 UF graduate/professional students have taken our online courses.

A summary of the courses that I have taught in since before 2013 (face-to-face) and the online courses I have created and am involved in teaching are listed below. I have also appended my recent teaching evaluations to this document (page 7) as well as testimonials offered by certificate students about the certificate program (page 13).

GRADUATE AND MEDICAL COURSES

Face-to-Face Graduate and Medical UF courses

- BMS6020 Medical Neuroscience – Visual System Lectures (2) (Spring Semester / annually)
- GMS6705 Functional Human Neuroanatomy – Visual System Lectures (2) (Summer and Fall Semesters)

Online Graduate Biomedical Neuroscience Courses for Certificate/Master's Degree Programs (duration / credit # / offerings / role / % course taught / years offered)

- GMS6007 Fundamentals of Neuroscience (semester / 3-credit / Fall and Spring / **Director** / **100%** / 6 years)
- GMS7795 Neuroscience Professional Survival Skills (semester / 3-credit / Fall and Spring / **Director** / **100%** / new course 2020)
- GMS6712 Biological Clocks in Neural Health and Disease (semester / 3-credits / Fall and Spring / **Director** / **100%** / new course 2020)
- GMS6705 Functional Human Neuroanatomy (semester / 4-credit / Spring / **Co-Director** / 50% / 6 years)
- GMS6021 Principles of Neuroscience I: Organization and Development Nervous System (semester / 2-credit / Fall and Spring / **Co-Director** / 50% / 6 years)
- GMS6750 Molecular Pathobiology of Neural Disease (5-week / 1-credit / Summer / **Co-Director** / 10% / 6 years)
- GMS6029 Brain Journal Club (includes comprehensive capstone project required for online MSc students) (semester / 1 credit / Fall, Spring, and Summer / **Director** / **100%** / new course 2020)

MENTORING

PAST GRADUATE, MSC, UNDERGRADUATE, AND HIGH SCHOOL STUDENT TRAINEES

Doctoral Graduate Students - Primary Advisor – 4; Advisory committee member – 15
MSc Graduate Students - Primary Advisor – 1; Advisory committee member - 3
Undergraduate Research Thesis – Primary Advisor – 22
High School Research Students - 6

UF SERVICE

University Level

- Member of UF Faculty Senate – Fall 2013 – Spring 2016
- Member of FEO Task Force – Fall 2013 – Fall 2015
- Faculty Development for UF Online – Jan 2014 – July 2014
- Member of UF Online Advisory Committee – Spring 2015 – Spring 2016
- Member of UF Academic Policy Board – Fall 2015 – Spring 2016
- Member of UF Online taskforce on Virtual Laboratories – Spring 2016 – Spring 2017
- Delivered university-wide seminar on use of VoiceThread in Online Teaching – Nov 28, 2014
- Speaker for College of Agricultural and Life Sciences Spring Teaching Retreat – “My Teaching Story” – March 24, 2015
- Member of eLearning Advisory Committee – Fall 2014 - present

College of Medicine Level

- Member of COM Graduate Studies Committee – member 2007-present
- Member COM Faculty Council – Fall 2011-2014
- Aug 16, 2017 Reviewed DP2 NIH grant in-house for Dr. Vijay Chandran, Assistant Professor, Dept Pediatrics

Department Level

- Director of the MBI BSL-3 facility – 1998-2014
- Director of the MBI Molecular Biology Core facility – 1998-2014
- Director of Biomedical Neurosciences Online Certificate Program – 2014 – present
- Director of online MSc degree program in Biomedical Neuroscience\

CONTRIBUTIONS TO SCIENCE

My primary research interest has been to understand and develop potential therapies for treatment of inherited retinal photoreceptor diseases. I was fortunate to be able to focus my studies on the avian model of Leber congenital amaurosis - type 1 (LCA1), a disease that causes blindness in newborns. My research on this model began while I was a postdoctoral fellow and has continued throughout my career. My accomplishments include the identification of the genetic mutation underlying the disease in the chicken model (GUCY1B) and restoration of sight to these animals using a lentiviral-based gene therapy that was developed entirely in my laboratory. The results of our studies on the GUCY1B chicken laid the foundation upon which current clinical trials for treatment of LCA1 are based.

Semple-Rowland SL, Lee NR, Van Hooser JP, Palczewski K, Baehr W. A null mutation in the photoreceptor guanylate cyclase gene causes the retinal degeneration chicken phenotype. *Proc Natl Acad Sci U S A*. 1998 Feb 3;95(3):1271-6. PubMed PMID: [9448321](#); PubMed Central PMCID: [PMC18742](#).

Williams ML, Coleman JE, Haire SE, Aleman TS, Cideciyan AV, Sokal I, Palczewski K, Jacobson SG, Semple-Rowland SL. Lentiviral expression of retinal guanylate cyclase-1 (RetGC1) restores vision in an avian model of childhood blindness. *PLoS Med*. 2006 Jun;3(6):e201. PubMed PMID: [16700630](#); PubMed Central PMCID: [PMC1463903](#).

Verrier JD, Madorsky I, Coggin WE, Geesey M, Hochman M, Walling E, Daroszewski D, Eccles KS, Ludlow R, Semple-Rowland SL. Bicistronic lentiviruses containing a viral 2A cleavage sequence reliably co-express two proteins and restore vision to an animal model of LCA1. *PLoS One*. 2011;6(5):e20553. PubMed PMID: [21647387](#); PubMed Central PMCID: [PMC3103589](#).

When we began our work to develop treatments for LCA1, we were on the forefront of gene therapy vector development. Early on, we made the decision to use lentiviral-based vectors as the platform for our therapies because they could rapidly integrate into the host cell genome and the vectors could carry large, complex transgenes. In addition to working on the types of transgene constructs that could effectively lead to expression of multiple proteins in target cells (e.g. containing IRES, 2A cleavage elements, or multiple promoters), we also focused on identification of minimal promoters whose expression characteristics would make them useful as drivers of photoreceptor-targeted therapies. Many of the vectors that we built are available through Addgene and are requested by investigators interested in expressing multiple proteins in infected cells.

- Coleman JE, Huentelman MJ, Kasparov S, Metcalfe BL, Paton JF, Katovich MJ, Semple-Rowland SL, Raizada MK. Efficient large-scale production and concentration of HIV-1-based lentiviral vectors for use in vivo. *Physiol Genomics*. 2003 Feb 6;12(3):221-8. PubMed PMID: [12488511](#).
- Semple-Rowland SL, Eccles KS, Humberstone EJ. Targeted expression of two proteins in neural retina using self-inactivating, insulated lentiviral vectors carrying two internal independent promoters. *Mol Vis*. 2007 Oct 18;13:2001-11. PubMed PMID: [17982424](#).
- Semple-Rowland SL, Coggin WE, Geesey M, Eccles KS, Abraham L, Pachigar K, Ludlow R, Khani SC, Smith WC. Expression characteristics of dual-promoter lentiviral vectors targeting retinal photoreceptors and Müller cells. *Mol Vis*. 2010 May 27;16:916-34. PubMed PMID: [20517486](#); PubMed Central PMCID: [PMC2878367](#).
- Semple-Rowland SL, Berry J. Use of lentiviral vectors to deliver and express bicistronic transgenes in developing chicken embryos. *Methods*. 2014 Apr 1;66(3):466-73. PubMed PMID: [23816789](#); PubMed Central PMCID: [PMC3823667](#).

A second major research interest has been to understand how light entrains the circadian clocks located in retinal photoreceptor cells. The GUCY1B chicken carries a null mutation in the gene encoding guanylate cyclase-1 (GC1), an enzyme that is essential for photoreceptors to recover from light stimulation. In the absence of GC1, the rods and cones in avian and human retina are unable to synthesize sufficient cGMP to support phototransduction. By measuring the levels of the transcripts of several genes whose expression is either regulated by photoreceptor clocks or represent components of the clock itself, we were able to determine that the phototransduction cascade that supports vision is not essential for light entrainment of photoreceptor clocks. In our most recent study, we obtained compelling evidence that a G-protein coupled cascade involving activation of phospholipase C in photoreceptors is involved in entraining photoreceptor clocks to light. Identification of a function of this second G-protein signaling cascade in retinal photoreceptors that is likely mediated by visual pigment activation of Gq/11, increases our understanding of the complexity of signaling within these well-studied cells.

- Larkin P, Baehr W, Semple-Rowland SL. Circadian regulation of iodopsin and clock is altered in the retinal degeneration chicken retina. *Brain Res Mol Brain Res*. 1999 Jul 5;70(2):253-63. PubMed PMID: [10407173](#).
- Larkin P, Semple-Rowland SL. A null mutation in guanylate cyclase-1 alters the temporal dynamics and light entrainment properties of the iodopsin rhythm in cone photoreceptor cells. *Brain Res Mol Brain Res*. 2001 Aug 15;92(1-2):49-57. PubMed PMID: [11483241](#).
- Zhang Y, Coleman JE, Fuchs GE, Semple-Rowland SL. Circadian oscillator function in embryonic retina and retinal explant cultures. *Brain Res Mol Brain Res*. 2003 May 26;114(1):9-19. PubMed PMID: [12782388](#).
- Semple-Rowland S, Madorsky I, Bolch S, Berry J, Smith WC. Activation of phospholipase C mimics the phase shifting effects of light on melatonin rhythms in retinal photoreceptors. *PLoS One*. 2013;8(12):e83378. PubMed PMID: [24386190](#); PubMed Central PMCID: [PMC3873303](#).

FULL LISTING OF PEER REVIEWED PUBLICATIONS (60 TOTAL)

<https://www.ncbi.nlm.nih.gov/pubmed/?term=semple-rowland>

MAJOR RESEARCH FUNDING – PI

(Also Co-I on 7 NIH grants; NINDS, NIA, NIMH)

(Closed research laboratory 2014 to focus on online departmental educational programs)

RO1 EY11388 (PI) NIH/NEI
04/01/96 - 03/31/99 \$416,042 (Direct)
Analyses of GCAP in normal and *rd* mutant retina

RO1 EY11388 (PI) NIH/NEI
04/01/99 - 03/31/02 \$481,544 (Direct)
Rescue of the *rd* phenotype using somatic gene therapy

RO1 EY11388 (PI) NIH/NEI
04/01/03 - 03/31/07 \$850,000 (Direct)
Rescue of the *GUCY1*B* phenotype using somatic gene therapy

RO1 EY11388 (PI) NIH/NEI
12/1/08-11/30/12 \$250,000 (Direct)
Rescue of the *GUCY1*B* phenotype using somatic gene therapy

TEACHING EVALUATIONS

2015-2016

Yellow highlighted courses – online courses.

Course Number & Name	GMS6705:4A61 – Summer 2015 Functional Human Neuroanatomy
Your Role in Course	Lecturer on visual system
Evaluation Score	Overall mean - 4.31

Course Number & Name	GMS6007:153H – Fall 2015 Fundamentals of Neuroscience (online - semester)
Your Role in Course	Director and only lecturer
Evaluation Score	Overall mean – 4.70

Course Number & Name	BMS6020: 12DC – Fall 2015 Clinical Neuroscience – College of Medicine
Your Role in Course	Lecturer on visual system
Evaluation Score	Overall mean – 4.14

Course Number & Name	GMS6007:04EA – Spring 2016 Fundamentals of Neuroscience (online-semester)
Your Role in Course	Director and only lecturer
Evaluation Score	Overall mean – 5.00

Course Number & Name	GMS6021-0172 – Spring 2016 Principles of Neuroscience I (5 week online- Neuroscience grad course)
Your Role in Course	Co-Director and Co-Instructor
Evaluation Score	Overall mean – 3.67

Course Number & Name	GMS6021-04EH – Spring 2016 Principles of Neuroscience I (semester online course)
Your Role in Course	Co-Director and Co-Instructor
Evaluation Score	Overall mean – 4.00

Course Number & Name	GMS6705-1962 – Spring 2016 Functional Human Neuroanatomy (semester online course)
Your Role in Course	Co-Director and Co-Instructor
Evaluation Score	Overall Mean - 5.00

Course Number & Name	GMS6750-4E84 Summer B 2016 Molecular Pathobiology of Neural Disease (5 week online course)
Your Role in Course	Co-Director and Co-Instructor
Evaluation Score	This course begins June 27th and ends Aug 5th

2016-2017

Course Number & Name	GMS6705:4A61 – Summer 2016 Functional Human Neuroanatomy
Your Role in Course	Lecturer on visual system
Evaluation Score	Overall mean – No evaluations available
Course Number & Name	GMS6750-4E84 Summer B 2016 Molecular Pathobiology of Neural Disease (5 week online course)
Your Role in Course	Co-Director and Co-Instructor
Evaluation Score	Overall mean – 4.75
Course Number & Name	GMS6007:2132 – Fall 2016 Fundamentals of Neuroscience (online - semester)
Your Role in Course	Director and sole lecturer for this course
Evaluation Score	Overall mean – 3.83
Course Number & Name	BMS6020: 12DC – Fall 2016 Clinical Neuroscience – College of Medicine
Your Role in Course	Lecturer on visual system
Evaluation Score	Overall mean – 4.06 (Data in New Innovations database – no faculty access)
Course Number & Name	GMS6021-2H31 –Fall 2016 Principles of Neuroscience I (semester online course)
Your Role in Course	Co-Director and Co-Instructor
Evaluation Score	Overall mean – 5.00
Course Number & Name	GMS6007:04EA – Spring 2017 Fundamentals of Neuroscience (online-semester)
Your Role in Course	Director and only lecturer
Evaluation Score	Overall mean – 5.00
Course Number & Name	GMS6021-0172 – Spring 2017 Principles of Neuroscience I (5 week online- Neuroscience grad course)
Your Role in Course	Co-Director and Co-Instructor
Evaluation Score	Overall mean – 4.25
Course Number & Name	GMS6021-04EH – Spring 2017 Principles of Neuroscience I (semester online course)
Your Role in Course	Co-Director and Co-Instructor
Evaluation Score	Overall mean – no evaluations submitted

Course Number & Name	GMS6705-1962 – Spring 2017 Functional Human Neuroanatomy (semester online course)
Your Role in Course	Co-Director and Co-Instructor
Evaluation Score	Overall Mean - 5.00

Course Number & Name	GMS6750-4E84 Summer B 2017 Molecular Pathobiology of Neural Disease (5 week online course)
Your Role in Course	Co-Director and Co-Instructor
Evaluation Score	This course begins June 27th and ends Aug 5th

2017-2018

Course # & Name	GMS6705:4A61 – Summer 2017 Functional Human Neuroanatomy
<u>Your Role</u> Director/Lecturer/ Discussion Group Leader	Lecturer on visual system
Teaching Evaluation Score	Mean section – 4.2 Mean section 7A79 – 4.4

Course # & Name	GMS6750-4E84 Summer B 2017 Molecular Pathobiology of Neural Disease (5 week online course)
<u>Your Role</u> Director/Lecturer/ Discussion Group Leader	Co-Director and Co-Instructor
Teaching Evaluation Score	No evaluations submitted

Course # & Name	GMS6007:2132 – Fall 2017 Fundamentals of Neuroscience (online - semester)
<u>Your Role</u> Director/Lecturer/ Discussion Group Leader	Director and sole lecturer for this course
Teaching Evaluation Score	Overall mean – 4.45

Course # & Name	BMS6020: 12DC – Fall 2017 Clinical Neuroscience – College of Medicine
<u>Your Role</u> Director/Lecturer/ Discussion Group Leader	Lecturer on visual system
Teaching Evaluation Score	Overall mean – 3.94

Course # & Name	GMS6021-2H31 –Fall 2017 Principles of Neuroscience I (semester online course)
<u>Your Role</u> Director/Lecturer/ Discussion Group Leader	Co-Director and Co-Instructor
Teaching Evaluation Score	Overall mean – 4.5

Course # & Name	GMS6007:04EA – Spring 2018 Fundamentals of Neuroscience (online-semester)
<u>Your Role</u> Director/Lecturer/ Discussion Group Leader	Director and only lecturer
Teaching Evaluation Score	Overall mean – 4.5

Course # & Name	GMS6021-0172 – Spring 2018 Principles of Neuroscience I (5 week online- Neuroscience grad course)
<u>Your Role</u> Director/Lecturer/ Discussion Group Leader	Co-Director and Co-Instructor
Teaching Evaluation Score	Overall mean – 4.25

Course # & Name	GMS6021-04EH – Spring 2018 Principles of Neuroscience I (semester online course)
<u>Your Role</u> Director/Lecturer/ Discussion Group Leader	Co-Director and Co-Instructor
Teaching Evaluation Score	No evaluations submitted

Course # & Name	GMS6705-1962 – Spring 2018 Functional Human Neuroanatomy (semester online course)
<u>Your Role</u> Director/Lecturer/ Discussion Group Leader	Co-Director and Co-Instructor
Teaching Evaluation Score	Overall Mean - 5.00

Course # & Name	GMS6750-4E84 Summer B 2018 Molecular Pathobiology of Neural Disease (5 week online course)
<u>Your Role</u> Director/Lecturer/ Discussion Group Leader	Co-Director and Co-Instructor
Teaching Evaluation Score	This course begins July 2nd and ends Aug 10th

2018-2019

Course # & Name	GMS6705 – Summer 2018 (July 24) Functional Human Neuroanatomy
<u>Your Role:</u> Director/Lecturer/ Discussion Group Leader	Lecturer on visual system
Teaching Evaluation Score	Overall mean – not available

Course # & Name	BMS6020 – Fall 2018 (October 11) Clinical Neuroscience – College of Medicine
<u>Your Role:</u> Director/Lecturer/ Discussion Group Leader	Lecturer on visual system
Teaching Evaluation Score	Overall mean – 4.38

Course # & Name	GMS6007– Fall 2018 Fundamentals of Neuroscience (online - semester)
Your Role: Director/Lecturer/ Discussion Group Leader	Director and only lecturer for this course
Teaching Evaluation Score	Overall mean – 4.25

Course # & Name	GMS6705 – Fall 2018 (October 23) Functional Human Neuroanatomy (semester course)
Your Role: Director/Lecturer/ Discussion Group Leader	Vision lecturer for this course
Teaching Evaluation Score	Overall mean – 5.0

Course # & Name	GMS6021 –Fall 2018 Principles of Neuroscience I (semester online course)
Your Role: Director/Lecturer/ Discussion Group Leader	Co-Director and Co-Instructor (50%)
Teaching Evaluation Score	Overall mean – 4.5

Course # & Name	GMS6007– Spring 2019 Fundamentals of Neuroscience (online - semester)
Your Role: Director/Lecturer/ Discussion Group Leader	Director and only lecturer for this course
Teaching Evaluation Score	Overall mean – 4.39

Course # & Name	GMS6021 – Spring 2019 Principles of Neuroscience I (semester online course)
Your Role: Director/Lecturer/ Discussion Group Leader	Co-Director and Co-Instructor (50%)
Teaching Evaluation Score	Overall mean – 4.33

Course # & Name	GMS6705- Spring 2019 Functional Human Neuroanatomy (semester online course)
Your Role: Director/Lecturer/ Discussion Group Leader	Co-Director and Co-Instructor
Teaching Evaluation Score	No evals submitted

Course # & Name	GMS6705 – Summer 2019 (June 12 and 13) Functional Human Neuroanatomy
Your Role: Director/Lecturer/ Discussion Group Leader	Lecturer on visual system
Teaching Evaluation Score	Overall mean – 4.83

2019-2020

Course # & Name	BMS6020 – Fall 2019 (October 9) Clinical Neuroscience – College of Medicine
<u>Your Role:</u> Director/Lecturer/ Discussion Group Leader	Lecturer on visual system (2 lectures)
Teaching Evaluation Score	Overall mean – 4.26

Course # & Name	GMS6007– Fall 2019 Fundamentals of Neuroscience (online - semester)
<u>Your Role:</u> Director/Lecturer/ Discussion Group Leader	Director and only lecturer for this course
Teaching Evaluation Score	Overall mean – Not Available

Course # & Name	GMS6705 – Fall 2019 Functional Human Neuroanatomy (semester course)
<u>Your Role:</u> Director/Lecturer/ Discussion Group Leader	Vision lecturer for this course – October 9
Teaching Evaluation Score	Overall mean – Not Available

Course # & Name	GMS6021 –Fall 2019 Principles of Neuroscience I (semester online course)
<u>Your Role:</u> Director/Lecturer/ Discussion Group Leader	Co-Director and Co-Instructor (50%)
Teaching Evaluation Score	Overall mean – Not Available

Course # & Name	GMS6712 –Fall 2019 Biological Clocks in Neural Health and Disease (semester online course)
<u>Your Role:</u> Director/Lecturer/ Discussion Group Leader	Director and only lecturer for this course
Teaching Evaluation Score	Overall mean – Not Available

Course # & Name	GMS6007– Spring 2020 Fundamentals of Neuroscience (online - semester)
<u>Your Role:</u> Director/Lecturer/ Discussion Group Leader	Director and only lecturer for this course
Teaching Evaluation Score	Course in progress

Course # & Name	GMS6021 – Spring 2020 Principles of Neuroscience I (semester online course)
<u>Your Role:</u> Director/Lecturer/ Discussion Group Leader	Co-Director and Co-Instructor (50%)
Teaching Evaluation Score	Course in progress

Course # & Name	GMS6705- Spring 2020 Functional Human Neuroanatomy (semester online course)
<u>Your Role:</u> Director/Lecturer/ Discussion Group Leader	Co-Director and Co-Instructor
Teaching Evaluation Score	Course in progress

Course # & Name	GMS6705 – Summer 2020 (lectures not scheduled yet) Functional Human Neuroanatomy
Your Role: Director/Lecturer/ Discussion Group Leader	Lecturer on visual system
Teaching Evaluation Score	Overall mean –

STUDENT TESTIMONIALS FOR CERTIFICATE PROGRAM

Testimonials can be found at: <https://neuroscience.ufl.edu/education/online-bms-ms-in-neuroscience/biomedical-neuroscience-certificate-program/testimonials/>

This program has opened up my eyes to many neurological subjects. Additionally, it has been a great foundation to advance in the field of biomedical neuroscience. My hometown is Orlando, FL, where I achieved the majority of my educational background, but very recently, I relocated to Fort Lauderdale, FL. Hence, early on in my academic career, my goal was to combine a unique interdisciplinary curriculum, which included pre-med during my undergraduate studies, and mental health training during my graduate studies, with a focus on neurobiological behaviors. Thus, with some of the most exquisite educators in the field, and much concentration and hard work from my part in this program, I was able to learn the importance of biomedical neuroscience in different outlooks. University of Florida is known to be one of the most reputable universities in the nation, appointing some of the best professors and students, and I'm very proud and humble to be one of the first two graduates of the program!

This program provides a detailed introduction into neuroscience. The texts, curriculum, and presentation of material are all spot on. Most importantly, the professors are superb. They are all experts in their areas, but are approachable. I have seen other such programs online, but the University of Florida is the only one that truly gets it right.

The Functional Human Neuroanatomy course was great, for me it was perspective shifting. I have always thought of the brain in very limited terms but this [course] really opened my eyes and taught me that our brains are always very active with many processes at any given time. Again, I am very grateful to UF and to you [Dr. Sue Semple-Rowland] and Dr. Mandel for providing this level of quality and training. I have never been a great fan of online learning, but you have found a way to do it right and it can work. I am already able to apply what I have learned in my supervision and direct interventions with some seriously troubled youth and a lot of what we see in practice makes more sense when viewed from a perspective of first asking what is happening with these kids' brains. I look forward to continuing, Go Gators.

I wanted to let you know that I have recently been accepted to the Morehouse School of Medicine Master's of Biomedical Research program. After the first year, I plan to transfer to the Biomedical PhD program. I cannot thank you [Dr. Neil Rowland] and the other faculty involved in the Biomedical Neuroscience program at UF enough for helping me to reach my career goal. I will likely be a part of their Neuroscience institute that has a large research focus on circadian rhythms. Undoubtedly, my completion of the Biomedical Neuroscience Certificate Program gave me an edge as an applicant.

When I was considering how to strengthen my medical school application, I found this graduate certificate program. I had an interest in neuroscience and I knew UF had a good reputation, so it seemed perfect to me. The lectures are interactive so that you can ask questions from within the presentation no matter when you are watching. The instructors responded right away to my questions and made sure I understood the material. Not only are the professors extremely knowledgeable in their fields, but they are also excellent teachers. I would recommend this certificate program to students who would like to strengthen their foundational knowledge in neuroscience. Given the rigor of the program, completion of the coursework by students can demonstrate to potential employers/admission committees that they can successfully engage in graduate level biomedical course work.

I wanted to tell you that I have been accepted into graduate school at The Ohio State University. I was accepted into the Graduate Entry Master's of Science in Nursing, where upon graduation I will become a Nurse Practitioner. I feel this graduate certificate program helped strengthen my application. This program showed that I was capable of taking higher level courses and succeeding in them. I wanted to thank you [Dr. Sue Semple-Rowland] for all you do with this program, as this program has helped me achieve my goal!

I greatly enjoyed this all-encompassing program, and learned in substantial detail about the different motor, sensory, and higher-order systems driven by the central and peripheral nervous systems. Moreover, the professors were readily available for any doubt or concern I had, which contributed to an exceptional learning experience. I highly recommend this program for anyone interested in neuroscience and for medical school applicants wanting to obtain a greater clinical understanding of the human brain.

I have always been fascinated by neuroscience and am grateful to this program for providing the chance to explore this interesting subject. The knowledgeable and helpful professors made this program enjoyable, and the online format makes this program accessible for working professionals no matter where they are. I would highly recommend this program to anyone looking for a stronger neuroscience background.

There hasn't been a period in my life in which I've learned more than when I was a part of the Biomedical Graduate Certificate Program at UF. Prior to the program, I had a broad interest in neuroscience, but lacked the knowledge & direction needed to confidently pursue a career path. The fact that each professor is directly involved in the most current, cutting-edge neuroscience research makes the program much more than a reinforcement of well-established principles. It sets a standard that the development of your own ideas is both encouraged & expected. I truly couldn't imagine a way in which I could have better prepared for the next step of my career.