CALS Curriculum Committee Meeting  
February 13, 2015  
2:00 p.m.  
1031A McCarty Hall D


Agenda and Index for Materials

Approve Minutes from January 16, 2015 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposal

1. ENY 5XXX – Ecology of Vector-Bourne Disease

Graduate Course Change Proposal

2. FYC 6230 – Theories of Youth and Family Development

Undergraduate New Course Proposal

3. ENY 3XXX – Ecology of Vector-Bourne Disease

Graduate Certificate

4. Sustainable Agroecosystems Certificate Assessment Plan
CALS Curriculum Committee Meeting  
January 16, 2015  
Submitted by James Fant


Substitute: Dana Bigham (for N. Stedman)

Visitor: Debolina Chakraborty

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met on January 16, 2015 in Rm. 1031A McCarty Hall D. Dr. Bryan Kolaczkowski called the meeting to order at 2:00 p.m.

Previous agenda items and supporting material can be found on the CALS Curriculum Committee homepage under archived information: http://www.cals.ufl.edu/faculty_staff/curriculum_committee.shtml

Approval of Minutes: A motion was made by Dr. Porter to approve the minutes from the December 12, 2014 meeting of the CALS CC. The motion was approved.

All items approved by the committee will be forwarded to either the Graduate Curriculum Committee (GCC), Graduate Council (GC) or the University Curriculum Committee (UCC) once any changes requested are made and the submission is complete.


Update from UCC: Dr. Brendemuhl reported that the following were approved at the December 2014 UCC meeting. A new undergraduate certificate: Challenge 2050: Global Leadership and Change and a new undergraduate course ALS49XX.

The following items are on the agenda for the January 20, 2015 UCC meeting. The proposed revision of the AOM BS program, sixteen of CALS 8-semester plans, the course revision in HUN 4445 (Nutrition and Disease 1) and two new graduate courses; BSC 5XXX (Fundamentals of Bioinformatics) and AEC 6932 (Special Topics in Agricultural Education and Communication).
Undergraduate New Course Proposal

1. EVS 2XXX – Introduction to Environmental Science
   A motion was made by Dr. Porter to approve this item with changes requested. The motion was approved. On the UCC1 form the department number needs to be corrected and the rationale needs to be complete. The use of jargon in the syllabus needs to be avoided in the syllabus. A more straightforward approach will avoid any potential confusion for students. The use of scientific and science in the fourth course objective seems redundant. In the course materials section it should be indicated that the text is required. The grading scale should include possible point ranges relative to percentages for each grade.

Undergraduate Course Change Proposals

2. ORH 3513 – Environmental Plant Identification and Use
   A motion was made by Dr. Porter to recycle this item and item #3 back to the department for required changes and resubmission. The motion was approved. The syllabus for the lecture course needs to include potential office hours and course meeting times. The catalog description and course prerequisite sections need to be completed. There needs to be more of an explanation as to how the lecture portion of the course relates to the lab portion. The rationale for the change in credit hours is rather weak and a more substantial justification of the changes in credit hours is needed. The syllabus for the course mentions quizzes as well as exams. However, there is no indication of how quizzes factor into the grading scale. The syllabuses for both courses indicate limited opportunities for students to gain points towards a final grade. The committee asks that the instructor consider breaking these up with additional assignments to expand this opportunity for students. Also, all quizzes and exams should be listed in the course schedule. The new UCC2 form (approval.ufl.edu/Data/Sites/48/media/forms/ucc2.docx) also needs to be used and the correct department number used (needs departmental scheduling code # which is 514918000).

3. ORH 3513L – Environmental Plant Identification and Use Lab
   Please see #2

Graduate Certificate Proposal

4. Global Agroecology
   A motion was made by Dr. Porter to approve this item with clarification requested. The motion was approved. The committee requests an explanation be included of the project required in AGR6905.

Conclusion
   The meeting was adjourned at 3:05 p.m.
Cover Sheet: Request 9853

ENY5XXX-Ecology of vector-borne disease

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Page 4 of 48
UCC1: New Course Transmittal Form

Recommended SCNS Course Identification
1. Prefix ENY 2. Level 5 3. Number XXX 4. Lab Code None

5. Course Title Ecology of vector-borne disease
6. Transcript Title (21 character maximum) Ecol vect-borne dis

10. Amount of Credit 2 11. If variable, # minimum and # maximum credits per semester.
12. Repeatable credit? No 13. If yes, total repeatable credit allowed #
14. S/U Only? No 15. Contact Type Regularly Scheduled [base hr]
16. Degree Type Graduate 17. If other, please specify: Click here to enter text.
18. Category of Instruction Intermediate

19. Course Description
This course introduces the critical components of vector-borne disease systems and the basic concepts inherent to disease ecology. The course also focuses on various vector-borne diseases of humans and wildlife and how aspects of the environment and host/vector biology influence disease transmission. Other topics include epidemiology, transmission models and emerging diseases.

20. Prerequisites
General Biology or equivalent

21. Co-requisites
None

22. Rationale and Placement in Curriculum
Vector-borne diseases affect humans, wildlife and agriculture more than any other group of infectious diseases. Researchers, policy makers, and public health workers need a firm understanding of the ecology of vector-borne diseases to effectively predict and interrupt epidemics. This course introduces the foundations of disease ecology and current paradigms of vector-borne disease transmission.

23. Complete the syllabus checklist on the next page of this form.
Syllabus Requirements Checklist

The University's complete Syllabus Policy can be found at:
http://www.caaf.ufl.edu/Data/Sites/18/media/policies/syllabus_policy.pdf

The syllabus of the proposed course must include the following:

- Course title
- Instructor contact information (if applicable, TA information may be listed as TBA)
- Office hours during which students may meet with the instructor and TA (if applicable)
- Course objectives and/or goals
- A weekly course schedule of topics and assignments.
- Methods by which students will be evaluated and their grades determined
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:
- List of all required and recommended textbooks
- Materials and Supplies Fees, if any
- A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
  https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx."
- A statement related to accommodations for students with disabilities such as: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."
- A statement informing students of the online course evaluation process such as: "Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results."

It is recommended that the syllabus contain the following:

- Critical dates for exams or other work
- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university's honesty policy regarding cheating, plagiarism, etc.

Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/ccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

- Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies
Course Purpose and Description
Vector-borne pathogens affect humans, wildlife and agriculture more than any other group of infectious disease. Researchers, policy makers, and public health workers need a firm understanding of the ecology of vector-borne pathogens to effectively predict and interrupt epidemics.
This course begins with an introduction to the components inherent to vector-borne disease systems and the basic concepts of disease ecology. The course then focuses on various pathogens and how aspects of the environment, and host and vector biology influence pathogen transmission. Some of the questions that we will address include: Why do epidemics occur where and when they do? Why are some pathogens, such as dengue, re-emerging? Why do most vector-borne pathogens have limited geographic ranges?

LECTURE SCHEDULE – Fall Semester 2014

DATES and TOPICS
Week 1 (Aug 26, 28) – Introduction: What is a vector? What is a parasite? What is a pathogen?
Week 2 (Sep 2, 4) – Arthropod vectors: Biology of Insects and mites
Week 3 (Sep 9, 11) – Non-arthropod-vectors: Biology of vertebrates
Week 4 (Sep 16, 18) – Ecology, Pathogen environmental adaptation (guest lecture)
Week 5 (Sep 23, 25) – Zoonoses and Anthroponoses
Week 6 (Sep 30, Oct 2) – SIR Models (with guest lecture)
Week 7 (Oct 7, 9) – Exam 1; Rabies, hantavirus and ebola
Week 8 (Oct 14, 16) – Dengue fever, yellow fever, and chikungunya
Week 9 (Oct 21, 23) – Bluetongue virus (guest lecture) and eastern equine encephalitis
Week 10 (Oct 28, 30) – West Nile virus
Week 11 (Nov 4, 6) – Plague and tularemia
Week 12 (Nov 13) – Huanglongbing / citrus greening (guest lecture)
Week 13 (Nov 18, 20) – Lyme disease
Week 14 (Nov 25) – Chagas Disease
Week 15 (Dec 2, 4) – Malaria and river blindness
Week 16 (Dec 9) – Exam 2 (all students) & Review article due (ENY 6905 only)

Critical dates: Exam 1: October 7, 2014; Exam 2 & Review article: December 9, 2014
COURSE GOALS: By the end of this course, students will:

1. Understand the distinctions between vector-borne and directly transmitted pathogens.
2. Have a working understanding of concepts of epidemiological models.
3. Understand the factors that limit, initiate, maintain and spread the transmission of vector-borne pathogens.
4. Gain knowledge about varied pathogens transmitted by diverse vector groups.

COURSE WEBSITE: Canvas login at http://lss.at.ufl.edu

COURSE COMMUNICATIONS: General questions should be posted on the course discussion board. Private questions about grades and course difficulties should be sent to nburketcadena@ufl.edu.

Requirements for class attendance and make-up exams in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Student performance will be evaluated by two examinations (mid-term and non-cumulative final). Grades are determined based on exam scores. 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F.

Grades cannot be provided over the telephone or by email, but will be available on Canvas in the Gradebook tab.

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail nburketcadena@ufl.edu within 24 hours of the technical difficulty if you wish to request a make-up.

Very important information on UF grading policies, including Withdrawal, Incomplete grades, and assigning grade points may be found at:

FEEDBACK:
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of 10 university and college criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

UF students are bound by The Honor Pledge, which states that “members of the University of Florida community pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment”. The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
LECTURES:
Lectures can be accessed in Canvas, by going to the Canvas login- https://lss.at.ufl.edu. The student’s UF Gatorlink username and password are necessary to log into the system. Tutorials are available in Canvas under “Help,” if needed.

TECHNOLOGY REQUIREMENTS:
Students must have access to a computer that can view PowerPoint, Flash, and .pdf files, has adequate memory and speed, and meets the minimum standards for UF computer use is needed. The following website explains the University of Florida computer hardware and software policy: http://dell.techhub.ufl.edu/computer_requirement.html. Contact the UF Computing Help Desk (352-392-4357; helpdesk@ufl.edu) with any technology problems.

COMPLAINTS ABOUT DISTANCE COURSES?
The instructor will work with you to resolve complaints, however each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See http://distance.ufl.edu/student-complaints for more details.

STUDENTS WITH DISABILITIES:
Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

GETTING HELP:
For issues with technical difficulties for Canvas, please contact the UF Help Desk at: Learning-support@ufl.edu, (352) 392-HELP - select option 2, or https://lss.at.ufl.edu/help.shtml

Other resources are available at http://www.distance.ufl.edu/getting-help for:
• Counseling and Wellness resources (352) 392-1575
• Disability resources
• Resources for handling student concerns and complaints
• Library Help Desk support

In case of emergency, contact University Police (352) 392-1111 or dial 911

GRADUATE COMPONENT (ENY6905):
Students enrolled in the graduate course (ENY 6905) will be expected to submit a review article on the ecology of a vector-borne disease of their choosing. The format is flexible. The review should summarize relevant scientific literature and must include citations. The review must be a minimum of 2,500 words.
NETIQUETTE:

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY
Remember that your password is the only thing protecting you from pranks or more serious harm.
- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always logout when you are finished using the system

GENERAL GUIDELINES
When communicating online, you should always:
- Treat instructor with respect, even in email or in any other online communication
- Always use your professors’ proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don’t refer to them by first name.
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or 😊
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other’s)
- Do not send confidential patient information via e-mail

EMAIL
When you send an email to your instructor, teaching assistant, or classmates, you should:
- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

MESSAGE BOARD
When posting on the Discussion Board in your online class, you should:
- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
• Always give proper credit when referencing or quoting another source
• Be sure to read all messages in a thread before replying
• Don’t repeat someone else’s post without adding something of your own to it
• Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
• Always be respectful of others’ opinions even when they differ from your own
• When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
• Do not make personal or insulting remarks
• Be open-minded
Cover Sheet: Request 9746

Modify FYC 6230 Title/Description

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**UCC2: Change Course Transmittal Form**

### Current SCNS Course Identification
- **Prefix**: FYC
- **Level**: 6
- **Number**: 230
- **Lab Code**: None
- **Course Title**: Theories of Youth and Family Development

### Requested Action
- **Effective Term** Earliest Available
- **Effective Year** Earliest Available
- **Action**: Terminate Course [ ] Other [x]

If you select "yes" to change any item below, complete the corresponding “current” and “proposed” fields.

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* If the request is for a change in credits, contact type or course description, a syllabus must be attached and the syllabus checklist on the next page of this form must be completed.

24. Rationale and Placement in Curriculum

We request a modification to the title and description of this course to reflect current changes in the field that emphasize theories of family development, family systems and change processes. Since we now offer a course within the department that is exclusively dedicated to theories of youth development (FYC 6234), this course will continue to address human development, but within the context of family and family theory.
Syllabus Requirements Checklist
The University’s complete Syllabus Policy can be found at:
http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

The syllabus of the proposed course must include the following:

☐ Course title
☐ Instructor contact information (if applicable, TA information may be listed as TBA)
☐ Office hours during which students may meet with the instructor and TA (if applicable)
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☐ A weekly course schedule of topics and assignments.
☐ Methods by which students will be evaluated and their grades determined
☐ Information on current UF grading policies for assigning grade points. This may be achieved by
  including a link to the appropriate undergraduate catalog web page:
☐ List of all required and recommended textbooks
☐ Materials and Supplies Fees, if any
☐ A statement related to class attendance, make-up exams and other work such as: "Requirements for
  class attendance and make-up exams, assignments, and other work in this course are consistent with
  university policies that can be found in the online catalog at:
  https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx."
☐ A statement related to accommodations for students with disabilities such as: "Students requesting
  classroom accommodation must first register with the Dean of Students Office. The Dean of Students
  Office will provide documentation to the student who must then provide this documentation to the
  Instructor when requesting accommodation."
☐ A statement informing students of the online course evaluation process such as: “Students are
  expected to provide feedback on the quality of instruction in this course based on 10 criteria. These
  evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during
  the last two or three weeks of the semester, but students will be given specific times when they are
  open. Summary results of these assessments are available to students at
  https://evaluations.ufl.edu/results."

It is recommended that the syllabus contain the following:

☐ Critical dates for exams or other work
☐ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
☐ The university's honesty policy regarding cheating, plagiarism, etc.
  Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the
  University of Florida community, pledge to hold ourselves and our peers to the highest standards of
  honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the
  University of Florida, the following pledge is either required or implied: "On my honor, I have neither
  given nor received unauthorized aid in doing this assignment." The Honor Code
  (http://www.dso.ufl.edu/scor/process/student-conduct-honor-code/) specifies a number of behaviors
  that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report
  any condition that facilitates academic misconduct to appropriate personnel. If you have any
  questions or concerns, please consult with the instructor or TAs in this class.
☐ Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/,
  392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies
“Call it a clan, call it a network, call it a tribe, call it a family. Whatever you call it, whoever you are, you need one.” - Jane Howard

**COURSE INFORMATION**

| Instructor: Suzanna Smith, Ph.D., M.S.W., CFLE  
| Department of Family, Youth and Community Sciences  
| Email: sdsmith@ufl.edu  
| Office Location: 3041 McCarty Hall D, 
| University of Florida  
| Office Hours and Course Communications: Thursdays 7:30 a.m. - 9 a.m. and Thursdays 5:30-7 p.m. via Skype; or by appointment  
| Phone: 352-273-3537  
| Skype address: SuzannaDSmith  
| Course Website: http://lass.at.ufl.edu |

**REQUIRED TEXT & READINGS**


- Readings assigned on the course calendar. These can be accessed via the library electronic course reserves, Internet, library databases, or the course e-learning site, depending on the source. Other readings may be added by the instructor or students as needed.

- Fine, M. & Fincham, F. (2012). *Handbook of Family theories: A content-based approach*. New York: Routledge. This is an e-Book that can be accessed through the UF libraries electronic course reserves system. You will need one or two chapters from this book for your final paper.

- Access to an APA style manual (6th edition). Students should have this for their graduate work if they do not already have it.

**ADDITIONAL RESOURCES**

This is a list of supplemental material you can use throughout the semester to complete assignments and your final project.

- *Journal of Family Theory and Review* (journal devoted to family theory)

Following are additional materials that will give you a more in-depth look at families and family theory.


**COURSE DESCRIPTION**

Provides an overview of the major theoretical perspectives on families, including family development and family systems; and emerging theories relevant to diverse and changing families. Special attention is given to the application of these perspectives for research and practice.

**PREREQUISITE KNOWLEDGE AND SKILLS**

Students need to have some coursework in sociology of family or family sciences. The following courses are listed as prerequisites in the Catalog: SYG 2430 Marriage and Family or equivalent; or FYC 3101 Parenting and Family Development and 3201 Youth Development. If you do not have these prerequisites, please speak to the instructor. In addition, the following are recommended: (a) an awareness and basic understanding of demographic and social changes in families in the U.S.; and (b) some background in theory from an undergraduate social science course.

**COURSE GOALS, OBJECTIVES, AND STUDENT LEARNING OUTCOMES**

**COURSE GOALS**

In this course, you will learn the "lens" of each family theory and explore the world through this perspective. Specifically, the goals of the course are to provide the experiences students need:

1. To understand the major theoretical perspectives on families and how these affect what we see and study in families.
2. To use appropriate family theories to guide their own research and practice.

**COURSE OBJECTIVES**

Through the experiences provided, students will be able to:

1. Explain each of the major theoretical frameworks for the study of family life including its views of the family, assumptions, and key concepts.
2. Analyze the strengths and limitations of each theory in explaining aspects of family life.
3. Analyze examples of research, policy, and practice and identify the theoretical perspectives guiding this work.
4. Apply the theoretical concepts to case examples.
5. Identify a theoretical perspective that is relevant to their own research or practice.
6. Interpret their environment, experiences, and thinking according to selected theories.

STUDENT LEARNING OUTCOMES IN FYCS

Following are the SLOs in Family, Youth and Community Sciences and, in italics, how this course relates to each learning outcome:

1. *Use science-based research to analyze complex family, youth, or social problems, issues and needs.*
   This course provides: (a) research-based information on current demographic and social changes that are having dramatic effects on family life; and (b) examples of published research investigating specific problems, issues, and needs from different theoretical perspectives.

2. *Apply family, economic, or social theory and research to the analysis of policies and programs that affect families, youth and communities.*
   Students analyze policies and programs from specific theoretical perspectives and think critically about the perspectives provided by the theory.

3. *Analyze and assess the needs, issues and problems of families, youth and communities.*
   This course provides (a) research-based information on current demographic and social changes that are having dramatic effects on family life; and (b) examples of published research investigating specific problems, issues, and needs from different theoretical perspectives.

4. *Develop, implement and analyze the impacts of policies, programs and organizations for families, youth and communities.*
   Students analyze policies and programs from specific theoretical perspectives and think critically about the perspectives provided by the theory.

5. *Interact with professional peers with honesty, ethical behavior, cultural sensitivity, and teamwork.*
   Students have opportunities to exchange ideas with their peers and the professor, according to published guidelines for effective online communication. They also work in pairs to complete specific assignments, and receive feedback on their work.

TEACHING PHILOSOPHY

My role is to help students develop research and theory-based knowledge as well as skills for understanding, working with, and studying families. The best outcomes would be that graduates are able to (a) work effectively, supportively, and compassionately with families and children; and (b) have the academic knowledge and skills to study and develop programs and policies for families.

ELEMENTS OF TEACHING PHILOSOPHY

1. Respect students for who they are and where they are in life.
2. Engage in ways that help them learn and be excited about learning.
3. Challenge students with new scientific information and perspectives.
4. Apply knowledge gained to their work with children and families.
Respect

No matter what your background, you have assets to bring the classroom, such as experience in the community and college campus, ideas, interpersonal communication skills, and creative energy. Students also often have personal experiences with family changes and challenges of modern family life they can contribute to discussion or reflect on relative to course material. I try to model respect for all students and encourage students to do the same.

Engage

I invite you to participate in ways you enjoy, but also ask you to step outside your comfort zone and challenge yourself to learn and grow in new ways. Class presents opportunities to develop the confidence and new skills that will help you in professional life. Students also learn from relationships; in fact in our field, engaging genuinely and empathically with others is vital to our work with clients and the public. The course is structured so you have opportunities for participation and engagement.

Challenge

As an instructor, I present new scientific information, controversies and debates in the field, and emerging perspectives on today’s diverse families. Whenever possible, I infuse courses with international comparisons, and address the complexity of U.S. families that includes diversity of family experiences. Students might not always agree, but class provides an opportunity to expand ways of thinking. Students are encouraged to raise questions with each other and the instructor through discussion. Note: this cannot be done without an open and accepting environment created by us all.

Apply

Through activities and experiences, students come to a deeper understanding of theory and research about today’s families, but also to empathically step into the shoes of children and families from diverse walks of life. Many FYCS students provide services to children and families; develop policies and programs to meet human needs; and carry out research to help us better understand human problems and interventions. Application is one part of professional development.

INSTRUCTIONAL METHODS

A variety of activities and interactions are planned to engage students in exchanges around your insights about the theories and families, critical thinking, and application of the material. Most modules include: readings, short lecture, the application of concepts to video case examples, worksheets, case analysis, presentation, short papers, blogs, and discussions.

ASSIGNMENTS

The following assignments are required of all students. You must complete all assignments to pass the course. All written assignments, with the exception of online discussions, must be submitted electronically on the e-Learning FYC 6230 site using the TurnItIn plagiarism tool; every assignment will be screened for plagiarism.
BLOGS (200 POINTS)

**DUE throughout the semester by specified dates on the Course Calendar. 200 points total: 13 blogs @ 10 points = 130 points; 10 comments@ 5 points=50 points; Introductory Blog @ 20 points.**

**INSTRUCTIONS FOR FORMAT:** Theory Application Blogs should be at least two solid paragraphs wherein you show you have given thought to your material. Links to any materials you reference (e.g., YouTube videos, news articles) should be included. Comments may be one short paragraph of 4-6 lines. Instructions for where and how to post your blogs will be posted on the e-Learning site.

**INTRODUCTORY BLOG (20 points)**

Please start your blogging with an introduction of yourself to the rest of the class, including:

- Your name and any picture of yourself, a symbol of yourself, or an avatar you would like to post.
- Your professional goals; what you plan/hope to do in the future
- What is really exciting to you about your grad program, your future direction, or your dreams in life? Why are you doing what you are doing? In other words, where is your passion?
- Summarize your past education and work and/or volunteer experience.
- Describe your background in theory, such as previous courses and what you covered.
- From your point of view, how is family theory relevant to you?
- Any personal information you want to share such as whether you have pets and other family members (no names, please!), leisure activities (if you can squeeze in any while grad school!), favorite music, etc. This part is up to you.
- Any links or pictures would like to post.

(The grade on this part of the blog will not be on personal information, but rather that you have put some thought into this.)

**Note:** Commenting on the introductory blog post will not count towards your blog commenting grade. Blog comments are counted after “Blog 2” posts onward.

**THEORY APPLICATION BLOGS (Due throughout the Semester 13 Blogs @ 10 Points = 130 Points)**

The purpose of the blog assignment is to help you recognize theories as they appear in day to day life. To write your blog, put on the “lens” of the theory assigned for the week. Select one of the three options listed below to guide your writing on what you observe about theory in “real life”. Think about how things look, according to your theory. Notice what you pay attention to, and what you disregard, compared to other theories or your own tendencies or inclinations. Be sure to clearly tie-in your blog to course material. Explain whether and how the theory changes or enlightens your view of the world, or how it limits your thinking.

You have three options to express your thoughts in your blog:

1. Find a picture (or take one) of what you think is a visual example or explanation of theory. Explain what the picture is and how it relates to the theory. Be sure to be specific about how the photo represents certain concepts, or illustrates points from a reading.
2. Describe something that has happened to you or someone you know recently. You might write about your interactions with friends and colleagues or your home and work environment. Explain how life events are relatable to theory, being specific about what you learned about the theory from course materials such as readings.

3. Find another example of literature that is related to theory. This can be from an academic journal, policy events, or current news coverage. Summarize what is being said and explain how it relates to the theory, being specific about what you have learned about the theory in course materials such as readings. Include the link or a copy of the article you found in your post.

Sometimes the instructor will provide some additional blog prompts to serve as lead-in questions about the topic for the week that you may use as a springboard for your log entry.

*After you have completed your introductory and weekly blog posts, share a link to your blog with your peers in the appropriate Discussion Forum for that module so others may give feedback and see your beautiful blog.*

<table>
<thead>
<tr>
<th>COMMENTS BLOGS (10 short comments @ 5 points = 50 points).</th>
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<tbody>
<tr>
<td>Comments on others’ blogs need to be objective and constructive. You may want to raise additional questions, or respond with your own examples of the others’ points. You are free to comment on any student’s blog as long as you comment on at least 5 different theories throughout the semester.</td>
</tr>
<tr>
<td><strong>Note:</strong> Leaving comments on or about the introductory blog post will not count towards your blog commenting grade. Blog comments are counted after the “Blog 2” post onward.</td>
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<tr>
<th>EXAMS (2 @ 100 POINTS)</th>
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<tbody>
<tr>
<td>Exams</td>
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<tr>
<td>The purpose of the exams is to assess student ability to explain key concepts of all the theories, to articulate differences between theories and implications for interpreting family issues and problems, to analyze examples using the theories, and to analyze strengths and weaknesses of the theories.</td>
</tr>
<tr>
<td><strong>DUE:</strong> There will be two exams at 100 points each, covering the course material up to that point in the semester (midpoint and endpoint). The assignment will be open for a specified time on e-Learning. Submit your completed exam by the due date to e-Learning.</td>
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<tr>
<th>Exam Policies</th>
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<tbody>
<tr>
<td>Students will have a set amount of time to take exams. Completed exams must be submitted to e-Learning by the announced deadline. Late exams will not be accepted unless there is written, professional documentation of a serious illness (i.e., you are not physically able to complete the exam or other work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required. Examinations</td>
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missed for any other reason will receive a grade of ZERO. Deadline Note: Students who have questions about exam or other grades MUST speak to the instructor within the week after the grades are released.

**WEEKLY THEORY ANALYSIS PAPERS ASSIGNMENT (200 POINTS)**

You may choose any 9 of the 11 theoretical perspectives covered throughout the semester. Submit 9 weekly papers and 1 final summary, each worth 20 points, for a total 200 points. However, you will still need to read about every theory for other assignments.

The 9 weekly summaries should be about two paragraphs covering the following:

1. Describe the theory’s “lens”—what perspective does it give you on families, using major ideas and concepts. Put your understanding of the theory into your own words.
2. Your assessment of the strengths and weaknesses of the theory, based on course content, readings, and your own reflections. Put this in your own words.
3. Format: Two paragraphs or so, double-spaced, using 12 point Times New Roman font or 10 point Arial, and 1-inch margins. Put your name, the date, and name of the theory in the upper left corner; number the pages top or bottom right.

The final summary should address the following:

1. How has your understanding of theory or particular theories changed?
2. Which theories seem best, according to criteria?
3. What areas of theory would you like to see further developed? Which hold the most potential for your work?
4. **Turn in your evaluation matrix with the final summary on the assigned due date toward the end of the semester.**

**WORKSHEETS & DISCUSSIONS (200 POINTS)**

Worksheets are designed to help you better understand the “lens”, concepts, and applications of the theory. Worksheet activities include application of concepts to video case examples, reactions to readings, and other assignments. Discussions are for “thought questions”—prompts that ask you for more reflection on the theory. At times worksheets and discussions are completed with another class member, as assigned.

**CASE STUDY ANALYSIS (50 POINTS)**

This written assignment will help you evaluate and apply theories covered in the course to your own work. The case study appears in the Smith & Harmon text on pages 377-379. Read the Epilogue, and then answer the following questions (a version of these appears in the discussion section of the text on page 379).

1. Identify two theories covered in class and the text that are most useful to you in understanding the Maldonado family. Explain why you preferred the theories you chose. Be specific, offering an analysis of the strengths of these theories from your point of view and examples of what makes these theories most useful when applied to this case study.
2. Reflecting on the theories again, which of the theories we have covered this semester seem most useful to you in your work? Select one theory and explain how it could be applied to your work, whether it is your thesis or professional practice.

**REPORT, PRESENTATION, AND PEER EVALUATION (50 POINTS)**

This written assignment will acquaint you with theories that may be suitable for your research and practice on a particular topic. Unlike the broad conceptual frameworks covered in class together, you will be able to select a midrange and/or mini-theory that can be applied specifically to a topic of interest to you. An oral presentation using PowerPoint is also required; this is so other students in the course can benefit from your learning. You must also submit peer evaluations on every other student’s presentation.

NOTE: Your theory will be from the recent volume, Fine, M. & Fincham, F. (2012). *Handbook of Family Theories: A Content-Based Approach*, which will be available as an e-Book through the UF libraries ARES electronic course reserve system.

**INSTRUCTIONS**

1. Select and summarize one theory in your own words. Focus on the perspective the theory provides, and include major assumptions and key concepts. This should be about 2 pages.
2. Explain why you selected this theory. Be specific about how it could be applied to your work, whether that is your expected thesis or professional practice. This should be at least 1 page.
3. **Paper Format:**
   - 3-4 pages total, double-spaced
   - 12 point Times New Roman font only
   - 1-inch margins only
   - Your name, the date you submit your paper, and name of the theory in the upper left corner
   - Number the pages top right or bottom right
   - Use the following two headings for the two sections of your paper: **Summary of the Theory** and **Application of the Theory** (to your work). Headings should be flush to left margin and in **bold**.
   - Reference list on a separate page; cite the source (or sources) you used in APA style. The reference list should be titled Reference(s) and the title should be centered. You are not required to use any other sources than the chapter, but you may.
4. **Presentation format:**
   - Use any PowerPoint template.
   - Present about five slides summarizing the theory and why you selected it, in terms of its usefulness (1 and 2 above).
   - Present your ideas in simple bullet lists; explain details in more depth in your audio. You may use illustrations to highlight your points; however, you **MUST** make sure you use (a) Microsoft office clip art; (b) your own photographs with permissions by subjects understood; or (c) Creative Commons NON-copyrighted photographs.
5. Submit your paper and presentation to e-Learning for a Turnitin plagiarism evaluation.
6. Submit your evaluations of your peers' presentations to e-Learning.
7. Presentations will be scheduled for the final week of the semester. The presentation schedule and posting of PowerPoint presentations will be explained via e-Learning.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Blogs (13 blogs @ 10 points = 130 points; 10 comments @ 5 points = 50 points; Introductory Blog @ 20 points) *</td>
<td>200</td>
</tr>
<tr>
<td>Exams (2 @ 100 points each) *</td>
<td>200</td>
</tr>
<tr>
<td>Weekly Theory Analysis Papers* (9 papers and a final summary with Theory Evaluation Matrix, 20 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Worksheets and Discussions (8 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Case Study Analysis</td>
<td>50</td>
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<tr>
<td>Report, Presentation, and Peer Evaluation*</td>
<td>50</td>
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<tr>
<td>TOTAL</td>
<td>900</td>
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*Rubric provided

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<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90-92.9</td>
<td>810-836</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
<td>783-809</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
<td>747-782</td>
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<tr>
<td>B-</td>
<td>80-82.9</td>
<td>720-746</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
<td>693-719</td>
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<td>C</td>
<td>73-76.9</td>
<td>657-692</td>
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<td>C-</td>
<td>70-72.9</td>
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<td>D+</td>
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<td>63-66.9</td>
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<td>&lt;60</td>
<td>&lt;540</td>
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OTHER COURSE POLICIES

BASIC RULES FOR CLASS DISCUSSIONS

RESPECT OTHERS. This course covers a variety of family experiences, and students in the class come from a variety of backgrounds. I expect a class atmosphere of tolerance and respect for every individual and her/his opinion. If anyone feels they have been harmed or misrepresented—by myself or any individual in the class—I urge you to speak with me via phone, Skype or e-mail so that the problem can be dealt with immediately. Please do not let feelings build up and interfere with your experience in this course.

EXPECTATIONS OF CONFIDENTIALITY. Respect for confidentiality of personal information shared by your classmates is an absolute must. Do not talk to others about personal information your classmates share in blogs and discussions. Likewise, if you choose to share personal information or use a friend or family member as a case example, please refrain from using their names and/or identifying information.

MAKE-UP AND LATE ASSIGNMENTS POLICY

Written assignments are to be submitted to e-Learning by the announced deadline. Students will not be able to submit an assignment following the closing time on e-Learning. Students who are unable to submit an assignment due to extenuating circumstances may request an extension, and must provide written, professional documentation of an incapacitating illness (i.e., you are not physically able to come in to class for the exam or perform work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required for the instructor to consider an extension. Any extension will be time limited. Assignments missed for any other reason will receive a grade of ZERO.

OTHER CONSIDERATIONS

RELIGIOUS OBSERVANCE: Please check your calendars against the course schedule. Any student having a conflict in the exam schedule due to religious observances should contact me as soon as possible so that we can make necessary arrangements.

DISABILITIES: The Americans with Disabilities Act requires that all qualified persons have equal opportunity and access to education regardless of a disabling condition. Students with disabilities needing academic accommodations should (1) register with and provide documentation to the Disability Resource Center and (2) provide a letter to the instructor indicating your need academic accommodations. This should be done in the first week of class.

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.
You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

PLEASE BE AWARE: DURING THIS COURSE STUDENTS ARE PERMITTED TO USE THEIR BOOK AND NOTES DURING EXAMS. HOWEVER, STUDENTS ARE NOT ALLOWED TO COOPERATE WITH OTHER STUDENTS TO COMPLETE EXAMS OR ANY OTHER ASSIGNMENTS, UNLESS INSTRUCTED BY THE PROFESSOR OF THIS COURSE.

If several students habitually begin the test at the same time, or if other digital evidence provided by e-Learning suggests that students have attempted to cheat by cooperating, then appropriate action will be taken. This may include: students suspected of dishonesty may be offered a chance to retake an in-person proctored exam without the benefit of notes or textbooks in order to verify their knowledge of the material; or the students may be referred to the Student Judicial Services for academic misconduct. Cheating is a violation of the honor code and may result in disciplinary action up to and including expulsion from the University.

When you enroll at the University of Florida, you commit yourself to the high standards of honesty and integrity regarded by the Honor Code. On student work submitted for credit, the following pledge is either required or implied. "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Failure to comply with this commitment may result in disciplinary action. Your instructor fully expects you to adhere to the academic honesty guidelines you agreed to when you were admitted to UF and registered for classes. The instructor will vigorously uphold this policy at all times. Information on procedures is located in the Student Guide at www.dso.ufl.edu/stg/

NETIQUETTE: COMMUNICATION COURTESY:

All members of the class are expected to follow rules of common courtesy in all online communication. For specific guidelines READ the following:
http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

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.

GETTING HELP

For issues with technical difficulties for e-Learning, please contact the UF Help Desk at:

- Learning-support@ufl.edu
• (352) 392-HELP - select option 2
• https://lss.at.ufl.edu/help.shtml

Requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Other helpful resources are available at http://www.distance.ufl.edu/getting-help for:

• Counseling and Wellness resources
• Disability resources
• Resources for handling student concerns and complaints
• Library Help Desk support

*Note that the instructor reserves the right to adjust the syllabus as needed (e.g., to correct unseen errors and adjust to speaker schedules).*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Viewing</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
<td>Go over all material on the Welcome page of the Course website</td>
</tr>
<tr>
<td>August 25</td>
<td>Welcome</td>
<td>Syllabus &amp; Course Calendar</td>
<td></td>
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<tr>
<td></td>
<td>Unit 1: Introduction to Family Theory</td>
<td>Text Introduction</td>
<td>Blog 1 (Introduction)</td>
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<td>Video Lectures (2)</td>
<td>Worksheets:</td>
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<td></td>
<td>• Thinking Family (pairs)</td>
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<td></td>
<td>• You and Family Theory</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Unit 2: Changing Families</td>
<td>Video: <em>Family Matters</em></td>
<td>Blog 2</td>
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<td>September 1</td>
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<td>Readings: Angier, Vespa (U.S. Census),</td>
<td>Worksheets:</td>
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<td>Furstenburg</td>
<td>• Viewing and Reading Questions</td>
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<td>• Is this a family? (Pairs and group discussion)</td>
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<td>• The Changing Face of America (Furstenburg) discussion</td>
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<td><strong>Week 3</strong></td>
<td>Unit 3: Symbolic Interactionism</td>
<td>Lecture</td>
<td>Class Prep Summary</td>
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<td>September 8</td>
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<td>Readings: Text Ch.1; Sample Reading</td>
<td>Blog 3</td>
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<td></td>
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<td>(in Text) pp. 29-41; Together: News</td>
<td>Worksheets:</td>
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<td>article, Gainesville Sun, and PDF</td>
<td>• Application of Concepts</td>
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<td>brochure, Supplemental Reading: Berkowitz</td>
<td>Reading questions</td>
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<td>&amp; Marsiglio</td>
<td>• Self &amp; Symbols (discussion)</td>
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<td>Video clips: <em>Secret Life of Bees</em>, *The</td>
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<td>Butler</td>
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<td>(in Text, pp. 57-68); Supplemental</td>
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<td>National Partnership for Women and</td>
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<td>Families (link on Application worksheet),</td>
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<td>FAMILY Act (link)</td>
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| Week 5  | September 22 | Listening: Audio of NPR interview (link)  
Video clips: *Revolutionary Road, Pleasantville* | Lecture  
Readings: Text Ch.5; Sample Reading (in Text) pp.92-113 | Class Prep Summary  
Blog 7  
Worksheets  
• Reading questions  
• Family Timeline; & comments on 2 classmates’ timelines |
|--------|--------------|-------------------------------------------------|----------------------------------------------------------|-------------------------------------------------|
| Week 6 | September 29 | Unit 6: Family Stress, Coping and Resilience Theory  
Lecture  
Readings: Text Ch.4  
Sample Reading (in Text) pp.133-144; Supplemental Readings: Walsh; and Saltzman et al. (ARES)  
Video (watch on Netflix): *I Don’t Know How She Does It* | Class Prep Summary  
Blog 6  
Worksheets  
• Double ABCX Model application exercise (pairs and discussion)  
• Reading Questions |
| Week 7 | October 6    | Unit 7: Family Systems Theory  
Guest Lecture: Dr. Larry Forthun  
Readings: Text Ch.5 and one of the following: Bacallao (sample reading in text), Lindblom et al., or MacDermid et al. (ARES)  
Video: *I Don’t Know How She Does It* | Class Prep Summary  
Blog 7  
Worksheets  
• Family systems theory application exercise  
• Reading questions |
| Week 8 | October 13   | Unit 8  
Check Canvas for due dates | Exam 1 |
| Week 9 | October 20   | Unit 9: Human Ecological Theory  
Guest Lecture: Dr. David Diehl, UF Dept. FYCS  
Readings: Text Ch.6  
Sample reading pp. 201-212  
Supplemental Reading, Rosa (2013), Urie Bronfenbrenner’s theory (ARES) | Class Prep Summary  
Blog 8  
Worksheets  
• Ecological Systems Analysis  
• Reading Questions |
| Week 10| October 27   | Unit 10: Social Exchange Theory  
Lecture  
Readings: Text Ch.8  
Sample Reading pp. 268-290 | Class Prep Summary  
Blog 9  
Worksheet |
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<tr>
<th>Week 11</th>
<th>November 3</th>
<th>Supplemental Reading, Wildermurth (2006), Practically perfect (ARES) TV or video examples provided by students</th>
<th>• Reading Questions and response to examples</th>
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<td><strong>Week 12</strong></td>
<td>November 10</td>
<td>Unit 12: Conflict Theory</td>
<td>Lecture Readings; Text Ch.7 Sample Reading pp.231-248 Video: Stepmom</td>
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<td>• Readings questions</td>
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<td>Class Prep Summary Blog 11 Worksheet</td>
<td>• Discussion of &quot;Why I am/am not a feminist&quot;</td>
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<td><strong>Week 13</strong></td>
<td>November 17</td>
<td>Unit 13: Theorizing About Diverse Families</td>
<td>Lecture Readings: Supplemental Readings on ARES, Baca-Zinn, Latino families; McDowell critical race feminism, Smith, cross cultural applications; TBA African American Families Upworthy video</td>
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<td>Readings: Supplemental Readings on ARES, Baca-Zinn, Latino families; McDowell critical race feminism, Smith, cross cultural applications; TBA African American Families Upworthy video</td>
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<td>• Theory analysis last paper and final summary questions DUE, with Evaluation matrix DUE November 28 5 p.m.</td>
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<tr>
<td><strong>Week 15</strong></td>
<td><strong>Unit 15: Theorizing About Family Life</strong></td>
<td><strong>REPORT: Student Reports on Mini-Theories from Handbook of Family Theories: A Content-Based Approach (ARES)</strong></td>
<td><strong>Worksheets</strong></td>
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<td><strong>December 1</strong></td>
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<td>• Summary of student presentations</td>
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<td>• Discussion of presentations</td>
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<td><strong>REPORT and PRESENTATION DUE no later than December 1, 8 a.m.;</strong></td>
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<td><strong>COMMENTS ON OTHER STUDENTS' PRESENTATIONS DUE no later than December 5, 5 p.m.</strong></td>
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<td><strong>Week 16</strong></td>
<td><strong>Unit 15 Part 2: Theorizing About Family Life, cont.</strong></td>
<td><strong>Read: Case Study Analysis Text pp. 377-379—see syllabus for instructions</strong></td>
<td><strong>CASE STUDY DUE GROUP DISCUSSION OF CASE STUDY DUE December 10, 5 p.m.</strong></td>
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<td><strong>Finals Week</strong></td>
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<td><strong>Take home Exam 2 DUE December 15 8 a.m.</strong></td>
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*Note that the instructor reserves the right to adjust the syllabus and course calendar as needed (e.g., to correct overlooked errors and otherwise keep the integrity of the course)*
Cover Sheet: Request 9854

ENY3XXX-Ecology of vector-borne disease

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<td>This course introduces the critical components of vector-borne disease systems and the basic concepts inherent to disease ecology. The course also focuses on various vector-borne diseases of humans and wildlife and how aspects of the environment and host/vector biology influence disease transmission. Other topics include epidemiology, transmission models and emerging diseases.</td>
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| University Curriculum Committee |
| Statewide Course Numbering System |
| Office of the Registrar |
| Student Academic Support System |
| Catalog |
| College Notified |
**UCC1: New Course Transmittal Form**

### Recommended SCNS Course Identification

1. **Prefix** ENY  
2. **Level** 3  
3. **Number** XXX  
4. **Lab Code** None  

5. **Course Title** Ecology of vector-borne disease  
6. **Transcript Title (21 character maximum)** Ecol vect-borne dis  

7. **Effective Term** Fall  
8. **Effective Year** 2015  
9. **Rotating Topic?** No  

10. **Amount of Credit** 2  
11. If variable, # minimum and # maximum credits per semester.  
12. **Repeatable credit?** No  
13. If yes, total repeatable credit allowed #  

14. **S/U Only?** No  
15. **Contact Type** Regularly Scheduled [base hr]  
16. **Degree Type** Baccalaureate  
17. **If other, please specify:** Click here to enter text.  
18. **Category of Instruction** Intermediate  

19. **Course Description**  
This course introduces the critical components of vector-borne disease systems and the basic concepts inherent to disease ecology. The course also focuses on various vector-borne diseases of humans and wildlife and how aspects of the environment and host/vector biology influence disease transmission. Other topics include epidemiology, transmission models and emerging diseases.  

20. **Prerequisites**  
General Biology or equivalent  

21. **Co-requisites**  
None  

22. **Rationale and Placement in Curriculum**  
Vector-borne diseases affect humans, wildlife and agriculture more than any other group of infectious diseases. Researchers, policy makers, and public health workers need a firm understanding of the ecology of vector-borne diseases to effectively predict and interrupt epidemics. This course introduces the foundations of disease ecology and current paradigms of vector-borne disease transmission.  

23. **Complete the syllabus checklist on the next page of this form.**
Syllabus Requirements Checklist

The University’s complete Syllabus Policy can be found at:
http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

The syllabus of the proposed course must include the following:

☑ Course title
☑ Instructor contact information (if applicable, TA information may be listed as TBA)
☑ Office hours during which students may meet with the instructor and TA (if applicable)
☑ Course objectives and/or goals
☑ A weekly course schedule of topics and assignments.
☑ Methods by which students will be evaluated and their grades determined
☑ Information on current UF grading policies for assigning grade points. This may be achieved by
including a link to the appropriate undergraduate catalog web page:
☑ List of all required and recommended textbooks
☑ Materials and Supplies Fees, if any
☑ A statement related to class attendance, make-up exams and other work such as: “Requirements for
class attendance and make-up exams, assignments, and other work in this course are consistent with
university policies that can be found in the online catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.”
☑ A statement related to accommodations for students with disabilities such as: “Students requesting
classroom accommodation must first register with the Dean of Students Office. The Dean of Students
Office will provide documentation to the student who must then provide this documentation to the
Instructor when requesting accommodation.”
☑ A statement informing students of the online course evaluation process such as: “Students are
expected to provide feedback on the quality of instruction in this course based on 10 criteria. These
evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during
the last two or three weeks of the semester, but students will be given specific times when they are
open. Summary results of these assessments are available to students at
https://evaluations.ufl.edu/results.”

It is recommended that the syllabus contain the following:

☑ Critical dates for exams or other work
☑ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
☑ The university’s honesty policy regarding cheating, plagiarism, etc.

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

☑ Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/,
392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies
Course Purpose and Description
Vector-borne pathogens affect humans, wildlife and agriculture more than any other group of infectious disease. Researchers, policy makers, and public health workers need a firm understanding of the ecology of vector-borne pathogens to effectively predict and interrupt epidemics.
This course begins with an introduction to the components inherent to vector-borne disease systems and the basic concepts of disease ecology. The course then focuses on various pathogens and how aspects of the environment, and host and vector biology influence pathogen transmission. Some of the questions that we will address include: Why do epidemics occur where and when they do? Why are some pathogens, such as dengue, re-emerging? Why do most vector-borne pathogens have limited geographic ranges?

LECTURE SCHEDULE – Fall Semester 2014
DATES and TOPICS
Week 1 (Aug 26, 28) – Introduction: What is a vector? What is a parasite? What is a pathogen?
Week 2 (Sep 2, 4) – Arthropod vectors: Biology of Insects and mites
Week 3 (Sep 9, 11) – Non-arthropod-vectors: Biology of vertebrates
Week 4 (Sep 16, 18) – Ecology, Pathogen environmental adaptation (guest lecture)
Week 5 (Sep 23, 25) – Zoonoses and Anthroponoses
Week 6 (Sep 30, Oct 2) – SIR Models (with guest lecture)
Week 7 (Oct 7, 9) – Exam 1; Rabies, hantavirus and ebola
Week 8 (Oct 14, 16) - Dengue fever, yellow fever, and chikungunya
Week 9 (Oct 21, 23) – Bluetongue virus (guest lecture) and eastern equine encephalitis
Week 10 (Oct 28, 30) - West Nile virus
Week 11 (Nov 4, 6) – Plague and tularemia
Week 12 (Nov 13) – Huanglongbing / citrus greening (guest lecture)
Week 13 (Nov 18, 20) - Lyme disease
Week 14 (Nov 25) – Chagas Disease
Week 15 (Dec 2, 4) - Malaria and river blindness
Week 16 (Dec 9) – Exam 2 (all students) & Review article due (ENY 6905 only)

Critical dates: Exam 1: October 7, 2014; Exam 2 & Review article: December 9, 2014
COURSE GOALS: By the end of this course, students will:

1. Understand the distinctions between vector-borne and directly transmitted pathogens.
2. Have a working understanding of concepts of epidemiological models.
3. Understand the factors that limit, initiate, maintain and spread the transmission of vector-borne pathogens.
4. Gain knowledge about varied pathogens transmitted by diverse vector groups.

COURSE WEBSITE: Canvas login at http://lss.at.ufl.edu

COURSE COMMUNICATIONS: General questions should be posted on the course discussion board. Private questions about grades and course difficulties should be sent to nburkettcadena@ufl.edu.

Requirements for class attendance and make-up exams in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Student performance will be evaluated by two examinations (mid-term and non-cumulative final). Grades are determined based on exam scores. 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F.

Grades cannot be provided over the telephone or by email, but will be available on Canvas in the Gradebook tab.

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail nburkettcadena@ufl.edu within 24 hours of the technical difficulty if you wish to request a make-up.

Very important information on UF grading policies, including Withdrawal, Incomplete grades, and assigning grade points may be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

FEEDBACK:
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of 10 university and college criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

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LECTURES:
Lectures can be accessed in Canvas, by going to the Canvas login- https://lss.at.ufl.edu. The student’s UF Gatorlink username and password are necessary to log into the system. Tutorials are available in Canvas under “Help,” if needed.

TECHNOLOGY REQUIREMENTS:
Students must have access to a computer that can view PowerPoint, Flash, and .pdf files, has adequate memory and speed, and meets the minimum standards for UF computer use is needed. The following website explains the University of Florida computer hardware and software policy: http://dell.techhub.ufl.edu/computer_requirement.html. Contact the UF Computing Help Desk (352-392-4357; helpdesk@ufl.edu) with any technology problems.

COMPLAINTS ABOUT DISTANCE COURSES?
The instructor will work with you to resolve complaints, however each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See http://distance.ufl.edu/student-complaints for more details.

STUDENTS WITH DISABILITIES:
Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

GETTING HELP:
For issues with technical difficulties for Canvas, please contact the UF Help Desk at: Learning-support@ufl.edu, (352) 392-HELP - select option 2, or https://lss.at.ufl.edu/help.shtml

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources (352) 392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

In case of emergency, contact University Police (352) 392-1111 or dial 911

GRADUATE COMPONENT (ENY6905):

Students enrolled in the graduate course (ENY 6905) will be expected to submit a review article on the ecology of a vector-borne disease of their choosing. The format is flexible. The review should summarize relevant scientific literature and must include citations. The review must be a minimum of 2,500 words.
NETIQUETTE:

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY
Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always logout when you are finished using the system

GENERAL GUIDELINES
When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication
- Always use your professors’ proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don’t refer to them by first name.
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTEED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or 😊
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other’s)
- Do not send confidential patient information via e-mail

EMAIL
When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

MESSAGE BOARD
When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
• Always give proper credit when referencing or quoting another source
• Be sure to read all messages in a thread before replying
• Don’t repeat someone else’s post without adding something of your own to it
• Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
• Always be respectful of others’ opinions even when they differ from your own
• When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
• Do not make personal or insulting remarks
• Be open-minded
## Cover Sheet: Request 9941

### Sustainable Agroecosystems Certificate Assessment Plan

#### Info

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#### Actions

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<td>College</td>
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<tr>
<td>Academic Assessment Committee</td>
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New SLO/Academic Assessment Plan Submission Form

Check one:

☐ New Certificate Academic Assessment Plan
☐ New Undergraduate Academic Assessment Plan
☒ New Graduate Academic Assessment Plan
☐ New Professional Academic Assessment Plan
☐ New Student Learning Outcome (SLO)

Major: Agronomy
College: CALS

Effective term and year of implementation: Term: Spring Year: 2015

IMPORTANT: If you are submitting an Academic Assessment Plan, please enter your plan into Compliance Assist, and then submit this form to the approvals submission site. Once we receive this form, we will download the plan for committee review. You do not need to restate the SLOs on this form because the SLOs are in the Plan. Instead, skip items 1-5 and go directly to items 7 and 8, the Department and College Contact Sections.

If you are submitting one or more new Student Learning Outcomes (SLOs), please complete items 1 through 6.

1. Include the new SLO here:

2. Indicate the areas of the SLOs:
   Undergraduate: ☐ Content ☐ Critical Thinking ☐ Communication
   Graduate: ☐ Knowledge ☐ Skills ☐ Professional Behavior

3. What types of assessments will be used?
   ☐ Course-related Exam
   ☐ Final Paper/Project/Presentation
   ☐ Course Assessments/Assignments
   ☐ Other – please describe here

4. What assessment methods will be used?
   ☐ Rubric
   ☐ Single Faculty Member
5. Who applies the method?
   □ Faculty Committee
   □ Single Faculty Member

6. Describe the individual student assessments and the assessment method that will be used to measure each SLO.

7. Department Contact
   Name: Dr. Diane Rowland
   Telephone Number: 3522733408
   E-mail Address: drowland@ufl.edu
   PO Box: 32611

8. College Contact
   Name: Dr. Joel Brendemuhl
   Telephone Number: 3523921963
   E-mail Address: brendj@ufl.edu
   PO Box: 32611
Certificate Assessment Plan: Sustainable Agroecosystems 2015-16

Institutional Assessment
Timothy S. Brophy, Director

Office of the Provost
University of Florida
Institutional Assessment
Continuous Quality Enhancement Series

Sustainable Agroecosystems
College of Agricultural and Life Sciences

Diane Rowland; dlrowland@ufl.edu
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Sustainable Agroecosystems
College of Agricultural and Life Sciences
2015-16 Certificate Assessment Plan

A. Rationale

There is a high demand in the job market for persons with broad knowledge and skills in production agriculture and its relationship to environmental and societal issues. This program will provide individuals an integrated perspective and skill set to meet the industry standards and demands and will provide a wide variety of career options.

B. Mission

The Sustainable Agroecosystems certificate program supports the missions of the college and university to serve the nation's and state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce. Successful completion of this certificate will give the students a diverse, interdisciplinary background that emphasizes sustainability, resource management, valuation of ecosystem services, system productivity, and profitability.

C. Student Learning Outcomes (SLOs)

1. Describe and analyze the interactions of production agriculture and the natural environment.

2. Capable of identifying elements of a sustainable agricultural system, and implementing concepts of plant production for conservation of water, soil, and inputs.

3. Understand current global issues related to agriculture and production systems.

4. Gain valuable skills for a future profession in the agricultural sciences.
D. Assessment Timeline for Certificates

**Sustainable Agroecosystems**

Assessment of SLOs will be done using a competency exam upon completion of the required number of course credits.

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<table>
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<th>Competency Exam</th>
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E. Assessment Cycle Chart for Certificates

Sustainable Agroecosystems
Analysis and Interpretation:
Improvement Actions:
Dissemination:

<table>
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College of Agricultural and Life Sciences
May – June annually
Completed by August 1 of each year
Completed by September 1 of each year

F. Methods and Procedures

Instructors of core courses in the certificate program will submit a minimum of 10 questions each that will test student’s achievement of the Student Learning Outcomes associated with these courses. These questions will be compiled into a single on-line examination. Students will be required to score a minimum of 75% correct to pass the exam, which is required to receive the certificate. The exam may be taken multiple times if necessary.
G. Assessment Oversight

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<tr>
<th>Name</th>
<th>Department Affiliation</th>
<th>Email Address</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>Diane Rowland</td>
<td>Agronomy</td>
<td><a href="mailto:dlrowland@ufl.edu">dlrowland@ufl.edu</a></td>
<td>352-294-1587</td>
</tr>
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<td>Agronomy</td>
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<td>352-273-3420</td>
</tr>
<tr>
<td>Graduate Coordinator</td>
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</tr>
<tr>
<td>Robert Gilbert, Chair</td>
<td>Agronomy</td>
<td><a href="mailto:ragilber@ufl.edu">ragilber@ufl.edu</a></td>
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<td>Wes Wood, Center Director</td>
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<td>850-983-7126</td>
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