CALS Curriculum Committee Meeting  
March 17, 2017  
2:00 p.m.  
2025 McCarty Hall D


Agenda and Index for Materials

Approve Minutes from February 17, 2017 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposals

1. FNR 6XXX – Intro to Bayesian Statistics for Life Sciences (req. #11475)

2. HOS 6XXX – Plant Materials for Conservation and Restoration (req. #11541)

Undergraduate New Course Proposal

3. MCB 4XXX – Undergraduate Teaching Assistant (req. #11423)

Curriculum

4. Modification to Family and Youth Development Concentration (req. #11455)
CALS Curriculum Committee Meeting
February 17, 2017
Submitted by James Fant


Guests: David Diehl (for D. Pracht) and Larry Forthun

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met on February 17, 2017 in Rm. 2025 McCarty Hall D. Dr. Andrea Lucky called the meeting to order at 2:02 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 January 20, 2017 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 indicated that the following items were pending at the February 21, 2017 UCC meeting: 1) Plant Science major change; 2) new UG course ANS 4XXXL (Techniques in Domestic Animal Genetics); 3) Changes to UG courses MCB 3020 (Basic Biology of Microorganisms), MCB 3023 (Principles of Microbiology); ORH 4804 (Annual & Perennial Gardening); and ORH 4804L (Annual & Perennial Gardening Lab). He also noted that the Graduate Curriculum Committee had approved STA 6XXX (Introduction to Applied Statistics for Agricultural and Life Sciences). He also provided a reminder for specific dates for UCC submission to make the 2017-18 Undergraduate Catalog (February 24th for March 21st UCC meeting). Lastly, he commented on the proposed changes to UF Quest and commented on the record enrollment for Spring 2017 and an update on the Summer B and Fall freshmen admits including PaCE and Innovation Academy.
Graduate New Course Proposal

1. AOM 6XXX – Principles and Issues in Environmental Hydrology (req. #11077 – Previously submitted 10/21/2016)
   A motion was made by Dr. Porter to recycle this item. The motion was approved. The submission must include external consultations requested previously and the most recent version of the syllabus statement boiler plate available at: http://www.cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%20Final.pdf.

2. FYC 6XXX – Prevention Science in YDFS (req. #11449)
   A motion was made by Dr. Porter to approve this item with a change required. The motion was approved. The category of instruction needs to be changed from advanced to intermediate since there are no prerequisites required.

Graduate Course Change Proposals

3. FYC 6020 – Principles of Family, Youth, and Community Sciences (req. #11450)
   Items #3, #4 and #5 were reviewed together for a single vote. A motion was made by Dr. Porter to approve all three items as submitted. The motion was approved.

4. FYC 6331 – Involving Youth in Community Issues (req. #11451)
   Reviewed with item #3.

5. FYC 6412 – Historical Foundations of Philanthropy (req. #11452)
   Reviewed with item #3.

Conclusion
The meeting was adjourned at 2:35 p.m.
Cover Sheet: Request 11475

FNR6xxx Bayesian Stats for Life Sciences

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The aim of the course is to introduce life scientists to Bayesian statistics. We will explore basic ideas regarding integration through simulation (Monte Carlo integration), the philosophy and strengths of Bayesian statistics, and the Markov Chain Monte Carlo (MCMC) algorithms needed to fit such models.

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Graduate Curriculum Committee

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University Curriculum Committee Notified

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Statewide Course Numbering System

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Graduate School Notified

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Office of the Registrar

No document changes

College Notified

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**Course|New for request 11475**

**Info**

**Request:** FNR6xxx Bayesian Stats for Life Sciences  
**Description of request:** New course number request; previously offered as FOR6934.

The aim of the course is to introduce life scientists to Bayesian statistics. We will explore basic ideas regarding integration through simulation (Monte Carlo integration), the philosophy and strengths of Bayesian statistics, and the Markov Chain Monte Carlo (MCMC) algorithms needed to fit such models.  
**Submitter:** Pollard, Rhiannon N rhiannon-pollard@ufl.edu  
**Created:** 2/13/2017 9:45:41 AM  
**Form version:** 1

**Responses**  
**Recommended Prefix** FNR  
**Course Level** 6  
**Number** xxx  
**Category of Instruction** Intermediate  
**Lab Code** None  
**Course Title** Intro to Bayesian Statistics for Life Sciences  
**Transcript Title** Bayesian Statistics  
**Degree Type** Graduate  

**Delivery Method(s)** On-Campus  
Online

**Co-Listing** No

**Effective Term** Summer  
**Effective Year** Earliest Available  
**Rotating Topic** No  
**Repeatable Credit** No

**Amount of Credit** 3

**S/U Only** No  
**Contact Type** Regularly Scheduled  
**Weekly Contact Hours** 3  
**Course Description** The aim of the course is to introduce life scientists to Bayesian statistics. We will explore basic ideas regarding integration through simulation (Monte Carlo integration), the philosophy and strengths of Bayesian statistics, and the Markov Chain Monte Carlo (MCMC) algorithms needed to fit such models.  
**Prerequisites** STA6166(C)  
**Co-requisites** n/a

**Rationale and Placement in Curriculum** Offers students in biological and life sciences, including natural resources, additional statistical knowledge for quantitative biology research and professions. Interdisciplinary focus.

**Course Objectives** At the end of this course, each student will be able to:  
- solve real problems: think through a problem and how to translate that into a biologically sensible statistical model (instead of pre-built standard models)  
- interpret MCMC output  
- implement Bayesian models in JAGS
• read and modify R code that implements a Gibbs sampler from scratch

**Course Textbook(s) and/or Other Assigned Reading**

Textbooks (Not required): sections of these books will be used and will be made available when needed to registered students


Software (Required):

• R, freely available at http://www.r-project.org
• JAGS, freely available at http://mcmc-jags.sourceforge.net/
• A text editor, such as NotePad++ (http://notepad-plus-plus.org/ ) or RStudio (http://www.rstudio.com/ ) A computer or mobile device with high-speed internet connection.

**Weekly Schedule of Topics**

1 Intro. frequentist and Bayesian statistics; Review: Joint, conditional and marginal probabilities; law of total probability; Bayes theorem.
2 Review: Likelihood, priors, posterior, pmf/pdf and their characteristics (e.g., moments);
3 Simple examples with conjugate priors
4 Monte Carlo integration
5 Introduction to conceptual (generative) models / generating fake data; Inverse modeling
6 Gibbs sampling and full conditionals / Site occupancy example
7 Gaussian regression model: conceptual model and fake data; Implementation in JAGS
8 Monitoring convergence / interpreting MCMC output; Model predictive check
9 Deriving full conditionals; Implementation in R
10 Metropolis-Hastings algorithm
11 Generalized linear models (GLM)
12-15 Topics will depend on group projects

**Links and Policies**

All required and recommended sections: academic honesty, campus helping, makeup/late submissions, grading policies, DRC, etc.

**Grading Scheme**

70% Weekly Assignments
20% Group Project
10% Participation

a) Weekly assignments (70% of course grade): These assignments are due on Thursdays and should be handed-in as word documents, basically showing how you solved the different problems (include your commented code) and the final results, together with their interpretation. I think it is important to emphasize that modeling is best learnt individually. You can certainly discuss with your colleagues if you get stuck but you should try as much as possible to solve these individual assignments by yourself. All individual assignments are graded from 0 to 1 and the overall grade for these assignments is the arithmetic average of all grades. Assignments that are not handed in on time receive a grade of 0 because I typically post solutions immediately after the
deadline. I will make general comments about common mistakes during class and I will provide my answers/code to solve the assignments.

b) A group project (20% of course grade): the goal of this group project is to create a web tutorial on a relatively simple yet useful Bayesian model. Details regarding this group project will be given in class.

c) Classroom participation (10% of course grade): I expect students to actively participate during class. Also, I will post the lecture notes for each week and students will be expected to read them after each class. Each student will then send one question related to this reading material to the TA by Sunday night. I will address the most common questions on Tuesday.

Scale

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\begin{array}{ll}
> 90 & A \\
86.7 - 89.9 & A- \\
83.3 - 86.6 & B+ \\
80.0 - 83.2 & B 3 \\
76.7 - 79.9 & B- \\
73.3 - 76.6 & C+ \\
70.0 - 73.2 & C 2 \\
66.7 - 69.9 & C- \\
63.3 - 66.6 & D+ \\
60.0 - 63.2 & D 1 \\
56.7 - 59.9 & D- \\
< 56.7 & E \\
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\]

**Instructor(s)** Denis Ribeiro do Valle
Intro to Bayesian Statistics in Life Sciences - FNR ####

1 Overview
The aim of the course is to introduce life scientists to Bayesian statistics. We will explore basic ideas regarding integration through simulation (Monte Carlo integration), the philosophy and strengths of Bayesian statistics, and the Markov Chain Monte Carlo (MCMC) algorithms needed to fit such models.

We will focus on several real world examples and how to transform these problems into statistical models. This course will rely on substantial extra-class work, in order to provide students with extensive hands on experience on conceptualizing, implementing, and interpreting the results of these models. Ideally, this experience will be enough to enable students to develop their own Bayesian models after this course is over.

We will try to cover simple (e.g., Normal and Poisson), mixed effect and multi-level regression models but this will fundamentally depend on the speed with which the class is able to follow the course. Implementation of these models will be done both with JAGS as well as customized R code.

• 3 Credits
• Spring Semester
• Format: face-to-face; 100% online sections available
• Reed Lab 302 and http://elearning.ufl.edu/

Course Prerequisites:
• STA6166 or a similar introductory statistics course
• Conceptual understanding of integrals
• The student should be comfortable programming in R (required)

Important observation: It is extremely helpful (but not required) to have a previous course on mathematical statistics (e.g., “ZOO6927 Statistical Principles for the Biological Sciences” by Jose Ponciano or “STA 5325 Fundamentals of Probability”). Furthermore, it is important that you feel comfortable programming in R. A good course for this is Ethan White’s “WIS6934/10H8 Data Carpentry for Biologists”.

Instructor: Denis Valle, 408 McCarty Hall C, 352-392-3806, drvalle@ufl.edu

• Please use the Canvas message/Inbox feature for fastest response.
• Office hours: Monday, 8:30-9:30 am; 426 McCarty Hall C; email.

2 Learning Outcomes
At the end of this course, each student will be able to:
• solve real problems: think through a problem and how to translate that into a biologically sensible statistical model (instead of pre-built standard models)
• interpret MCMC output
• implement Bayesian models in JAGS
• read and modify R code that implements a Gibbs sampler from scratch

3 Course Logistics

My philosophy is that you just learn by doing, thus this course is heavily based on extra-class work.

Required and recommended materials:

Textbooks (Not required): sections of these books will be used and will be made available when needed to registered students


Software (Required):

• R, freely available at http://www.r-project.org
• JAGS, freely available at http://mcmc-jags.sourceforge.net/
• A text editor, such as NotePad++ (http://notepad-plus-plus.org/) or RStudio (http://www.rstudio.com/) A computer or mobile device with high-speed internet connection.
• Latest version of web browser. Canvas supports only the two most recent versions of any given browser. What browser am I using?

3.1 Assignments & Deliverables

Final grade will be calculated in the following way:

a) Weekly assignments (70% of course grade): These assignments are due on Thursdays and should be handed-in as word documents, basically showing how you solved the different problems (include your commented code) and the final results, together with their interpretation. I think it is important to emphasize that modeling is best learnt individually. You can certainly discuss with your colleagues if you get stuck but you should try as much as possible to solve these individual assignments by yourself. All individual assignments are graded from 0 to 1 and the overall grade for these assignments is the arithmetic average of all grades. Assignments that are not handed in on time receive a grade of 0 because I typically post solutions immediately after the deadline. I will make general comments about common mistakes during class and I will provide my answers/code to solve the assignments.
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3.2 **Grades & Grading Scale**

70% Weekly Assignments

20% Group Project

10% Participation

For information on current UF policies for assigning grade points, see [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

4 **Course Content**

**Learning Modules**

1 Intro. frequentist and Bayesian statistics; Review: Joint, conditional and marginal probabilities; law of total probability; Bayes theorem.

2 Review: Likelihood, priors, posterior, pmf/pdf and their characteristics (e.g., moments);

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11 Generalized linear models (GLM)

12-15 Topics will depend on group projects

5 **Policies and Requirements**

This syllabus represents current plans and objectives for this course. As the semester progresses, changes may need to be made to accommodate timing, logistics, or to enhance learning. Such changes, communicated clearly, are not unusual and should be expected.
5.1 Late Submissions & Make-up Requests

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk 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 consideration.

For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352-392-4357 (option 2).

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

5.2 Semester Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning.

At approximately the mid-point of the semester, the School of Forest Resources & Conservation will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required, but encouraged. This is not the UF Faculty Evaluation!

At the end of the semester, students are expected to provide UF with feedback on the quality of instruction in this course using a standard set of university and college criteria (UF Faculty Evaluations). 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.

5.3 Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Failure to do so may result in loss of participation points and/or referral to the Dean of Students’ Office. http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

5.4 Academic Honesty Policy

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”

It is assumed that you will complete all work independently in each course unless their instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes,
exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct or appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated.

Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

5.5 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.

5.6 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.

6 Getting Help
For issues with technical difficulties for e-learning in Canvas, please post your question to the Technical Help Discussion in your course, or contact the UF Help Desk at:

- Learning-support@ufl.edu | (352) 392-HELP - select option 2 | http://elearning.ufl.edu
- Library Help Desk support http://cms.uflib.ufl.edu/ask
- SFRC Academic Hub https://uf.instructure.com/courses/303721

6.1 Student Life, Wellness, and Counseling Help
- Counseling and Wellness resources http://www.counseling.ufl.edu/cwc/
- U Matter, We Care http://www.umatter.ufl.edu/
- Career Resource Center http://www.crc.ufl.edu/
- Other resources are available at http://www.distance.ufl.edu/getting-help for online students.

6.2 Student Complaint Process
The School of Forest Resources & Conservation cares about your experience and we will make every effort to address course concerns. We request that all of our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered.
If you have a more urgent concern, your first point of contact should be the SFRC Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration:

- Students in online courses: http://www.distance.ufl.edu/student-complaint-process
- Students in face-to-face courses:
# Cover Sheet: Request 11541

## HOS6XXX Plant Materials for Conservation and Restoration

### Info

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Course|New for request 11541

Info

Request: HOS6XXX Plant Materials for Conservation and Restoration
Description of request: This request concerns approval of a new course, Plant Materials for Conservation and Restoration. In February 2017, after review and subsequent improvements, the Academic Programs Committee awarded Environmental Horticulture department approval for this course.

In 2012, this course was submitted to the CALS curriculum committee in a similar form, and minor changes were suggested. Further curriculum development (both within Environmental Horticulture and the Masters in Ecological Restoration program in SFRC) resulted in modification in course format, requiring a second "new course" submission.

This course enrolled 30 students at last offering as a 6932 course. Students in the Environmental Horticulture Department have benefited from this course, and it is an elective for the SFRC Masters in Ecological Restoration Program.
Submitter: Adams, Carrie Reinhardt rein0050@ufl.edu
Created: 3/7/2017 10:51:14 AM
Form version: 1

Responses

Recommended Prefix HOS
Course Level 6
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Plant Materials for Conservation and Restoration
Transcript Title Plants Cons Restor
Degree Type Graduate

Delivery Method(s) Online
Co-Listing No

Effective Term Summer
Effective Year 2017
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description Understand how to protect, select, produce, and establish native plants for ecological restoration. Learn the scientific basis for guidelines on planning revegetation, selecting plant material, and formulating successful conservation and restoration plans for rare, threatened and endangered species.
Prerequisites FOR 5157 Principles and Practices of Ecosystem Restoration or instructor approval
Co-requisites None.
Rationale and Placement in Curriculum This asynchronous web-based course was developed through a USDA challenge grant that supported establishment of the interdisciplinary MS in Ecological Restoration degree program, housed in the School of Forest Resources. In addition to being a core elective for that program, there has been
considerable interest in the course from graduate students in our own Horticultural Sciences graduate program, and the department is supportive of development of new graduate courses. Also, this course is entirely online, and can be taken by students at Research and Education Centers; our department's most rapidly growing group of graduate majors.

**Course Objectives** By the end of the semester, students will be able to:
1. Discern when active re-vegetation or when natural re-colonization can be relied upon for restoration.
2. Explain ecological and horticultural implications of proper plant selection, production, and establishment for the purposes of restoration.
3. Formulate and justify appropriate conservation and restoration plans for rare, threatened and endangered species.

**Course Textbook(s) and/or Other Assigned Reading**


**Weekly Schedule of Topics** Determine when re-vegetation is required
Select plants for restoration and conservation goals
Produce plants for restoration and conservation goals
Achieve plant establishment
Manage for threatened and endangered species

(Of the 13 weeks in the course, 2 weeks each are dedicated to the above topics, and other weeks are comprised of assignments and exams.)

**Links and Policies** Online Course Evaluation Process
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 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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As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of
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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.

Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 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.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/

Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Student Complaints:
http://www.distance.ufl.edu/student-complaint-process

**Grading Scheme** 40% Quizzes (4 each at 10% apiece)

20% Peer Teaching Project
Teach peers about a selected topic in an engaging and thought-provoking manner by producing a 10 minute VoiceThread presentation. These presentations will be combined for a (exam-worthy) unit for this course on current issues in Plant Materials for Conservation and Restoration. A detailed assignment description, including grading
rubric, is available under “Assignments”.

20% Weekly Discussion Posts
Discussion posts should be integrated into the discussion and will be graded as unsatisfactory (0/1 point), satisfactory (0.5/1 point), or excellent (1/1 point). See “Assignments” for detailed assignment description and grading rubric.

8% Student Led Discussion
In groups, students will lead the weekly discussion by posting a question, moderating the discussion, and summarizing insight from the discussion for the week. See “Assignments” for detailed assignment description.

2% Three-week Instructor Check-in
In Week 3 (from 7PM-8PM on Wednesday of week 3), there will be a required synchronous group chat with the instructor and classmates to provide an opportunity to field questions and further develop our community of learning. Come prepared with questions and be ready to make connections.

Instructor(s) Dr. Carrie Reinhardt Adams
HOS 6XXX Plant Materials for Conservation and Restoration
Syllabus
Offered Summer C (odd years only)

Course Description
HOS 6XXX (3 credits): Understand how to protect, select, produce, and establish native plants for ecological restoration. Learn the scientific basis for guidelines on planning revegetation, selecting plant material, and formulating successful conservation and restoration plans for rare, threatened and endangered species.

Pre-requisites FOR 5157 Principles and Practices of Ecosystem Restoration or instructor approval

Instructor Contact Information
Dr. Carrie Reinhardt Adams      OFFICE          Environmental Horticulture, Bldg. 68, Room 107
Instructor                      PHONE          352-273-4502
                                 EMAIL          rein0050@ufl.edu
Office Hours: I am available most easily via email for quick questions. Please email to arrange a phone conference for in-depth discussion. Also, please join me for the Three week instructor check-in (details below).

Course Organization
HOS 6xxx is a web-based course. The course will be managed through University of Florida’s E-Learning system using the Canvas course management system (http://elearning.ufl.edu/).

Learning Objectives
By the end of the semester, students will be able to:
• Discern when active re-vegetation or when natural re-colonization can be relied upon for restoration.
• Explain ecological and horticultural implications of proper plant selection, production, and establishment for the purposes of restoration.
• Formulate and justify appropriate conservation and restoration plans for rare, threatened and endangered species.
Assessments & Grading

Your grade will be based on:
40% Quizzes (4 each at 10% apiece)
20% Peer Teaching Project
  Teach peers about a selected topic in an engaging and thought-provoking manner by
  producing a 10 minute VoiceThread presentation. These presentations will be
  combined for a (exam-worthy) unit for this course on current issues in Plant
  Materials for Conservation and Restoration. A detailed assignment description,
  including grading rubric, is available under “Assignments”.
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  Discussion posts should be integrated into the discussion and will be graded as
  unsatisfactory (0/1 point), satisfactory (0.5/1 point), or excellent (1/1 point). See
  “Assignments” for detailed assignment description and grading rubric.
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  moderating the discussion, and summarizing insight from the discussion for the
  week. See “Assignments” for detailed assignment description.
2% Three-week Instructor Check-in
  In Week 3 (from 7PM-8PM on Wednesday of week 3), there will be a required
  synchronous group chat with the instructor and classmates to provide an
  opportunity to field questions and further develop our community of learning. Come
  prepared with questions and be ready to make connections.

Grade breakdown: Letter grades will be assigned as follows (note: 89.5 will be rounded to 90,
84.5 will be rounded to 85, etc):

- 94 – 100% A
- 90– 93% A-
- 87 - 89% B+
- 84 - 86% B
- 80– 83% B-
- 77 - 79% C+
- 74 - 76 % C
- 70– 73% C-
- 65 – 69% D+
- 60 – 64% D
- Below 60% E

More information on current UF grading policies for assigning grade points can be found at

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

**Required and Suggested Course Materials**
Required readings will be assigned for each weekly unit and are available from the course website.

Suggested readings for background and further reference:


**Course Assessment:**
Students are expected to provide feedback on the quality of instruction in this course by completing a voluntary mid-semester course evaluation and a voluntary end-of-semester online evaluations 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/.

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. For more details, see http://distance.ufl.edu/student-complaints.

**Teaching Philosophy**
My teaching philosophy for this course is to create opportunities for students to experience concepts and practice their thinking within a discipline. Students need rigorous courses with clearly defined expectations and high standards to truly learn and retain concepts. Students also obtain valuable knowledge from sharing experiences with peers that relate to course material.
## Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>OBJECTIVES AND DUE DATES</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Quiz 1: Revegetation and Plant Selection;</td>
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<tr>
<td>WEEK</td>
<td>OBJECTIVES AND DUE DATES</td>
<td>READINGS</td>
</tr>
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<tr>
<td>7</td>
<td><strong>Summer Break</strong></td>
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<tr>
<td>8</td>
<td><strong>Quiz 2: Plant Production</strong></td>
<td></td>
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<td>10</td>
<td><strong>Quiz 3: Establishment Quiz due</strong></td>
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<td>WEEK</td>
<td>OBJECTIVES AND DUE DATES</td>
<td>READINGS</td>
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<td>----------</td>
</tr>
<tr>
<td>12</td>
<td>Peer Teaching Project presentations</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Final Exam</td>
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</table>
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  Counseling Services
  Groups and Workshops
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  Self-Help Library
  Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

**Student Complaints:**
http://www.distance.ufl.edu/student-complaint-process
Cover Sheet: Request 11423

New course request Undergraduate Teaching Assistant

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<tr>
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<td>Supervised undergraduate teaching assistant will be part of the dedicated MCB teaching team to enhance the high level of instruction in labs, lecture or online courses. This opportunity provides advanced students with instructional and leadership experience valuable for their educational training and future careers while simultaneously supporting faculty and graduate teaching assistants.</td>
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<td>CALS - College of Agricultural and Life Sciences</td>
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Course| New for request 11423

Info

Request: New course request Undergraduate Teaching Assistant
Description of request: Supervised undergraduate teaching assistant will be part of the
dedicated MCB teaching team to enhance the high level of instruction in labs, lecture or
online courses. This opportunity provides advanced students with instructional and
leadership experience valuable for their educational training and future careers while
simultaneously supporting faculty and graduate teaching assistants.
Submitter: Oli, Monika moli@ufl.edu
Created: 1/25/2017 10:03:55 AM
Form version: 1

Responses
Recommended Prefix MCB
Course Level 4
Number xxx
Category of Instruction Advanced
Lab Code C
Course Title Undergraduate Teaching Assistant
Transcript Title Teaching Assistant
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Online

Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? Yes
If repeatable, # total repeatable credit allowed 2
Amount of Credit Variable
If variable, # min 0
If variable, # max 3
S/U Only? No

Contact Type Supervision of Teaching/Research
Weekly Contact Hours 4 to 7

Course Description Undergraduate teaching assistants are part of the dedicated MCB
teaching team to enhance high level of instruction in labs, lecture or online courses. This
opportunity provides advanced students with instructional and leadership experience
valuable for their educational training and future careers while simultaneously supporting
faculty and graduate teaching assistants.
Prerequisites Students must have taken the course they want to be a teaching
assistant for in a previous semester, must have enjoyed the class and passed the class
with an A.

Co-requisites None

Rationale and Placement in Curriculum This course and opportunity has existed in
our department for many years and was always offered as special topics class MCB4923.
The popularity of the opportunity has increased as we have about 100 UTAs in our
department. Furthermore some students would like to enroll in the class as 0 credit so
they don't have to pay for it. We have developed a rigorous TA training workshop all
students are required to attend and all these factors warrant this to be it's own class.
Student greatly benefit from the TA experience and it also reinforces the material they learned.

**Course Objectives** Undergraduate teaching assistant will
Learn and appreciate student privacy and ethics of instructional activities
Assist his/her assigned instructor with various didactical, classroom educational activities
Adhere to punctuality and professionalism
Interact with students in a professional manner during instructional activities
Be trained to recognize plagiarism and cheating
Become aware of student with emotional and learning problems
Learn how to assist in the instruction and evaluation of other students
Appreciate the challenge of instructional activities of faculty and graduate teaching assistants
Become part of the MCB teaching team adhering to high standards of instruction

**Course Textbook(s) and/or Other Assigned Reading** N/A all material TAs need are made available through Canvas

**Weekly Schedule of Topics** This is variable, depending on which course the students is a TA for.
Generic:
Week 1: Training (FERPA, sexual harassment) and meeting with instructors and GTAs
Week 2-14: Weekly meeting with instructor and course specific assignments and tasks as issued by instructors and GTAs
Week 15: Semester feedback and evaluation from instructor and students

**Links and Policies** This course is in full compliance with UF’s UTA policy, which complies with federal and state regulations.
http://www.aa.ufl.edu/Data/Sites/18/media/policies/ug_ta_policy.pdf

Class Attendance and Make-Up Policy
For TA in Microbiology labs attendance to all class sections is mandatory.
Each UTA is responsible to communicate with the faculty or GTA about missing class or review periods. Excused absences are consistent with university policies in the undergraduate catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) and require appropriate documentation.

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.
Students with disabilities should follow this procedure as early as possible in the semester.

Campus Resources
Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. These resources include:

Health and Wellness
- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- **Counseling and Wellness Center:** http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575;
- **Sexual Assault Recovery Services (SARS) at the Student Health Care Center, 392-1161**.
- For emergencies call: University Police Department, 392-1111 (or 9-1-1 for emergencies), http://www.police.ufl.edu/
Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail Learning-support@ufl.edu. https://iss.at.ufl.edu/help.shtml.
- Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/.

Class demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

AND/OR

Netiquette guide for online courses

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. http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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 (https://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.

Additional comments regarding academic integrity:

Students are encouraged to discuss material with each other from the course, help each other understand concepts, study together, and even discuss assessment questions with each other once the quiz window is closed. However, the following is considered academic dishonesty, and I expect that no student will ever do any of the following:

- Have another person complete a quiz in this course
- Copy another student's quiz in this course
- Collaborate with anyone during a quiz in this course
- Discuss the questions and answers of a quiz with other students while the quiz window is still open
- Manipulate and/or distribute any materials provided in this course for any purpose (including course lecture slides).
- Use any materials provided by a previous student in the course

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.
Microsoft Office 365 Software is free for UF students
http://www.it.ufl.edu/gatorcloud/free-office-365-downloads/
Other free software is available at:
http://www.software.ufl.edu/
To check for availability of the media and technical requirements, contact the UF
Computing Help Desk at (352)392-HELP(4357).
University of Florida Complaints Policy and Student Complaint Process
Most problems, questions and concerns about the course will be resolved by
professionally communicating with the instructor or the TAs.

The University of Florida believes strongly in the ability of students to express concerns
regarding their experiences at the University. The University encourages its students who
wish to file a written complaint to submit that complaint directly to the department that
manages that policy.

If a problem really cannot be resolved by communicating with the instructor or the TAs
you can contact
• Residential Course:
• Online Course: http://www.distance.ufl.edu/student-complaint-process.

This said, professionalism is a two-way-street. Unprofessional behavior of students
includes, among other things: lack of communication, blaming other people or external
factors, lying, affecting others negatively in a group or in the class, not accepting
criticism and not being proactive in solving problems or seeking help. Furthermore,
faculty often have family and other obligations to tend to. Over the weekend, replies to
your inquiries or questions maybe delayed.
If a student is lacking professionalism repeatedly, the instructor has the rights to file
formal complaint against the student through the Dean of Student office.

**Grading Scheme**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Point</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80-89.9%</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70-79.9%</td>
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</tr>
<tr>
<td></td>
<td>60-69.9%</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>&lt;60%</td>
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</tr>
</tbody>
</table>

**Instructor(s)** Oli, Asghari, Lorca, Gonzales, Rice, Vermerris, Gurley, others?
Supervised Teaching
Undergraduate Teaching Assistant
Spring 2016

MCB4xxxC

Variable Credit (0-3)
Prerequisites: UTAs must have successfully completed the course in which they are assisting in

Departmental controlled registration

Instructor

Instructor: Instructors: Oli, Asghari, Lorca, Gonzales, Rice, Vermerris, Gurley, others?

Delivery Method/Meeting time
In person

Course Description
Supervised undergraduate teaching assistant will be part of the dedicated MCB teaching team to enhance the high level of instruction in labs, lecture or online courses. This opportunity provides advanced students with instructional and leadership experience valuable for their educational training and future careers while simultaneously supporting faculty and graduate teaching assistants.

Course Objectives/Goals/Learning Outcomes
Undergraduate teaching assistant will

- Learn and appreciate student privacy and ethics of instructional activities
- Assist his/her assigned instructor with various instructional activities
• Adhere to punctuality and professionalism
• Interact with students in a professional manner during instructional activities
• Be trained to recognize plagiarism and cheating
• Become aware of student with emotional problems
• Learn how to assist in the instruction and evaluation of other students
• Appreciate the challenge of instructional activities of faculty and graduate teaching assistants

Course Material and Assignments
All required course materials will be available through the Canvas e-Learning site (http://elearning.ufl.edu/). Instructions for and submission of assignments will also be through Canvas.

Please resolve technical issues by contacting the UF helpdesk (e.g. http://helpdesk.ufl.edu; (352) 392-HELP (4357); helpdesk@ufl.edu · HUB 132)

Course Fee
$10.00

Required Textbooks
N/A

Other resources for teaching assistant
Teaching assistants Handbook https://teachingcenter.ufl.edu/ta-development/

Weekly Course Schedule
Week 1: Training (FERPA, sexual harassment) and meeting with instructors and GTAs

Week 2-14: Weekly meeting with instructor and course specific assignments and tasks as issued by instructors and GTAs

Week 15: Semester feedback and evaluation

Evaluation of Learning/Grades
The table below shows the activity types contained within this course and the assigned points to determine the final course grade.

<table>
<thead>
<tr>
<th>Activity Types</th>
<th>Percent of grade</th>
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<table>
<thead>
<tr>
<th>Training</th>
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<td>Punctuality/Office hours</td>
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<td>Anonymous student feedback about UTAs</td>
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<td>Execution of assigned tasks</td>
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<td>End of semester reflection</td>
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<td><strong>TOTAL</strong></td>
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**Grading Policy**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade Point</th>
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<tbody>
<tr>
<td>A</td>
<td>92–100%</td>
<td>4</td>
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<tr>
<td>A-</td>
<td>90–91.9%</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87–89.9%</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>82–86.9%</td>
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</tr>
<tr>
<td>B-</td>
<td>80–81.9%</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77–79.9%</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>72–76.9%</td>
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Grading policy is in accordance with UF policy

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

**Class Attendance and Make-Up Policy**

For TA in Microbiology labs attendance to all class sections is mandatory. Each UTA is responsible to communicate with the faculty or GTA about missing class or review periods. Excused absences are consistent with university policies in the undergraduate catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) and require appropriate documentation.

**Policies regarding undergraduate teaching assistants**

This course is in full compliance with UF's UTA policy, which complies with federal and state regulations.

http://www.aa.ufl.edu/Data/Sites/18/media/policies/ug_ta_policy.pdf
Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Campus Resources
Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. These resources include:

Health and Wellness
• U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
• Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575;
• Sexual Assault Recovery Services (SARS) at the Student Health Care Center, 392-1161.
• For emergencies call: University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic Resources
• E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.
• Career Resource Center, Reitz Union. 392-1601. Career assistance and counseling. http://www.crc.ufl.edu/
• Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
• Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/

Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/.
Class demeanor
Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

AND/OR

Netiquette guide for online courses
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.

University Honesty Policy
UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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 (https://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.

Additional comments regarding academic integrity:
Students are encouraged to discuss material with each other from the course, help each other understand concepts, study together, and even discuss assessment questions with each other once the quiz window is closed. However, the following is considered academic dishonesty, and I expect that no student will ever do any of the following:

- Have another person complete a quiz in this course
- Copy another student’s quiz in this course
- Collaborate with anyone during a quiz in this course
- Discuss the questions and answers of a quiz with other students while the quiz window is still open
- Manipulate and/or distribute any materials provided in this course for any purpose (including course lecture slides).
- Use any materials provided by a previous student in the course
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.

Microsoft Office 365 Software is free for UF students
http://www.it.ufl.edu/gatorcloud/free-office-365-downloads/

Other free software is available at:
http://www.software.ufl.edu/

To check for availability of the media and technical requirements, contact the UF Computing Help Desk at (352)392-HELP(4357).

University of Florida Complaints Policy and Student Complaint Process

Most problems, questions and concerns about the course will be resolved by professionally communicating with the instructor or the TAs.

The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy.

If a problem really cannot be resolved by communicating with the instructor or the TAs you can contact


This said, professionalism is a two-way-street. Unprofessional behavior of students includes, among other things: lack of communication, blaming other people or external factors, lying, affecting others negatively in a group or in the class, not accepting criticism and not being proactive in solving problems or seeking help. Furthermore, faculty often have family and other obligations to tend to. Over the weekend, replies to your inquiries or questions maybe delayed. If a student is lacking professionalism repeatedly, the instructor has the rights to file formal complaint against the student through the Dean of Student office.
# Cover Sheet: Request 11455

## Family and Youth Development Concentration

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<th>Info</th>
<th>Details</th>
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<td>Updated</td>
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<td>Description of request</td>
<td>Change required and elective courses in concentration</td>
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## Actions

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No document changes

Graduate Council

No document changes

Graduate School Notified

No document changes

Office of the Registrar

No document changes

College Notified

No document changes
Concentration|Modify for request 11455

Info

Request: Family and Youth Development Concentration
Description of request: Change required and elective courses in concentration
Submitter: Forthun, Larry F lforthun@ufl.edu
Created: 2/7/2017 2:02:02 PM
Form version: 1

Responses
Degree Level: Master's Degree
Concentration: Family and Youth Development
Effective Term: Earliest Available
Effective Year: Earliest Available
Department/Degree/Majors to Offer Concentration: Family, Youth and Community Sciences
Master of Science (M.S.) degree
Proposed Changes: Given changes in the courses offered in the FYCS department, we are altering the courses required for the Family and Youth Development Concentration.

- At the time the concentration was approved, Fall 2007, the department offered a single course covering both youth and family development theories (FYC 6230); this course has been replaced by two separate theory courses one in youth development (FYC 6234) and one in family development (FYC 6230). Both courses are essential for students pursuing this concentration.
- These courses are no longer offered on a regular basis by the department: FYC 6660, FYC 6222, FYC 6331, and FYC 6111. FYC 61XX, Families in Transition, was a proposed course that was never submitted for approval.
- FYC 6XXX, Youth and Family Relations, is proposed as a replacement for FYC 6222, Parenting and Child Relationships. It is currently being taught this semester as a special topic and will be submitted for approval early next academic year.

Pedagogical Rationale/Justification: The proposed changes will provide students with a more thorough understanding of both the theories of family and youth development and how the concepts and principles are applied in real world settings. It will also provide students with a course that bridges the disciplines of youth development and family studies. FYC 6XXX, Youth and Family Relationships (3 cr.). Together, students will be better prepared for leadership and supervisory roles in agencies or organizations that serve families and youth.

Impacts on other programs: There are no anticipated impacts on other programs.
Assessment Data Review: Although the proposed changes are beneficial to students, the update is necessary so that the concentration matches current course offerings in the department. It was not necessary to review specific SLO or program goal data since the changes will not affect the program's Academic Assessment Plan.

Academic Learning Compact and Academic Assessment Plan: The changes will not impact the program's Academic Assessment Plan.
FYCS Graduate Concentration Change Rationale: Family and Youth Development

Given changes in the courses offered in the FYCS department, we are altering the courses required for the Family and Youth Development Concentration. We offer the following justification:

- At the time the concentration was approved, Fall 2007, the department offered a single course covering both youth and family development theories (FYC 6230), this course has been replaced by two separate theory courses one in youth development (FYC 6234) and one in family development (FYC 6230). Both courses are essential for students pursuing this concentration.

- These courses are no longer offered on a regular basis by the department: FYC 6660, FYC 6222, FYC 6331, and FYC 6111. FYC 61XX, Families in Transition, was a proposed course that was never submitted for approval.

- FYC 6XXX, Youth and Family Relations, is proposed as a replacement for FYC 6222, Parenting and Child Relationships. It is currently being taught this semester as a special topics and will be submitted for approval early next academic year.

Approved Courses in the Concentration (Fall 2007)

Degree Level: Master

Number of graduate credit hours for the concentration: 15
Number of credit hours for the M.S. degree 30

Courses

Required
FYC 6230 Theories of Youth & Family Development (3 cr)
FYC 6620 Program Planning and Evaluation for Human Services Delivery (3 cr)
FYC 6660 Public Policy and Human Resource Development (3 cr)

Select Two:
FYC 6207 Adolescent Problematic Behavior (3 cr)
FYC 6222 Parenting and Child Relationships (3 cr)
FYC 6223 Promoting Positive Youth Development (3 cr)
FYC 6331 Involving Youth in Community Issues (3 cr)
FYC 6111 Family Violence (3 cr)
FYC 61XX Families in Transition (3 cr)
Revised Courses in the Concentration (Fall 2017)

Degree Level: Master

Number of graduate credit hours for the concentration: 15
Number of credit hours for the M.S. degree 30

Courses

Required Courses

FYC 6230, Theories of Family Development, Systems and Change (3 cr)
FYC 6234, Theoretical Approaches to Youth Development (3 cr)
FYC 6620, Program Planning & Evaluation (3 cr)

Select Two:

FYC 6207, Adolescent Problematic Behavior (3 cr)
FYC 6223, Promoting Positive Youth Development (3 cr)
FYC 6XXX, Youth and Family Relationships (3 cr)