CALS Curriculum Committee Meeting
December 15, 2017
2:00 p.m.
1044 McCarty Hall D


Agenda and Index for Materials

Approve Minutes from November 17, 2017 meeting

Dr. Brendemuhl: Update from UCC

Undergraduate New Course Proposal

1. FYC 4XXX – Advanced Social Research Methods (req. #12146)

Curriculum

2. Combined CALS Biology/Medical Sciences BS/MS degree program (req. #12144)

3. Combined CALS Biology/Biochemistry-Molecular Biology BS/MS degree program (req. #12145)

4. Combined CALS Biology/Zoology BS/MS degree program (req. #11978)

5. Combined CALS Biology/Botany BS/MS degree program (req. #11979)

Resubmissions

6. AOM 6XXX – Logistics of Agricultural Food Chains (req. #11738)
   Previously submitted 8/18/2017. Comments: This item was reviewed with item #6: AOM 4XXX – Logistics of Agricultural Food Chains (req. #11737). Comments will apply to both submissions unless otherwise stated.
   A motion was made by Dr. Johnson to recycle these items back to the department for changes and resubmission. The motion was approved. The prerequisite section of the UCC form needs to contain specific courses (example: MAC1147 and STA2023). In the section on Rationale and Placement in Curriculum the word “ecosystem” needs to be replaced in the second sentence. The committee suggests using “system.” Under the Grading Scheme on the UCC form the committee suggests using the statement under Grading Method in the syllabus to avoid confusion. As it stands, the statement on the UCC form is not clear. Decimal points need to be added to the grading scale (A- = 87 –
90.9, B+ = 84 – 86.9, etc.) on both the UCC form and syllabus. The committee requires this to avoid any potential confusion on the part of the student. There needs to be a clear statement included in both syllabuses that shows the difference in rigor for graduate students versus undergraduate students. Remove “Courtesy” from the Instructor section of the UCC form. The syllabus needs to indicate that the course is offered using Canvas. The Course Goals in the syllabus should be changed to Course Objectives and match the objectives on the UCC form. The Course Learning Objectives in the syllabus should be changed to Course Topics. The first paragraph under the Assignments and Grading section of the syllabus needs to be removed as this does not apply to these submissions. The boilerplate including statements regarding academic honesty needs to be replaced with the most updated version. This can be found at: http://www.cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%20Final.pdf.

7. AOM 4XXX – Logistics of Agricultural Food Chains (req. #11737)

8. SUR 6XXX – Geodesy and Geodetic Positioning (req. #10950)
Previously submitted 10/21/2016. Comments: A motion was made by Dr. Johnson to recycle this item back to the department for required updates and resubmission. The motion was approved. The last sentence in the Rationale and Placement in Curriculum section of the UCC form needs editing. In the grading section of the UCC form “and discussions” needs to be added to online quizzes. It needs to be made clear that learning outcomes for graduate students differ from those of undergrads. The syllabus also needs to show how the capstone is incorporated into the grading scheme on both the UCC form and syllabus. The syllabus needs to include an explanation of the capstone, the expectations, the consequences if expectations are not met and what options there are moving forward. The “F” in the grading scale on both the syllabus and UCC form needs to be an “E.” For submission purposes it is best to use the idea of “less is more” when it comes to late submissions and make-up policies. To avoid any issues at the next level it is best to stick with the university policy at this point.
CALS Curriculum Committee Meeting  
November 17, 2017  
Submitted by James Fant


Substitutes: J. C. Bunch for T. Andenoro  
Rhiannon Pollard for S. Sager  
Taylor Ruth for A. Warner

Guests: Katie Sieving  
Jerry Cullen

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met on November 17, 2017 in Rm. 2025 McCarty Hall D. Dr. Wendell Porter called the meeting to order at 2:04 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. Johnson to approve the minutes from the October 13, 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 noted that CALS had the following items on the November 21 agenda and provided a copy of the UCC subcommittees recommendations: 1) New undergraduate courses – AEC 3XXX – Social Media Strategy and Leadership for Agricultural and Life Sciences; HUN 3XXX – Mentoring the Scientific Process and 2) Proposed changes to undergraduate courses – FYC 3001 – Principles of Family, Youth and Community Sciences; MCB 4911 – Supervised Research in Microbiology and Cell Sciences; and MCB 4915 – Honors Thesis Research in Microbiology and Cell Science. He also handed out copies concerning the upcoming curriculum deadlines to meet the 2018-19 Undergraduate Catalog and Guide to Majors. An update was also provided concerning UF Quest and pending items at the Florida Legislature (4-yr graduation and block tuition). The following items were addressed at the October UCC meeting: 1) Proposed change to Geomatics major – Conditionally-approved; 2)
New UG Courses: a) ALS 4XXX – Project Team Research – Conditionally-approved; b) FAS – 4XXX – Algae Biology and Ecology – Denied; c) MCB 4XXX – Prokaryotic Diversity – Recycled; and d) SWS 4XXX – Nanotechnology in Food, Agriculture, and Environment – Approved.

Undergraduate New Course Proposal

1. FYC 4XXX – Engaging Communities for Decision Making and Action (req. #12019)
   A motion was made by Dr. Johnson to approve this item with updates required. The motion was approved. The course description in the syllabus must match the description on the UCC form. Any other details can be listed as additional information or course overview. It was suggested that the submitter try to find updated reading material for the course. The reference to points possible for quizzes in the grading criteria is confusing. The section on grade changes in the syllabus needs to be removed. Also, the option for students to turn their phones off during class may violate university policy. This should be removed to avoid any issue later in the approval process.

Undergraduate Course Change Proposal

2. ORH 2752 – Sensory Gardening (req. #11960)
   A motion was made by Dr. Nunez to approve this item with changes required. The motion was approved. The proposed meeting times on the syllabus need to be adjusted to reflect the requested change in credit hours. Decimal points need to be added to the grading scale (ex. B = 80-89.9, C = 70-79.9) to avoid any confusion on the part of the student when grades are awarded. There cannot be a no make-up policy for quizzes. Make-up policies must follow university guidelines. An unannounced quiz as the result of a phone ringing in class may violate university policy. It would be best to remove this for the submission as it may cause an issue later in the process. The updated version of the boilerplate containing the CALS syllabus statements (http://www.cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%20Final.pdf) needs to be included. Also, submission of a word document detailing the proposed changes should be included with the submission.

Curriculum

3. Proposed change to Environmental Management in Agriculture and Natural Resources (req. #11996)
   A motion was made by Dr. Johnson to recycle this item back to the department for additional material and resubmission. The motion was approved. Outside consultations are requested from the School of Forest Resources and Conservation, Environmental Engineering, and the College of Design, Construction and Planning to assure there are no conflicts with any existing programs. It was also suggested to include a letter from UF Online explaining the need for a shorter title.
Recycled Submission

4. WIS 4XXX – Wildlife Behavior and Conservation

A motion was made by Dr. Johnson to approve this item with edits required. The motion was approved. The course description in the syllabus must match the description on the UCC form. Any other details can be listed as additional information or course overview. The point values under graded items in the syllabus need to be edited to equal 900 points.

The meeting was adjourned at 3:05 p.m.
Cover Sheet: Request 12146

FYC4XXX--Advanced Social Research Methods

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<td>Status</td>
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<tr>
<td>Submitter</td>
<td>Kathryn Ivey <a href="mailto:kbeaty@ufl.edu">kbeaty@ufl.edu</a></td>
</tr>
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<tr>
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<tr>
<td>Description of request</td>
<td>Please review the proposal for this advanced social science research methods course. This intended to be an elective course for students in Family, Youth and Community Sciences (FYCS).</td>
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No document changes

University
Curriculum
Committee

No document changes

Statewide
Course
Numbering
System

No document changes

Office of the Registrar

No document changes

Student
Academic Support
System

No document changes

Catalog

No document changes

College
Notified

No document changes
Course|New for request 12146

Info
Request: FYC4XXX--Advanced Social Research Methods
Description of request: Please review the proposal for this advanced social science research methods course. This intended to be an elective course for students in Family, Youth and Community Sciences (FYCS).
Submitter: Tracy Irani irani@ufl.edu
Created: 12/4/2017 1:44:52 PM
Form version: 3

Responses
Recommended PrefixFYC
Course Level 4
Number XXX
Category of Instruction Advanced
Lab Code None
Course Title Advanced Social Research Methods
Transcript Title Adv Research Methods
Degree Type Baccalaureate

Delivery Method(s) 4637 On-Campus
Co-Listing No
Co-Listing Explanation N/A
Effective Term Earliest Available
Effective Year 2019
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3
If variable, # min 0
If variable, # max 0
S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description Advanced Social Research Methods is a 3-credit advanced course in the design, implementation, and interpretation of social research. Advanced standing undergraduate students work as part of a social research team. Students collaboratively conduct original social research under faculty supervision and produce a manuscript suitable for submission to a scholarly outlet.
Prerequisites FYC4801 and Instructor approval.
Co-requisites N/A
Rationale and Placement in Curriculum This is an advanced research methods courses offering upper division undergraduate students an opportunity to gain additional and higher level research training. This course can be used as required elective within the undergraduate program.
Course Objectives By the end of this course, you will be able to:
1. Complete the IRB process
2. Pose a researchable social science question
3. Develop hypotheses appropriate to the research question
4. Design social science research
5. Collect, analyze, interpret, and report the results in writing and orally
6. Demonstrate ethical behavior with regard to research activities
7. Determine the appropriateness of various outlets for publication
8. Collaborate effectively on professional research teams

Course Textbook(s) and/or Other Assigned Reading All required readings are located in Canvas. The course operates in the fashion of a problem-based learning course where students develop their learning agenda based on the needs of the problem they are working on. Because of the fluid nature of the course demands and needs, the instructors do not assemble a required reading list ahead of time. The instructors locate readings for the students on an as-is-needed basis, with need determined
either by the students themselves or by the instructors based on student questions. What is included here is a sample of readings required in previous offerings of the course.


Writing Center, UNC College of Arts &amp; Sciences (n.d.). Literature reviews. Retrieved from https://writingcenter.unc.edu/tips-and-tools/literature-reviews/

**Weekly Schedule of Topics** This weekly schedule of topics include content related topics as well as research related to the work needed to achieve courses goal of producing a manuscript suitable for presentation and/or publication. Topics can be added as needed given the research question selected by the students.

Wk. 1) Research Interests Discussion  
Wk. 2) Research topic and question;  
Theoretical framework;  
Assign Practical Research Issues Discussion Topics  
Wk. 3) Instrument development; Theoretical population;  
Data collection procedures (within IRB Framework)  
Wk 4) Review IRB Paperwork;  
Draft instrument  
Wk 5) Instrument testing;  
Decide sample; Collect data;  
Review data collection procedures  
Wk 6) Analysis procedures  
Wk 7) Lit review outline and assign topics for annotated bib (weeks 6 and 7 can switch if IRB isn’t approved)  
Wk 8) Analyze data  
Wk 9) Spring Break  
Wk 10) Discuss results  
Wk 11) Select journal;  
Create manuscript outline and assign sections  
Wk 12) Review manuscript sections  
Wk 13) Discussion of full paper;  
Prepare submission  
Wk 14) Work on presentation and letter for submitting paper to journal  
Wk 15) Present research to department
Links and Policies
Attendance and 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: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Individual assignments are essential for the progress of the entire research team. Therefore, all assignments are due in class at the start of the class period. No late assignments will be accepted. In the event a student cannot attend a class period they should make every effort to contact the instructors prior to class and provide their contribution to the day’s discussion so as not to hinder team progress.

Online Course Evaluation Process
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/.

Academic Honesty
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-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 in this class.

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.

Students with disabilities
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.

Policy regarding testing accommodations:
• Any student who requires testing accommodations must follow university procedure for securing the accommodations. Please see https://www.dso.ufl.edu/drc/students for how to access resources and setting up accommodations.
• Students who require testing accommodations should follow DRC policy for making an appointment to take the test(s) at the DRC. Do not assume that I can provide additional assistance for testing needs. If you fail to follow through on making arrangements with the DRC to take a test, you will take the test with the rest of the class and will be given the same amount of time to take the test as the rest of the class.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s resources. The following resources are available 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.

Health and Wellness Resources
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;
and the University Police Department: 392-1111 or 9-1-1 for emergencies.
Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.
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://its.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/
Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
http://writing.ufl.edu/writing-studio/
Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process

Grading Scheme 30% Participation for 150 points
30% Homework for 150 points
30% Individual Project Deliverables
(2 @ 15% per deliverable) for 150 points
10% Practical Research Issues Discussion for 50 points

A 93.50% and above (467.5-500 pts)
A- 90.00-93.49% (467.49-450 pts)
B+ 86.50-89.99% (449-432.5 pts)
B 83.50-86.49% (432.49-417.5 pts)
B- 80.00-83.49% (417.49-400 pts)
C+ 76.50-79.99% (399-382.5 pts)
C 73.50-76.49% (382.49-367.5 pts)
C- 70.00-73.49% (367.49-350 pts)
D+ 66.50-69.99% (349-332.5 pts)
D 63.50-66.49% (332.49-317.5 pts)
D- 60.00-63.49% (317.49-300 pts)
E 59.99% and below (299 pts-below)

Instructor(s) Dr. Candice Stefanou
Dr. Kelly Moore
FYC4XXX: Advanced Social Research Methods

Instructors: Dr. Kelly Moore and Dr. Candice Stefanou
Meeting Time: TBD
Class Location:

Dr Stefanou’s Office: 3041B McCarty Hall D  
Office Hours: Tuesday and Thursday 2.00-3.30  
Phone: 352-273-3502  
Email: cstefanou@ufl.edu

Dr. Moore’s Office: MCCB G081  
Office Hours: Wednesdays 9am-12pm  
Phone: 352-273-3508  
Email: kmon913@ufl.edu

The instructors reserve the right to adjust the syllabus in order to meet the objectives of the course.

Course Description. Advanced Social Research Methods is a 3-credit advanced course in the design, implementation, and interpretation of social research. Advanced standing undergraduate students work as part of a social research team. Students collaboratively conduct original social research under faculty supervision and produce a manuscript suitable for submission to a scholarly outlet.

About the course. Advanced Social Science Research Methods is a 3-credit advanced course in the design, implementation, and interpretation of social research. The purpose of this class is to engage advanced standing undergraduate students in a social science research team. The course closely resembles the type of professional teams students will likely be expected to participate in after graduation. This course is designed to provide students with the experience of the research and publication process characteristic of professional scientists. Students enrolled will work together to develop a research question, design and carry out the study, and analyze the data with faculty supervision. The outcome will be a manuscript that is suitable for submission to a scholarly journal and the preparation and presentation of the research project at a scholarly venue.

The course is highly recommended for students considering graduate school, as it will give students an opportunity to further examine social science research procedures and issues that arise during the research process.

Prerequisites: FYC4801 and Instructor approval.

Course Objectives
By the end of this course, you will be able to:
   1. Complete the IRB process
   2. Pose a searchable social science question
   3. Develop hypotheses appropriate to the research question
   4. Design social science research
5. Collect, analyze, interpret, and report the results in writing and orally
6. Demonstrate ethical behavior with regard to research activities
7. Determine the appropriateness of various outlets for publication
8. Collaborate effectively on professional research teams

All required readings are located in Canvas. The course operates in the fashion of a problem-based learning course where students develop their learning agenda based on the needs of the problem they are working on. Because of the fluid nature of the course demands and needs, the instructors do not assemble a required reading list ahead of time. The instructors locate readings for the students on an as-is-needed basis, with need determined either by the students themselves or by the instructors based on student questions. What is included here is a sample of readings required in previous offerings of the course.


Classroom Policies:
- Make sure that your phone is turned to vibrate during class.
- Stay on task.
• Respect your fellow classmates and instructors.
• Come to class on time.
• Come to class prepared.

Grading

Grades will be determined based on the following:

30% Participation 150 points
30% Homework 150 points
30% Individual Project Deliverables (2 @ 15% per deliverable) 150 points
10% Practical Research Issues Discussion 50 points

Grade Ranges:

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<th>Description</th>
<th>Percentage Range</th>
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<td>A</td>
<td>93.50% and above (467.5-500 pts)</td>
<td>93.50-76.49% (382.49-367.5 pts)</td>
<td>467.5</td>
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<td>A-</td>
<td>90.00-93.49% (467.49-450 pts)</td>
<td>73.50-76.49% (367.49-350 pts)</td>
<td>450</td>
</tr>
<tr>
<td>B+</td>
<td>86.50-89.99% (449-432.5 pts)</td>
<td>66.50-69.99% (349-332.5 pts)</td>
<td>432.5</td>
</tr>
<tr>
<td>B</td>
<td>83.50-86.49% (432.49-417.5 pts)</td>
<td>63.50-66.49% (332.49-317.5 pts)</td>
<td>417.5</td>
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<tr>
<td>B-</td>
<td>80.00-83.49% (417.49-400 pts)</td>
<td>60.00-63.49% (317.49-300 pts)</td>
<td>400</td>
</tr>
<tr>
<td>C+</td>
<td>76.50-79.99% (399-382.5 pts)</td>
<td>59.99% and below (299 pts-below)</td>
<td>382.5</td>
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All of the following must be true for the student to be eligible to receive a grade of "I."

1) The student has completed a major portion of the course work with a passing grade (D or better),
2) the student is unable to complete course requirements because of documented circumstances beyond their control, and
3) the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).

Participation (30%)

Students are expected to actively participate and to sometimes work collaboratively on various aspects of the project both in and out of class. In class participation includes actively contributing to group discussion and arriving to class having completed all individual responsibilities required to stimulate research progress.

Homework (30%)

Homework is designed so that students can make adequate progress on their research project each week. Homework is assigned as a way to prepare students for in-class work.

Individual Project Deliverables (30%)

Each student will be assigned two deliverables they are responsible for completing. One of the deliverables will be to write a section of the final manuscript, individually or in conjunction with another student depending on the section. The other deliverable will be related to the research
procedures decided on by the research team. For example, 1-2 students will be responsible for locating a sampling frame (if available) and drawing the sample. As part of their deliverable they will create a document describing the details of their procedures to assist with writing the methods section of the final manuscript. Two other students will work together to prepare the IRB protocol. All deliverables will be decided upon and assigned by the research team at the start of the semester.

**Practical Research Issues Discussion (10%)**
Each student will facilitate one, 20-minute class discussion related to a topic or issue in social science research. The purpose of this assignment is to facilitate greater depth of understanding of advanced social research topics relevant to the research procedures being utilized and/or the research process through publication. Students will select the discussion they will facilitate at the beginning of the semester.

**Attendance and 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: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Individual assignments are essential for the progress of the entire research team. Therefore, all assignments are due in class at the start of the class period. No late assignments will be accepted. In the event a student cannot attend a class period they should make every effort to contact the instructors prior to class and provide their contribution to the day’s discussion so as not to hinder team progress.

**Online Course Evaluation Process**
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/.

**Academic Honesty**
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/scrc/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 in this class.

**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.

**Students with disabilities**

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.

**Policy regarding testing accommodations:**

- Any student who requires testing accommodations must follow university procedure for securing the accommodations. Please see [https://www.dso.ufl.edu/drc/students](https://www.dso.ufl.edu/drc/students) for how to access resources and setting up accommodations.
- Students who require testing accommodations should follow DRC policy for making an appointment to take the test(s) at the DRC. Do not assume that I can provide additional assistance for testing needs. If you fail to follow through on making arrangements with the DRC to take a test, you will take the test with the rest of the class and will be given the same amount of time to take the test as the rest of the class.

**Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s resources. The following resources are available 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.

**Health and Wellness Resources**

- **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](http://www.counseling.ufl.edu/cwc/Default.aspx), 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- **Sexual Assault Recovery Services (SARS)**
- **Student Health Care Center, 392-1161.**
- **University Police Department, 392-1111 (or 9-1-1 for emergencies).**
  [http://www.police.ufl.edu/](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](https://lss.at.ufl.edu/help.shtml).
- **Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.** [http://www.crc.ufl.edu/](http://www.crc.ufl.edu/)
- **Library Support, [http://cms.uflib.ufl.edu/ask](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/
- Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process
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<tr>
<th>Week</th>
<th>Class Topic</th>
<th>Practical Research Issues Discussion (facilitated by students)</th>
<th>Homework (Due for the day listed)</th>
<th>Deliverable (Due for the day listed)</th>
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<tr>
<td>1</td>
<td>Research Interests Discussion</td>
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<tr>
<td>2</td>
<td>Research topic and question; Theoretical framework; Assign Practical Research Issues Discussion Topics</td>
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<td>HW: Identify a theory that interests you</td>
<td>Decide on Research Question (by the end of class)</td>
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<td>3</td>
<td>Instrument development; Theoretical population; Data collection procedures (within IRB Framework)</td>
<td>Discussion Topic: Ethical Considerations</td>
<td>HW: 2-3 articles to share that provide examples for operationalizing variables</td>
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<td>4</td>
<td>Review IRB Paperwork; Draft instrument</td>
<td>Discussion Topic: Instrument Development</td>
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<td>Completed IRB Protocol and Draft Instrument (Instructors submit IRB after class)</td>
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<td>Instrument testing; Decide sample; Review data collection procedures</td>
<td>Discussion Topic: Sampling Issue</td>
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<td>Completed Instrument Draw Sample</td>
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<td>6</td>
<td>Analysis procedures</td>
<td>Discussion Topic: Assumptions of statistical tests if quantitiative; Pros and cons of transcription if qualitative</td>
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<td>7</td>
<td>Lit review outline and assign topics for annotated bib (weeks 6 and 7 can switch if IRB isn't approved)</td>
<td>Discussion Topic: Handling Missing Data</td>
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<tr>
<td>8</td>
<td>Analyze data</td>
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<td>HW: annotated bib of 2-3 articles for lit review; research potential data analysis procedures to use</td>
<td>Data Collected</td>
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<td>9</td>
<td>Spring Break</td>
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<tr>
<td>10</td>
<td>Discuss results</td>
<td><em>Discussion Topic: Reporting results for public consumption</em></td>
<td>HW: bring one journal idea</td>
<td>Data Analyzed</td>
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<td>11</td>
<td>Select journal; Create manuscript outline and assign sections</td>
<td><em>Discussion Topic: The Peer-Review Process</em></td>
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<tr>
<td>12</td>
<td>Review manuscript sections</td>
<td><em>Discussion Topic: Impact Factors</em></td>
<td></td>
<td>Draft Article</td>
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<tr>
<td>13</td>
<td>Discussion of full paper; Prepare submission</td>
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<td>HW: edit section of paper and send to instructors prior to class</td>
<td>Final Article</td>
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<tr>
<td>14</td>
<td>Work on presentation and letter for submitting paper to journal</td>
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<tr>
<td>15</td>
<td>Present research to department</td>
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<td>Submit Article</td>
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Cover Sheet: Request 12144

Combined CALS-Biology/Medical Sciences BS/MS degree program

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Info

Request: Combined CALS-Biology/Medical Sciences BS/MS degree program
Description of request: This proposal would create a combined degree program between the CALS Biology B.S. and the CoM Medical Sciences M.S. with 12 double-counted graduate credits.

Submitter: David Julian djulian@ufl.edu
Created: 12/4/2017 9:14:57 AM
Form version: 2

Responses
Department Name (Undergraduate Degree Program) Biology Major
College Name (Undergraduate Degree Program) Agricultural and Life Sciences
Major Name (Undergraduate Degree Program) Bachelor of Science in Biology
Major Code (Undergraduate Degree Program) BLY
Department Name (Graduate Degree Program) Physiology and Functional Genomics
College Name (Graduate Degree Program) Medicine
Major Name (Graduate Degree Program) Master of Science in Medical Sciences
Major Code (Graduate Degree Program) MDM
Effective Term Earliest Available
Effective Year Earliest Available
Double-Counted Credits 12

Rationale for Proposed Combined Degree Program
A research-based Master's degree is increasingly valuable for employment in the bioscience industry, and significant research experience substantially increases a student's competitiveness for admission to bioscience doctoral programs and professional post-graduate degree programs. The proposed research-based BS/MS program is intended to increase the number of students who participate in intensive undergraduate research and continue employment in the bioscience industry or gain admission to graduate or professional programs in the sciences or medicine.

Impacts on Other Programs
No impacts are expected on departments and programs other than those directly participating in the proposed combined degree.
Hi David,

The Biology Major Executive Committee approves the proposals to create combined degree programs between the B.S. degree in Biology and the M.S. degrees in Medical Sciences and Biochemistry & Molecular Biology.

Alice Harmon  
Chair of the Biology Major Executive Committee  
Professor  
Dept of Biology  
Office: 352-392-9169  
Email: harmon@ufl.edu
November 30, 2017

To Whom It May Concern:

The College of Medicine approves the proposals to create combined degree programs between the B.S. degree in Biology and the M.S. degrees in Medical Sciences and Biochemistry & Molecular Biology.

Sincerely,

[Signature]

Thomas C. Rowe, Ph.D.
Associate Dean for Graduate Education
Combined Degree Program
Bachelor of Science in Biology and Master of Science in Medical Sciences

The Biology Major and the College of Medicine offers a combined degree program sequence combining the Bachelor of Science degree in Biology and the Master of Science in Medical Sciences. Eligible students may substitute up to 12 semester hours of graduate courses for undergraduate electives. These graduate courses are double-counted toward the 30 credits required for the Master of Science (with thesis) in Medical Sciences.

The combined degree program allows students to complete the M.S. degree with a research thesis in as little as one year after receiving the B.S. degree. The program is intended for students who want to complete a mentored research project while taking additional graduate coursework to gain more experience and be more competitive for applications to Ph.D. programs or professional programs (for example, Medical, Dental, or Veterinary school).

Eligibility Requirements for the admission to the undergraduate portion of the combined degree program:

1. Minimum cumulative GPA of 3.2 and minimum upper division GPA of 3.3
2. Completion of all critical-tracking requirements in the Biology B.S.
3. Completion of at least three semester hours of mentored research (e.g., through BSC 4910 and BSC 4912) or equivalent research experience

Eligibility Requirements for the graduate portion of the combined degree program:

1. Satisfactory completion of the undergraduate portion of the combined degree program.
2. Meet the requirements for admission, including minimum GRE score, as established by the Graduate School and the Medical Sciences graduate program in the College of Medicine.
3. A member of the Medical Sciences graduate faculty has agreed to serve as the student’s advisor.

Interested students must apply to the combined degree program by the end of the junior year. Upon acceptance, the Biology Major Undergraduate Coordinator and the Medical Sciences Graduate Coordinator will identify up to 12 credits of 5000+ level courses that the student may take in the senior year. In the fall of the senior year, the student will apply to the Medical Sciences M.S. Program. The GRE should be taken by the summer before the senior year. Upon acceptance to the graduate program, the combined degree coursework will be transferred to count toward the M.S. degree during the first semester following award of the B.S. degree.

Students should note the following regarding tuition and fees in this program: 1) the tuition for graduate courses is higher than for undergraduate courses, regardless of whether the courses are taken as an undergraduate or graduate student, and 2) there is no guarantee of a stipend or tuition waiver for graduate students in the MS program.
### MS in Medical Science: Genetics Track

**Prerequisites**  
BCH4024  4 CR  Introduction to Biochemistry and Molecular Biology - or equivalent

**Fall Senior Year**  
BCH5413  3 CR  Eukaryotic Molecular Biology and Genetics  
GMS6003  1 CR  Essentials of Graduate Research & Professional Development  
GMS6090  1 CR  Genetics Journal Colloquy

**Spring Senior Year**  
GMS6140  4 CR  Principals of Immunology  
GMS6012  1 CR  Human Genetics I  
GMS6014  1 CR  Applications of Bioinformatics to Genetics  
GMS7877  1 CR  Responsible Conduct of Biomedical Research

### MS in Medical Science: Microbiology Track

**Prerequisites**  
BCH4024  4 CR  Introduction to Biochemistry and Molecular Biology - or equivalent

**Fall Senior Year**  
BCH5413  3 CR  Eukaryotic Molecular Biology and Genetics  
GMS6003  1 CR  Essentials of Graduate Research & Professional Development  
GMS6921  1 CR  Immunology/Microbiology Journal Colloquy

**Spring Senior Year**  
GMS6121  3 CR  Infectious Diseases  
GMS6140  4 CR  Principals of Immunology

### MS in Medical Science: Pharmacology Track

**Fall Senior Year**  
GMS6847  3 CR  Translational Research & Therapeutics: Bench, Bedside, Community, & Policy  
GMS6XXX  3 CR  Molecules to Man: Past, Present and Future Therapeutic Strategies for Disease

**Spring Senior Year**  
GMS6009  3 CR  Principles of Drug Action  
Electives*  3 CR  See list of electives below

***Electives**  
BCH5413  3 CR  Eukaryotic Molecular Biology and Genetics (Fall)
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<td>GMS6023</td>
<td>2 CR</td>
<td>Principles of Neuroscience III: Molecular Neuropharmacology and Its Clinical Application (Spring)</td>
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<td>GMS6051</td>
<td>1 CR</td>
<td>Advanced Signal Transduction (Fall)</td>
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<td>GMS6053</td>
<td>1 CR</td>
<td>Cancer Biology &amp; Therapeutics (Fall)</td>
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<td>GMS6070</td>
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<td>Sensory Biology (Spring)</td>
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<td>GMS6065</td>
<td>3 CR</td>
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<td>GMS6506</td>
<td>1 CR</td>
<td>Biologic Drug Development</td>
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<tr>
<td>GMS6471/6472/6473</td>
<td>3 x 1 CR</td>
<td>Fundamentals in Physiology (Spring)</td>
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Cover Sheet: Request 12145

Combined CALS-Biol/Biochem-Molec Biol BS/MS degree program

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Degree|New|Combined for request 12145

Info
Request: Combined CALS-Biol/Biochem-Molec Biol BS/MS degree program
Description of request: This proposal would create a combined degree program between the CALS Biology B.S. and the CoM Biochemistry and Molecular Biology M.S. with 12 double-counted graduate credits.
Submitter: David Julian djulian@ufl.edu
Created: 12/4/2017 9:17:56 AM
Form version: 1

Responses
Department Name (Undergraduate Degree Program) Biology Major
College Name (Undergraduate Degree Program) Agricultural and Life Sciences
Major Name (Undergraduate Degree Program) Bachelor of Science in Biology
Major Code (Undergraduate Degree Program) BLY
Department Name (Graduate Degree Program) Biochemistry and Molecular Biology
College Name (Graduate Degree Program) Medicine
Major Name (Graduate Degree Program) Master of Science in Biochemistry and Molecular Biology
Major Code (Graduate Degree Program) BMB
Effective Term Earliest Available
Effective Year Earliest Available
Double-Counted Credits 12

Rationale for Proposed Combined Degree Program A research-based Master's degree is increasingly valuable for employment in the bioscience industry, and significant research experience substantially increases a student's competitiveness for admission to bioscience doctoral programs and professional post-graduate degree programs. The proposed research-based BS/MS program is intended to increase the number of students who participate in intensive undergraduate research and continue employment in the bioscience industry or gain admission to graduate or professional programs in the sciences or medicine.
Impacts on Other Programs No impacts are expected on departments and programs other than those directly participating in the proposed combined degree.
Hi David,

The Biology Major Executive Committee approves the proposals to create combined degree programs between the B.S. degree in Biology and the M.S. degrees in Medical Sciences and Biochemistry & Molecular Biology.

Alice Harmon
Chair of the Biology Major Executive Committee
Professor
Dept of Biology
Office: 352-392-9169
Email: harmon@ufl.edu
November 30, 2017

To Whom It May Concern:

The College of Medicine approves the proposals to create combined degree programs between the B.S. degree in Biology and the M.S. degrees in Medical Sciences and Biochemistry & Molecular Biology.

Sincerely,

Thomas C. Rowe, Ph.D.
Associate Dean for Graduate Education
Combined Degree Program
Bachelor of Science in Biology and Master of Science in Biochemistry & Molecular Biology

The Biology Major and the College of Medicine offers a combined degree program sequence combining the Bachelor of Science degree in Biology and the Master of Science degree in Biochemistry & Molecular Biology. Eligible students may substitute up to 12 semester hours of graduate courses for undergraduate electives. These graduate courses are double-counted toward the 30 credits required for the Master of Science (with thesis) in Biochemistry & Molecular Biology.

The combined degree program allows students to complete the M.S. degree with a research thesis in as little as one year after receiving the B.S. degree. The program is intended for students who want to complete a mentored research project while taking additional graduate coursework to gain more experience and be more competitive for applications to Ph.D. programs or professional programs (for example, Medical, Dental, or Veterinary school).

Eligibility Requirements for the admission to the undergraduate portion of the combined degree program:

1. Minimum cumulative GPA of 3.2 and minimum upper division GPA of 3.3
2. Completion of all critical-tracking requirements in the Biology B.S.
3. Completion of at least three semester hours of mentored research (e.g., through BSC 4910 and BSC 4912) or equivalent research experience

Eligibility Requirements for the graduate portion of the combined degree program:

1. Satisfactory completion of the undergraduate portion of the combined degree program
2. Meet the requirements for admission, including minimum GRE score, as established by the Graduate School and the Biochemistry & Molecular Biology graduate program in the College of Medicine.
3. A member of the Biochemistry & Molecular Biology graduate faculty has agreed to serve as the student's advisor.

Interested students must apply to the combined degree program by the end of the junior year. Upon acceptance, the Biology Major Undergraduate Coordinator and the Biochemistry & Molecular Biology Graduate Coordinator will identify up to 12 credits of 5000+ level courses that the student may take in the senior year. The GRE should be taken by the summer before the senior year. In the fall of the senior year, the student will apply to the M.S. Program. Upon acceptance to the M.S. program, the combined degree coursework will be transferred to count toward the M.S. degree during the first semester following award of the B.S. degree.

Students should note the following regarding tuition and fees in this program: 1) the tuition for graduate courses is higher than for undergraduate courses, regardless of whether the courses are taken as an undergraduate or graduate student, and 2) there is no guarantee of a stipend or tuition waiver for graduate students in the MS program.
MS in Biochemistry & Molecular Biology: Metabolism and Metabolomics Research Track

Up to 12 credits can apply to the M.S. degree.

Prerequisites
BCH4024  4 CR  Introduction to Biochemistry and Molecular Biology - or equivalent

Fall Semester
BCH6026  3 CR  Metabolic Control Analysis (prereq: BCH4024)
BCH6936  1 CR  Biochemistry & Molecular Biology Journal Club
Electives*  1-3 CR  See Fall Electives below

Spring Semester
BCH6740  3 CR  Structural Biochemistry
BCH6936  1 CR  Biochemistry & Molecular Biology Journal Club
GMS7877  1 CR  Responsible Conduct of Biomedical Research
Electives*  1-3 CR  See Spring Electives below

*Fall Electives
BCH5413  3 CR  Eukaryotic Molecular Biology and Genetics (prereq: BCH4024)
BSC6459  3 CR  Fundamentals of Bioinformatics
CHM6159  3 CR  Mass Spectrometry Methods
GMS5905  3 CR  Big Data for the Biologist
GMS6051  3 CR  Advanced Signal Transduction
GMS6XXX  1-3 CR  Any approved GMS6000-level course

*Spring Electives
BCH6415  3 CR  Advanced Molecular and Cellular Biology (prerequisite BCH 5413)
GMS6009  1 CR  Principles of Drug Action
GMS6064  1 CR  Tumor Biology
GMS6065  3 CR  Cancer Biology
GMS6471  1 CR  Fundamentals of Physiology and Functional Genomics I
GMS6472  1 CR  Fundamentals of Physiology and Functional Genomics II
GMS6473  1 CR  Fundamentals of Physiology and Functional Genomics III
GMS6XXX  1-3 CR  Any approved GMS6000-level course
MS in Biochemistry & Molecular Biology: Molecular Biology Research Track

Up to 12 credits can apply to the M.S. degree.

Prerequisites
BCH4024  4 CR  Introduction to Biochemistry and Molecular Biology - or equivalent

Fall Senior Year
BCH5413  3 CR  Eukaryotic Molecular Biology and Genetics (prereq: BCH4024)
BCH6936  1 CR  Biochemistry & Molecular Biology Journal Club
Electives*  1-3 CR  See Fall Electives below

Spring Senior Year
BCH6415  3 CR  Advanced Molecular and Cellular Biology (prereq: BCH5413)
BCH6936  1 CR  Biochemistry & Molecular Biology Journal Club
GMS7877  1 CR  Responsible Conduct of Biomedical Research
Electives*  1-3 CR  See Spring Electives below

*Fall Electives
BCH6026  3 CR  Metabolic Control Analysis
BSC6459  2 CR  Fundamentals of Bioinformatics
GMS5905  3 CR  Big Data for the Biologist
GMS6061  1 CR  The Nucleus
GMS6XXX  1-3 CR  Any approved GMS6000-level course

*Spring Electives
BCH6740  3 CR  Structural Biochemistry
GMS6014  1 CR  Application of Bioinformatics in Genetics Research
GMS6065  3 CR  Cancer Biology
GMS6XXX  1-3 CR  Any approved GMS6000-level course
MCB5505  3 CR  General Virology
MS in Biochemistry & Molecular Biology: Structural Biology Research Track

Up to 12 credits can apply to the M.S. degree.

Prerequisites
BCH4024 4 CR Introduction to Biochemistry and Molecular Biology - or equivalent

Fall Semester
BCH5413 3 CR Eukaryotic Molecular Biology and Genetics (prereq: BCH4024)
BCH6936 1 CR Biochemistry & Molecular Biology Journal Club
Electives* 1-3 CR See Fall Electives below

Spring Semester
BCH6740 3 CR Structural Biochemistry
BCH6936 1 CR Biochemistry & Molecular Biology Journal Club
GMS7877 1 CR Responsible Conduct of Biomedical Research
Electives* 1-3 CR See Spring Electives below

*Fall Electives
BCH6026 3 CR Metabolic Control Analysis
BSC6459 2 CR Fundamentals of Bioinformatics
CHM6301 3 CR Introduction to Enzyme Mechanisms
GMS5905 3 CR Big Data for the Biologist
GMS6XXX 1-3 CR Any approved GMS6000-level course

*Spring Electives
BCH6415 3 CR Advanced Molecular and Cellular Biology (prerequisite BCH 5413)
GMS6034 1 CR Advanced Virology I
GMS6035 1 CR Advanced Virology II
GMS6036 1 CR Advanced Virology III
GMS6009 3 CR Principles of Drug Action
GMS6XXX 1-3 CR Any approved GMS6000-level course
MCB5505 3 CR General Virology
## Cover Sheet: Request 11978

**Combined CALS Biology/Zoology BS/MS degree program**

### Info

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Degree|New|Combined for request 11978

Info
Request: Combined CALS Biology/Zoology BS/MS degree program
Description of request: This proposal would create a combined degree program between the CALS Biology B.S. and the Zoology M.S. with 12 double-counted graduate credits.
Submitter: David Julian djulian@ufl.edu
Created: 10/26/2017 1:38:29 PM
Form version: 1

Responses
Department Name (Undergraduate Degree Program) Biology
College Name (Undergraduate Degree Program) Agricultural and Life Sciences
Major Name (Undergraduate Degree Program) Bachelor of Science in Biology
Major Code (Undergraduate Degree Program) BLY
Department Name (Graduate Degree Program) Biology
College Name (Graduate Degree Program) Liberal Arts and Sciences
Major Name (Graduate Degree Program) Master of Science in Zoology
Major Code (Graduate Degree Program) ZY
Effective Term Earliest Available
Effective Year Earliest Available
Double-Counted Credits 12
Double-counted Credit Justification Not applicable

Rationale for Proposed Combined Degree Program
A research-based Master's degree is increasingly valuable for employment in the bioscience industry, and significant research experience substantially increases a student's competitiveness for admission to bioscience doctoral programs and professional post-graduate degree programs. The proposed research-based BS/MS program is intended to increase the number of students who participate in intensive undergraduate research and continue employment in the bioscience industry or gain admission to graduate or professional programs in the sciences or medicine.

Impacts on Other Programs
No impacts are expected on departments and programs other than those directly participating in the proposed combined degree.
The Dept of Biology approves the proposal to create combined degree programs between the Biology B.S. degree and the Botany and Zoology M.S. degrees.

Gordon
Hi David,

I’m writing to let you know that the Biology Major Executive Committee approved the plans for the biology/botany and biology/zoolology combined masters programs. The committee thought these programs will benefit the students, and enthusiastically endorsed them.

Best wishes,
Alice Harmon

Professor of Biology
Chair, Biology Major Executive Committee
Combined Degree Program
Bachelor of Science in Biology and Master of Science in Zoology

The Biology Major and the Department of Biology offers a combined degree program sequence combining the Bachelor of Science degree in Biology and the Master of Science degree in Zoology. Eligible students may substitute up to 12 semester hours of graduate courses for undergraduate electives. These graduate courses are double-counted toward the 30 credits required for the Master of Science (with thesis) in Zoology.

The combined degree program allows students to complete the M.S. degree with a research thesis in as little as one year after receiving the B.S. degree. The program is intended for students who want to complete a mentored research project and complete additional graduate coursework before applying to a Ph.D. program or to a professional program (for example, Medical, Dental, or Veterinary school).

Eligibility Requirements for the admission to the undergraduate portion of the combined degree program:

1. Minimum cumulative GPA of 3.2 and minimum upper division GPA of 3.3
2. Completion of all critical-tracking requirements in the Biology B.S. degree
3. Completion of at least three semester hours of mentored research (e.g., through BSC 4910 and BSC 4912) or equivalent research experience

Eligibility Requirements for admission to the graduate portion of the combined degree program:

1. Completion of the undergraduate portion of the combined degree program
2. Meet the requirements for admission, including minimum GRE score, as established by the Graduate School and the Zoology graduate program.
3. A member of the Department of Biology graduate faculty has agreed to serve as the student’s advisor.

Interested students must apply to the combined degree program by the end of the junior year. Upon acceptance, the Biology Major Undergraduate Coordinator and the Department of Biology Graduate Coordinator will identify up to 12 credits of 5000+ level courses that the student may take in the senior year. The GRE should be taken by the summer before the senior year. In the fall of the senior year, the student will apply to the M.S. Program. Upon acceptance to the M.S. program, the combined degree coursework will be transferred to count toward the M.S. degree during the first semester following award of the B.S. degree.

Students should note the following regarding tuition and fees in this program: 1) the tuition for graduate courses is higher than for undergraduate courses, regardless of whether the courses are taken as an undergraduate or graduate student, and 2) there is no guarantee of a stipend or tuition waiver for graduate students in the MS program.
Cover Sheet: Request 11979

Combined CALS Biology/Botany BS/MS degree program

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Degree|New|Combined for request 11979

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Submitter: David Julian djulian@ufl.edu
Created: 10/26/2017 1:42:54 PM
Form version: 1

Responses

Department Name (Undergraduate Degree Program) Biology
College Name (Undergraduate Degree Program) Agricultural and Life Sciences
Major Name (Undergraduate Degree Program) Bachelor of Science in Biology
Major Code (Undergraduate Degree Program) BLY
Department Name (Graduate Degree Program) Biology
College Name (Graduate Degree Program) Liberal Arts and Sciences
Major Name (Graduate Degree Program) Master of Science in Botany
Major Code (Graduate Degree Program) BOT
Effective Term Earliest Available
Effective Year Earliest Available
Double-Counted Credits 12
Double-counted Credit Justification Not applicable

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**Cover Sheet: Request 11738**

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Course New for request 11738

Info

Request: AOM6XXX
Description of request: This course covers logistic strategy and concepts for agricultural food chains, including techniques and tools needed to improve supply chain efficiency and solve logistics problems.
Submitter: Wendell Porter waoperator@ufl.edu
Created: 12/2/2017 3:56:39 PM
Form version: 4

Responses
Recommended Prefix AOM
Course Level: 6
Number: XXX
Category of Instruction: Intermediate
Lab Code: None
Course Title: Logistics of Agricultural Food Chains
Transcript Title: Ag Foodchain Logistic
Degree Type: Graduate

Delivery Method(s): 4138 Online
Co-Listing: Yes
Co-Listing Explanation: Graduate students will be required to meet a higher level goal for the course. Specific activities include: 1) Readings of journal papers, 2) essays demonstrating a command of the material at a level of analysis, synthesis and evaluation, and 3) a final project where the student demonstrate an understanding of the state of the art where they identify and evaluate potential outcomes affecting the agrifood chain resulting from current trends in logistics research and related technologies.
Effective Term: Earliest Available
Effective Year: 2018
Rotating Topic: No
Repeatable Credit: No

Amount of Credit: 3

S/U Only: No
Contact Type: Regularly Scheduled
Weekly Contact Hours: 3
Course Description: This course covers logistic strategy and concepts for agricultural food chains, including techniques and tools needed to improve supply chain efficiency and solve logistics problems.
Prerequisites: STA2023 & MAC1147
Co-requisites: None

Rationale and Placement in Curriculum: The course will provide life sciences, agriculture and food related students with a holistic perspective on the agricultural food chain. A clear understanding of the system that starts with food production, processing, storage, transportation, and delivery to the consumer will prepare students to better address issues of food quality, traceability and sustainability. It will also provide them with an understanding of the challenges, in particular technical issues related to the agrifood chain, and help them focus the development of their own professional skills. In addition, students will gain an understanding of the current state of the art in agrifood logistics.

Course Objectives
1. Identify key drivers of logistic performance such as facilities, inventory, transportation, information, sourcing, and pricing, food safety and food quality in a food chain.

2. Describe the relationship and strategic importance of good logistic design, planning, and operations that characterize the supply chain.

3. Apply tools at a conceptual and practical level during logistic design, planning, and operation to improve performance.
4. Identify and evaluate potential outcomes affecting the Agrifood Chain resulting from current trends in logistics research and related technologies.

**Course Textbook(s) and/or Other Assigned Reading** No textbook is required. Reading materials for each course module will be provided by the instructors. A complete list of readings is in the attached materials. Sample readings are below:


**Weekly Schedule of Topics**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>Use of simulation</td>
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<td>15.</td>
<td>Sustainable supply chain and green logistics</td>
</tr>
</tbody>
</table>

**Links and Policies**

UF Undergraduate Catalog 2016-17 Grades and Grading Policies page.

Netiquette Guide for Online Courses.

Honor Code
evaluations.ufl.edu.
Disability Resource Center
eLearning Support Services Help Page
UF Distance Learning: Getting Help
Distance Learning Student Complaint Process
University Counseling & Wellness Center
Career Resource Center
umatter@ufl.edu

**Grading Scheme** Grading is based on frequent, but low stakes assessments. An assessment(s) will be conducted for each of 34 learning objectives. In addition, each module may include an overall assessment of the module. The assessment types are: 1) Quizzes, 2) Questionnaires, 3) Problems, 4) Essays, and 5) Online discussions and other activities. Each assessment item carries the same weight within a module. The grade for each module is based on the grades obtained for each assessment type. The final grade for the course is based on the average of the grade for each module and the final project.
The final project will require that the student identify and evaluate potential outcomes affecting the agrifood chain resulting from current trends in logistics research and related technologies in a designated area.

Average of module grades  80%
Final Project      20%
Total            100%

The grading scale is shown below.

A   [90-100%]
A-  [87-89.9%]
B+  [84-86.9%]
B   [80-83.9%]
B-  [77-79.9%]
C+  [74-76.9%]
C   [70-73.9%]
C-  [67-69.9%]
D+  [64-66.9%]
D   [60-63.9%]
D-  [\lt; 60%]

Instructor(s)  
Pedro S. Zazueta, Emeritus Professor
Remigio Berruto, Professor
Patrizia Busato, Assistant Professor
Syllabus

- AOM 6xxx Logistics of Agricultural Food Chains

Semester Taught – Spring

Note: This is an online course. Students will study online using the Canvas Course Management System and engage in discussions via an electronic board or web conferencing. Students will meet with the instructors every two weeks for discussion or on a flipped classroom session. Meetings will be held the second Thursday of each two week module from: 1:30-3:00 PM.

Catalog Description

Credits: 3
This course covers logistic strategy and concepts for agricultural food chains, including techniques and tools needed to improve supply chain efficiency and solve logistics problems.

Pre-requisites/Co-requisites
STA 2013 & MAC1147

Instructors

<table>
<thead>
<tr>
<th>Pedro S. Zazueta</th>
<th>Remigio Berruto</th>
<th>Patrizia Busato</th>
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</thead>
<tbody>
<tr>
<td>Emeritus Professor</td>
<td>Professor</td>
<td>Assistant Professor</td>
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<td>Tigert 1</td>
<td>DISAFA, University of Turin</td>
<td>DISAFA, University of Turin</td>
</tr>
<tr>
<td>Tel: 273-1788</td>
<td>Phone: +39 011 6708596</td>
<td>Phone: +39 011 6708596</td>
</tr>
<tr>
<td>Email: <a href="mailto:fsz@ufl.edu">fsz@ufl.edu</a></td>
<td><a href="mailto:remigio.berruto@unito.it">remigio.berruto@unito.it</a></td>
<td><a href="mailto:patrizia.busato@unito.it">patrizia.busato@unito.it</a></td>
</tr>
</tbody>
</table>

Office Hours
Because this is an online course, with students and instructors in different time zones it is best to set up an appointment with the instructor.

Course Website:
http://elearning.ufl.edu

Course Objectives
This course approaches the agricultural food chain holistically. It focuses on the distribution of food and agricultural products, including unique aspects of the food supply chain such as food safety, traceability, and sustainability. Students will use simulation models and gaming to understand some principles and their effect on the supply chain performance. After completing this course, the student will:

1. Identify key drivers of logistic performance such as facilities, inventory, transportation, information, sourcing, and pricing, food safety and food quality in a food chain.

2. Describe the relationship and strategic importance of good logistic design, planning, and operations that characterize the supply chain.

3. Apply tools at a conceptual and practical level during logistic design, planning, and operation to improve performance.

4. Identify and evaluate potential outcomes affecting the Agrifood Chain resulting from current trends in logistics research and related technologies.
Course Topics

Module 1 (Weeks 1 and 2):
1. Describe the components of a supply chain and their relationship to each other.
2. Define logistics and describe its relevance to the supply chain.
3. Explain the differentiating characteristics between a food supply chain and other supply chains.
4. Describe the cycle and push/pull views of a supply chain.

Module 2 (Weeks 3 and 4):
5. Describe the role and relationship of logistic-value-added with the other areas of the firm.
6. Describe the characteristics of products and their relationship to main logistic activities.
7. Identify how supply chains compete in terms of time, cost, quality and sustainability as well as supporting capabilities and soft objectives.
8. Illustrate challenges and key elements required to achieve a strategic fit.
9. Describe how risk factors influence the achievement of strategic fit.

Module 3 (Weeks 5 and 6):
10. Describe supply chain drivers and how to measure their performance.
11. Describe customer service and practices to enhance it.
12. Explain the value of best practices and strategies.
13. Explain the influence of logistic on costs and balance sheet.

Module 4 (Weeks 7 and 8):
14. Discuss basic concepts related to demand forecasting, including types of demand, forecasting methodologies, considerations for parameter selection, and the overall forecasting process.
15. Describe demand forecasting methods and the differences in their application.
16. Define forecasting error and relevant measures.
17. Apply demand forecasting methods and interpret results.
18. Describe collaboration strategies used to match demand and supply and their implementation.

Module 5 (Weeks 9 and 10):
19. Describe the components of inventory management and their importance to the enterprise (inventory management cost, classification and stock utility, logistic information systems).
20. Apply EOQ (economic order quantity) and ROP (reorder point) techniques to create an order for non-perishable products.
21. Calculate an order and service level of perishable produce using statistics and the newsvendor assumptions.
22. Compare the lean and JIT (just in time) supply chain control and its advantages over traditional methods.
23. Use MRP (material requirement planning) to calculate material requirements and schedules supply to meet a product demand.
24. Describe ERP (Enterprise Resource Planning) systems and the reasons they are used in modern day supply chain management.

Module 6 (Weeks 11 and 12):
25. Describe the importance of transportation in the agrifood supply chain.
26. Describe different modes of transportation, their main characteristics, and how they are used in shipping.
27. Select an option for a transportation network given a set of design requirements.
28. Apply network routing concepts to solve a "Vehicle Routing Problem" (VRP).
29. Describe the role of packaging, palletizing and containerizing in logistics activities.

Module 7 (Weeks 13 and 14):
30. Describe the importance of green logistics in the agrifood supply chain
31. Describe the role of the local product in the agrifood supply chain
32. Explain the role of modeling and simulation in the supply chain and the importance of information sharing
33. Review case studies and interpret the role that logistics plays in improving the supply chain

Module 8 (Week 15):
34. Describe the trends and current issues in logistics and sustainability, including globalization, outsourcing, technology, lean and agile, and reverse logistics.

Course Outline

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The course will be conducted in eight modules, the first seven covering two of the topics above. The eighth module include a final project. Each module will be covered over a two-week period with the exception of module eight, which will be assigned six weeks before the end of the term.

Course Communications:

1. Questions related to the subject matter of the course should be posted on the Course Questions discussion board for everyone to see. This will not only help everyone but is also part of the participation that contributes to your final grade. If you have a question, ask. Most likely your peers will have a similar question and you will be helping everyone. Likewise, if you have an answer to a question, answer it.

2. Questions not related to the subject matter that need privacy (for example, questions about grades) may require a conference (web or face-to-face) with the instructor. If you feel your issue is personal and not related to the subject matter of the course, set up an appointment with one of the instructors.

Material/Supply Fees

None.

Class Materials Required

Class materials will be provided by the instructors in the following categories:

1. Mediasite lectures
2. External Videos
3. Games and simulations

Required Readings:
Assignments and Grading

Students are expected to study the online materials including the 25 articles listed above. These include Journal series articles that look in depth at some of the areas covered in the course. Students are expected to produce essays and discussion posts that reflect analysis, synthesis and evaluation of the study materials. Students are expected to understand the state of the art on the issue discussed or problem solved (based on the journal reading) to a level in which new knowledge is derived students will identify from their own investigation an important issue to the agrifood chain logistics, clearly describe the issue, articulate a hypothesis and propose a roadmap to address the issue.

Grading will be based on frequent, but low stakes assessments. An assessment(s) will be conducted for each of the learning objectives. In addition, each module may include an overall assessment of the module. The assessment types are: 1) Quizzes, 2) Questionnaires, 3) Problems, 4) Essays, and 5) Online discussions and other activities.

Grading of Essays and online discussions will be conducted using a rubric available to the student. Participation on discussions will be graded based on the engagement on the discussion board. Including questions posted, answers to questions posted, and commentary.

The grade for each module will be based on the grades obtained for each assessment type. Each assessment item carries the same weight within a module.

All assignments, with the exception of posting to a discussion board, will be due Sunday midnight at the end of each two-week period. First posting to the discussion board will be due Thursday midnight before the end of each two-week period. Module 8 will consist of a final project and will be assigned one month before the end of the term.

The final project will require that the student identify and evaluate potential outcomes affecting the agrifood chain resulting from current trends in logistics research and related technologies in a designated area. Students will be required to complete the objectives of the project, present to the group, and respond to criticism.

Assignments must be presented electronically on 8.5" x 11" paper format; on one side only. Assignments will be marked down for a sloppy presentation and, if excessive, they may be returned un-graded. Exercises and project reports, including all calculations, must be typed unless otherwise indicated. Assignments and project reports must be turned in at the end of each two-week period. Assignments turned in late, within 24 hours of the date they were due, will be marked down by 10% of their total; assignments turned in late over 24 hours from the date they were due will marked down by 50% of their total. No assignments late by more than a week will be accepted. When an assignment requires posting to a discussion board, the initial posting must be made at least three days before the closing of the assignment. Excused absences and make-up work will follow university guidelines and these policies can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Further details concerning UF grading policies can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Shown below is the grading scale:
**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
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</tr>
<tr>
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<td>[67-69.9%]</td>
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<tr>
<td>D+</td>
<td>[64-66.9%]</td>
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<tr>
<td>D</td>
<td>[60-63.9%]</td>
</tr>
<tr>
<td>D-</td>
<td>[&lt; 60%]</td>
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</tbody>
</table>

**Grading Method**

The final grade for the course will be based on the average of the grade for each module and the final project.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Average of module grades</td>
<td>80%</td>
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<tr>
<td>Final Project</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

**Due Dates**

All assignments, with the exception of posting to a discussion board, will be due Sunday midnight at the end of each two-week period. First posting to the discussion board will be due Thursday midnight before the end of each two-week period. Discussion board will close Sunday midnight. Module 8 will consist of a final project and will be assigned six weeks before the end of the term.
Netiquette: Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats: Netiquette Guide for Online Courses.

Academic Honesty

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 the 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 to 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: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Course evaluation

Course evaluations are conducted online at https://evaluations.ufl.edu. Evaluation is open during the last two weeks of the semester.

Accommodation 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/

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 in Canvas, please contact the UF Help Desk at:

• Learning-support@ufl.edu
• (352) 392-HELP - select option 2
• eLearning Support Services Help Page

Any requests for make-ups 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 a make-up.

Other resources are available at UF Distance Learning: Getting Help for:

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

Should you have any complaints with your experience in this course please visit Distance Learning Student Complaint Process to submit a complaint.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being 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
  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/next-level

Student Complaints
• Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
• Online Course: http://www.distance.ufl.edu/student-complaint-process
Difference in Rigor between AOM 4XXX and 6xxx

1) Workload:
   AOM 4xxx Students are expected to read a total of 12 articles. These are primarily introductory and intermediate.
   AOM 6XXX Students are expected to read a total of 25 articles. These include Journal series articles that look in depth at some of the areas covered in the course.

2) Essays and discussion posts.
   AOM 4XXX students are expected to produce essays that reflect levels of learning of understanding and applying the materials.
   AOM 6xxx students are expected to produce essays and discussion posts that reflect analysis, synthesis and evaluation of the study materials.

3) Flipped classroom and discussion sessions
   AOM 4xxx students are expected to actively participate in active learning sessions that result in clearly understand and apply the problems and discussion topics presented by the instructor.
   AOM 6xxx students are expected to understand the state of the art on the issue discussed or problem solved (based on the journal reading) to a level in which they can derive new knowledge.

4) Final Project and Presentation
   AOM 4xxx students will be assigned an issue in agrifood chain logistics and describe its current status and potential impacts
   AOM6xxx students will identify from their own investigation an important issue to the agrifood chain logistics, clearly describe the issue, articulate a hypothesis and propose a roadmap to address the issue.
Cover Sheet: Request 11737

AOM4XXX

Info

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<th>Value</th>
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Actions

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Page 58 of 80
Course|New for request 11737

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Created: 12/2/2017 4:04:35 PM
Form version: 2

Responses
Recommended PrefixAOM
Course Level 4
Number XXX
Category of Instruction Advanced
Lab Code None
Course Title Logistics of Agricultural Food Chains
Transcript Title Ag Foodchain Logistic
Degree Type Baccalaureate

Delivery Method(s) 4138 Online
Co-Listing Yes
Co-Listing Explanation Graduate students will be required to meet a higher level goal for the course. Specific activities include: 1) Readings of journal papers, 2) essays demonstrating a command of the material at a level of analysis, synthesis and evaluation, and 3) a final project where the student demonstrate an understanding of the state of the art where they identify and evaluate potential outcomes affecting the agrifood chain resulting from current trends in logistics research and related technologies
Effective Term Earliest Available
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 This course covers logistic strategy and concepts for agricultural food chains, including techniques and tools needed to improve supply chain efficiency and solve logistics problems.
Prerequisites STA2023 & MAC1147
Co-requisites None

Rationale and Placement in Curriculum The course will provide life sciences, agriculture and food related students with a holistic perspective on the agricultural food chain. A clear understanding of the system that starts with food production, processing, storage, transportation, and delivery to the consumer will prepare students to better address issues of food quality, traceability and sustainability. It will also provide them with an understanding of the challenges, in particular technical issues related to the agrifood chain, and help them focus the development of their own professional skills.
Course Objectives Overall goals for the course are below. Specific learning objectives are included in the attached material.

1. Identify key drivers of logistic performance such as facilities, inventory, transportation, information, sourcing, and pricing, food safety and food quality in a food chain.
2. Describe the relationship and strategic importance of good logistic design, planning, and operations that characterize the supply chain.
3. Apply tools at a conceptual and practical level during logistic design, planning, and operation
to improve performance.

**Course Textbook(s) and/or Other Assigned Reading** No textbook is required. Sample readings are below. A complete list of readings is in the attached material.

Sample readings:


**Weekly Schedule of Topics**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>Use of simulation</td>
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<tr>
<td>15.</td>
<td>Sustainable supply chain and green logistics</td>
</tr>
</tbody>
</table>

**Links and Policies**

UF Undergraduate Catalog 2016-17 Grades and Grading Policies page.
Netiquette Guide for Online Courses.
Honor Code
evaluations.ufl.edu.
Disability Resource Center
eLearning Support Services Help Page
UF Distance Learning: Getting Help
Distance Learning Student Complaint Process
University Counseling & Wellness Center
Career Resource Center
umatter@ufl.edu

**Grading Scheme**

Grading is based on frequent, but low stakes assessments. An assessment(s) will be conducted for each of 34 learning objectives. In addition, each module may include an overall assessment of the module. The assessment types are: 1) Quizzes, 2) Questionnaires, 3) Problems, 4) Essays, and 5) Online discussions and other activities. Each assessment item carries the same weight within a module. The grade for each module is based on the grades obtained for each assessment type. The final grade for the course is based on the average of the grade for each module and the final project.

| Average of module grades | 80% |
| Final Project           | 20% |
| Total                   | 100% |
The grading scale is shown below.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
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<td>D</td>
<td>60-63.9%</td>
</tr>
<tr>
<td>D-</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>

Instructor(s) Pedro S. Zazueta, Emeritus Professor
Remigio Berruto, Professor
Patrizia Busato, Assistant Professor
Syllabus

- AOM 4xxx, Logistics of Agricultural Food Chains

Semester Taught – Spring

Note: This is an online course. Students will study online using the Canvas Course Management System and engage in discussions via an electronic board or web conferencing. Students will meet with the instructors every two weeks for discussion or on a flipped classroom session. Meetings will be held the second Thursday of each two week module from: 12:00 PM-1:30 PM.

Catalog Description

Credits: 3
This course covers logistic strategy and concepts for agricultural food chains, including techniques and tools needed to improve supply chain efficiency and solve logistics problems.

Pre-requisites/Co-requisites

STA 2023 & MAC1147

Instructors

Fedro S. Zazueta  
Emeritus Professor  
Tigert 1  
Tel: 273-1788  
Email: fsz@ufl.edu

Remigio Berruto  
Professor  
DISAFA, University of Turin  
Phone: +39 011 6708596  
Email: remigio.berruto@unito.it

Patrizia Busato  
Assistant Professor  
DISAFA, University of Turin  
Phone: +39 011 6708596  
Email: patrizia.busato@unito.it

Office Hours

Because this is an online course, with students and instructors in different time zones it is best to set up an appointment with the instructor.

Course Website:

http://elearning.ufl.edu

Course Objectives
This course approaches the agricultural food chain holistically. It focuses on the distribution of food and agricultural products, including unique aspects of the food supply chain such as food safety, traceability, and sustainability. Students will use simulation models and gaming to understand some principles and their effect on the supply chain performance. After completing this course, the student will:

1. Identify key drivers of logistic performance such as facilities, inventory, transportation, information, sourcing, and pricing, food safety and food quality in a food chain.

2. Describe the relationship and strategic importance of good logistic design, planning, and operations that characterize the supply chain.

3. Apply tools at a conceptual and practical level during logistic design, planning, and operation to improve performance.
Course Topics

Module 1 (Weeks 1 and 2):
1. Describe the components of a supply chain and their relationship to each other.
2. Define logistics and describe its relevance to the supply chain.
3. Explain the differentiating characteristics between a food supply chain and other supply chains.
4. Describe the cycle and push/pull views of a supply chain.

Module 2 (Weeks 3 and 4):
5. Describe the role and relationship of logistic-value-added with the other areas of the firm.
6. Describe the characteristics of products and their relationship to main logistic activities.
7. Identify how supply chains compete in terms of time, cost, quality and sustainability as well as supporting capabilities and soft objectives.
8. Illustrate challenges and key elements required to achieve a strategic fit.
9. Describe how risk factors influence the achievement of strategic fit.

Module 3 (Weeks 5 and 6):
10. Describe supply chain drivers and how to measure their performance.
11. Describe customer service and practices to enhance it.
12. Explain the value of best practices and strategies.
13. Explain the influence of logistic on costs and balance sheet.

Module 4 (Weeks 7 and 8):
14. Discuss basic concepts related to demand forecasting, including types of demand, forecasting methodologies, considerations for parameter selection, and the overall forecasting process.
15. Describe demand forecasting methods and the differences in their application.
16. Define forecasting error and relevant measures.
17. Apply demand forecasting methods and interpret results.
18. Describe collaboration strategies used to match demand and supply and their implementation.

Module 5 (Weeks 9 and 10):
19. Describe the components of inventory management and their importance to the enterprise (inventory management cost, classification and stock utility, logistic information systems).
20. Apply EOQ (economic order quantity) and ROP (reorder point) techniques to create an order for non-perishable products.
21. Calculate an order and service level of perishable produce using statistics and the news vendor assumptions.
22. Compare the lean and JIT (just in time) supply chain control and its advantages over traditional methods.
23. Use MRP (material requirement planning) to calculate material requirements and schedules supply to meet a product demand.
24. Describe ERP (Enterprise Resource Planning) systems and the reasons they are used in modern day supply chain management.

Module 6 (Weeks 11 and 12):
25. Describe the importance of transportation in the agrifood supply chain.
26. Describe different modes of transportation, their main characteristics, and how they are used in shipping.
27. Select an option for a transportation network given a set of design requirements.
28. Apply network routing concepts to solve a "Vehicle Routing Problem" (VRP).
29. Describe the role of packaging, palletizing and containerizing in logistics activities.

Module 7 (Weeks 13 and 14):
30. Describe the importance of green logistics in the agrifood supply chain
31. Describe the role of the local product in the agrifood supply chain
32. Explain the role of modeling and simulation in the supply chain and the importance of information sharing
33. Review case studies and interpret the role that logistics plays in improving the supply chain

Module 8 (Week 15):
34. Describe the trends and current issues in logistics and sustainability, including globalization, outsourcing, technology, lean and agile, and reverse logistics.

Course Outline

<table>
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The course will be conducted in eight modules, the first seven covering two of the topics above. The eighth module include a final project. Each module will be covered over a two-week period with the exception of module eight, which will be assigned six weeks before the end of the term.

Course Communications:

1. Questions related to the subject matter of the course should be posted on the Course Questions discussion board for everyone to see. This will not only help everyone but is also part of the participation that contributes to your final grade. If you have a question, ask. Most likely your peers will have a similar question and you will be helping everyone. Likewise, if you have an answer to a question, answer it.

2. Questions not related to the subject matter that need privacy (for example, questions about grades) may require a conference (web or face-to-face) with the instructor. If you feel your issue is personal and not related to the subject matter of the course, set up an appointment with one of the instructors.

Material/Supply Fees

None.

Class Materials Required

Class materials will be provided by the instructors in the following categories:

1. Mediasite lectures
2. External Videos
3. Games and simulations
4. Book chapters, web pages, and journal paper readings (See below for required readings).

Required Readings:


Assignments and Grading

Students are expected to read the materials listed above. The student students are expected to produce essays that reflect levels of learning of understanding and applying the materials. Students are expected to actively participate in active learning sessions that result in clearly understand and apply the problems and discussion topics presented by the instructor. As a final projects students will be assigned an issue in agrifood chain logistics and describe its current status and potential impacts.

Grading will be based on frequent, but low stakes assessments. An assessment(s) will be conducted for each of the learning objectives. In addition, each module may include an overall assessment of the module. The assessment types are: 1) Quizzes, 2) Questionnaires, 3) Problems, 4) Essays, and 5) Online discussions and other activities.

Grading of Essays and online discussions will be conducted using a rubric available to the student. Participation on discussions will be graded based on the engagement on the discussion board. Including questions posted, answers to questions posted, and commentary.

The grade for each module will be based on the grades obtained for each assessment type. Each assessment item carries the same weight within a module.

All assignments, with the exception of posting to a discussion board, will be due Sunday midnight at the end of each two-week period. First posting to the discussion board will be due Thursday midnight before the end of each two-week period. Module 8 will consist of a final project and will be assigned one month before the end of the term.

The final project will focus on an issue related sustainability and green logistics. Students will be required to complete the objectives of the project, present to the group, and respond to criticism.
Assignments must be presented electronically on 8.5" x 11" paper format; on one side only. Assignments will be marked down for a sloppy presentation and, if excessive, they may be returned un-graded. Exercises and project reports, including all calculations, must be typed unless otherwise indicated. Assignments and project reports must be turned in at the end of each two-week period. Assignments turned in late, within 24 hours of the date they were due, will be marked down by 10% of their total; assignments turned in late over 24 hours from the date they were due will marked down by 50% of their total. No assignments late by more than a week will be accepted. When an assignment requires posting to a discussion board, the initial posting must be made at least three days before the closing of the assignment. Excused absences and make-up work will follow university guidelines and these policies can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Shown below is the grading scale:

**Grading Scale**

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<tr>
<td>D-</td>
<td>[&lt; 60%]</td>
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</tbody>
</table>

**Grading Method**

The final grade for the course will be based on the average of the grade for each module and the final project.

<table>
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<tr>
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<th>Weight</th>
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<tr>
<td>Final Project</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Due Dates

All assignments, with the exception of posting to a discussion board, will be due Sunday midnight at the end of each two-week period. First posting to the discussion board will be due Thursday midnight before the end of each two-week period. Discussion board will close Sunday midnight. Module 8 will consist of a final project and will be assigned six weeks before the end of the term.

Netiquette: Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats: Netiquette Guide for Online Courses.

Academic Honesty

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 the 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 to 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: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Course Evaluation

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.

Accommodation 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/
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 in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- eLearning Support Services Help Page

Any requests for make-ups 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 a make-up.

Other resources are available at UF Distance Learning: Getting Help for:

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

Should you have any complaints with your experience in this course please visit Distance Learning Student Complaint Process to submit a complaint.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being 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
  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/next-level

Student Complaints
- Online Course: http://www.distance.ufl.edu/student-complaint-process
Cover Sheet: Request 10950

SURxxx Geodesy and Geodetic Positioning

**Info**

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Description of request: Introduction to geometric and physical geodesy, ellipsoids, geodetic lines, computation or position, gravity and coordinate systems.

**Actions**

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Course | New for request 10950

Info

Request: SURxxx Geodesy and Geodetic Positioning
Description of request: Introduction to geometric and physical geodesy, ellipsoids, geodetic lines, computation or position, gravity and coordinate systems.
Submitter: Rhiannon Pollard rhiannon-pollard@ufl.edu
Created: 8/30/2017 9:41:17 AM
Form version: 3

Responses
Recommended Prefix SUR
Course Level 6
Number xxx
Lab Code None
Course Title Geodesy and Geodetic Positioning
Transcript Title Geodesy/Geodetic Pos
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Amount of Credit? 3

Repeatable Credit? No

S/U Only? No
Contact Type Regularly Scheduled
Degree Type Graduate

Weekly Contact Hours 3
Category of Instruction Intermediate
Delivery Method(s) 3785, 3786, 3787 On-Campus, Off-Campus, Online
Course Description Introduction to geometric and physical geodesy, ellipsoids, geodetic lines, computation or position, gravity and coordinate systems.
Prerequisites SUR 3103C or instructor consent
Co-requisites n/a

Rationale and Placement in Curriculum The course objective is to provide the students with an understanding of geodetic science as it pertains to the practice of Geomatics. This involves understanding of different representations of the earth, including its gravity field, and their relationship to the required accuracy of the final product. Required accuracy determines also best practice guidelines for measurement procedures.
Course Objectives At the completion of the course, the graduate student should be able to:
- Apply trigonometric computations on spherical and spheroidal earth models.
- Convert point coordinates between different geodetic reference systems.
- Evaluate the discrepancies between different horizontal and vertical datums as it pertains to the practice of land surveying.
- Explain theoretical concepts of GPS survey methods and data processing.
- Apply best practices for GPS surveys.
- Conduct independent research on advanced topics in Geodesy and Geodetic Positioning.
- Demonstrate written communication skills in interpreting computational results


Weekly Schedule of Topics Week 1, Aug 25
Introduction
Latitude and Longitude
EF ch. 1
EF ch. 2
Week 2, Sep 1 Geometry of the Sphere
Earth's Gravity
EF ch. 3
EF ch. 4
Week 3, Sep 8
Geometry of the Ellipsoid
Geodetic Perspective on the USPLSS
EF ch. 5
EF ch. 6
Week 4, Sep 15 Geodetic Reference Systems EF ch. 7
Week 5, Sep 22 Geodetic Datums EF ch. 8
Week 6, Sep 29
The Geoid
Reduction of Observations
EF ch. 9
EF ch. 10
Week 7, Oct 6 Guest lecture (Geodesy)
Week 8, Oct 13 Mid term exam (Oct 13)
Week 9, Oct 20 Overview of GPS, error budget VS:Ch. 1
Week 10, Oct 27
Receivers and survey methods,
Mathematical models for solutions VS:Ch. 2+4
Week 11, Nov 3
Dilution of precision
Static GPS Surveying
VS:Ch. 3
VS:Ch. 6
Week 12, Nov 10 RTK and DGPS Surveying VS:Ch. 7
Week 13, Nov 17 Other GNSS Systems and future GPS trends VS Ch. 8
Week 14, Nov 24 Guest lecture (GNSS innovations)
Week 15, Dec 1 GPS research studies
Week 16, Dec 8 Q&A session

**Grading Scheme**
A 90.0-100.0  C+ 73.0-74.9
A- 87.0-89.9  C 67.0-72.9
B+ 85.0-86.9  C-  65.0-66.9
B  77.0-84.9  D  50.0-64.9
B-  75.0-76.9  E  0-49.9

Home assignments  25%
Online quizzes  10%
Participation in online discussions  5%
Mid-term exam  20%
Capstone assignment  10%

**Additional Links and Policies**
Required and recommended policies are included for UF and CALS
Instructor(s) Dr. H. Henry Hochmair
RE: Request for new course number for graduate section of SUR 6XXX Geodesy and Geodetic Positioning

Dear Curriculum Committee,

Thank you for your consideration of the graduate section of SUR 6XXX Geodesy and Geodetic Positioning for formal approval and assignment of a course number. This letter describes the nature of the planned course and will detail the differences in course requirements between the undergraduate and graduate section. The course will be a co-taught undergraduate-/graduate-level course designed for Bachelor of Science (B.S.) majors in Geomatics and graduates students with a strong interest and background in geodesy and satellite navigation systems.

The graduate section of this course has already been offered over the past 10+ years using the SUR 6934 placeholder course number. The undergraduate section (SUR 4530) is mandatory for B.S. students majoring in Geomatics in the School of Forest Resources and Conservation (SFRC). Based on the recent establishment of the Non-thesis Master of Science (M.S.) degree with a concentration in Geomatics in the SFRC, the demand for the graduate section of this course has increased. The graduate section is also intended for students enrolled in the traditional M.S. or Ph.D. program.

Most grading items for undergraduate and graduate students are identical and include home assignments, online quizzes, discussions, and exams, as described in the attached course syllabi.

There will be additional requirements for graduate students, as follows:

**Capstone assignment:** Graduate students will be given one additional capstone assignment with tasks from selected course topics and be of an elevated level of academic rigor. The capstone assignment counts for 10% of the total course grade. A minimum point score is not required on the capstone assignment to receive a final course grade.

**Home assignments:** Some home assignments will be enhanced with tasks specifically designed for graduate students (e.g., more complex computations and advanced critical thinking applications relative to those presented to undergraduate students).

The additional skill sets required for the completion of the capstone assignment are reflected in an expanded list of student learning outcomes in the syllabus for the graduate section.
If you require additional information, please do not hesitate to contact me.

Sincerely,

[Signature]

Dr. Hartwig Henry Hochmair
Associate Professor of Geomatics, School of Forest Resources and Conservation
1 Overview

Geodesy is relevant for many surveying tasks today, may it be through the definition of a geodetic datum for geodetics control, computed satellite orbits for deriving GPS positions, the approximation of the earth through an ellipsoid as it is used for the State Plane Coordinate System, or for high accuracy measurements over spatially extended areas that need to take into account earth curvature. This course will explain the fundamentals of Geodesy which are relevant for the practicing surveyor both for plane surveying (topographic surveys, cadastral surveying, engineering surveying) and geodetic surveys (determination of the earth’s surface and gravity field over a region that typically spans a country or group of countries). Students will learn the concepts of the ellipsoid, geodetic coordinates, gravity, datums, satellite orbits, code and carrier phase GPS observations, and GPS data collection and processing.

- Fall semester, 3 credits
- 100% online, synchronous and asynchronous components
- http://elearning.ufl.edu/

Course Prerequisites: SUR 3103C Geomatics or instructor consent

Instructor: Dr. Hartwig Henry HOCHMAIR. Ft. Lauderdale Research & Education Center, Davie West Bldg. (954) 577-6317. hh hochmair@ufl.edu.

- Please use the Canvas message/Inbox feature for fastest response.
- Office hours: available by email or phone; office visits available by appointment.

Teaching Assistant: Adam Benjamin. Ft. Lauderdale Research & Education Center, Davie West Bldg. (954) 577-6378. abenjamin@ufl.edu.

- Please use the Canvas message/Inbox feature for fastest response.
- Office hours: available by email or phone; office visits available by appointment.

Textbook(s) and/or readings:


2 Learning Outcomes

The course objective is to provide the students with an understanding of geodetic science as it pertains to the practice of Geometrics. This involves and understanding of different representations of the earth, including its gravity field, and their relationship to the required accuracy of the final product. Required accuracy requires determines also best practice guidelines for measurement procedures.

At the end of this course, each student will be able to:
• Apply trigonometric computations on spherical and spheroidal earth models.
• Convert point coordinates between different geodetic reference systems.
• Evaluate the discrepancies between different horizontal and vertical datums as it pertains to the practice of land surveying.
• Explain theoretical concepts of GPS survey methods and data processing.
• Apply best practices for GPS surveys.
• Conduct independent research on advanced topics in Geodesy and Geodetic Positioning.
• Demonstrate written communication skills in interpreting computational results

3 Course Logistics
Throughout the semester, the students will be given approximately 5 home assignments and 5 quizzes. For each assignment a due date and time is given, which is usually the beginning of the next class.

This course is a distance education course taught partly as pre-recorded lectures and partly as live lectures using the virtual classroom software Adobe Connect.

The Canvas system should be used as the platform for written communication between students and the instructor. The canvas conversation function is like an internal e-mail system. Questions and suggestions to the whole class can also be posted under the Discussions tab. Any short-term changes concerning lectures or other course components will be announced through Canvas. Feel free to call the instructors with any questions.

Lecture material can be downloaded from the Canvas website at least half an hour before class starts.

The capstone assignment consists of advanced tasks relating to topics taught throughout the semester. Completing the tasks requires independent research efforts (e.g., finding resources on the Internet, trying alternative software packages) that go beyond class materials provided in lecture. The additional tasks involve mathematical computations, use of software, and written essays that combine lectured theoretical concepts with critical thinking. The capstone assignment counts 10% of the total course grade. A minimum point score is not required on the capstone assignment to receive a final course grade.

Technology Requirements:

• A computer or mobile device with high-speed internet connection.
• A headset and/or microphone and speakers; a web cam is suggested.
• Latest version of web browser. Canvas supports only the two most recent versions of any given browser. What browser am I using?
3.1 Grades & Grading Scale

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
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</thead>
<tbody>
<tr>
<td>Home assignments</td>
<td>25</td>
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<tr>
<td>Online quizzes</td>
<td>10</td>
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<tr>
<td>Participation in online discussions</td>
<td>5</td>
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<tr>
<td>Mid-term exam</td>
<td>20</td>
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<tr>
<td>Capstone assignment</td>
<td>10</td>
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</tbody>
</table>

Final exam (cumulative) 30% For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
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<tr>
<td>D</td>
<td>50.0-64.9</td>
</tr>
<tr>
<td>E</td>
<td>0-49.9</td>
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</tbody>
</table>

4 Course Content

Learning Modules

- Week 1, Aug 23 Introduction
- Latitude and longitude. EF ch. 1, EF ch.-2
- Week 2, Aug 30 Geometry of the sphere
- Earth’s gravity. EF ch. 3, EF ch. 4
- Week 3, Sep 6 Geometry of the ellipsoid, Geodetic perspective on the USPLSS. EF ch. 5, EF ch. 6
- Week 4, Sep 13 Geodetic coordinate systems. EF ch. 7
- Week 5, Sep 20 Geodetic datums. EF ch. 8
- Week 6, Sep 27 The Geoid, Reduction of observations. EF ch. 9, EF ch. 10
- Week 7, Oct 4 Guest lecture (Geodesy)
- Week 8, Oct 11 Mid-term exam (Oct 11)
- Week 9, Oct 18 Satellite coordinate systems. EF ch. 11
- Week 10, Oct 25 Overview of GPS. VS:Ch. 1
- Week 11, Nov 1 Error budget, Receivers and survey methods. VS:Ch. 2+4
- Week 12, Nov 8 Mathematical models for solutions, Dilusion of precision. VS:Ch. 2+4, VS:Ch. 3
- Week 13, Nov 15 Dilusion of precision (cont’d), Planning a GPS Survey. VS:Ch. 3, VS:Ch. 6
- Week 14, Nov 22 RTK and DGPS surveying. VS:Ch. 7
- Week 15, Nov 29 Data processing, Other GNSS and future GPS trends, Guest lecture (GPS projects). VS Ch. 8
- Week 16, Dec 6 GPS research studies. Final exam (Dec 12)

4.1 Using Adobe Connect

Live lectures (as announced) and office hour meetings (per individual student requests) will be conducted with the Adobe Connect web conferencing software. Sessions can be joined by clicking a link posted by the instructor on Canvas.
The following link explains how to participate in Adobe Connect meetings/sessions. Adobe Connect only requires an internet connection, a web browser, and Adobe Flash Player version 10.1 or higher. Adobe Connect supports nearly any operating system including Windows, Macintosh, Linux and Solaris, as well as the most widely used browsers including Internet Explorer, Firefox, Safari, and Chrome. A microphone is also needed to communicate with the instructors and the students attending the session.

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

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course.

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

A 10% penalty per day will be applied to late assignments up to one week after they are due date/time. This means that assignments handed in late on the due date or the next calendar day get a 10% point deduction, for 2 days late this gives a 20% penalty, and so on. Assignments will not be accepted if handed in more than one week (7x24 hours) after the due date/time. If you know in advance that you will be late for an assignment, let the instructor know in advance (via Canvas), and it will be decided by the instructor whether an exception can be made on a case-by-case basis.

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).

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](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](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](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 them 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: [http://www.dso.ufl.edu/sscr/process/student-conduct-honor-code](http://www.dso.ufl.edu/sscr/process/student-conduct-honor-code).

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/](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://ufl.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: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

NOTE - This syllabus is tentative and subject to change. As with all classes, you are responsible to know the course schedule, readings & labs, and check for short term changes in the topics, dates, etc.