

CALS Curriculum Committee Meeting

November 16, 2018

2:00 p.m.

1044 McCarty Hall D

Members: J. Brendemuhl, J.C. Bunch, D. Coenen, D. Farnsworth, D. Gabriel, P. Inglett, S. Johnson, B. Kolaczowski, A. Mathews, G. Nunez, B. Pearson, W. Porter, C. Prince, K. Rose, D. Rowland, S. Sager (Chair), C. Stefanou, L. Warren, J. Weeks, A. Wysocki

Agenda and Index for Materials

Approve Minutes from October 12, 2018 meeting

Dr. Brendemuhl: Update from UCC

Graduate Course Change Proposal

1. WIS 6557 – Wildlife Conservation Laws and Legislation (req. #12887)

Undergraduate Course Change Proposal

2. FYC 4941 – Practicum in Family, Youth, and Community Sciences (req. #13282)

Recycled items

3. HOS 3XXX – Viticulture for Table Grapes and Wine (req. #13128)

Previously submitted 10/12/2018 – Comments: A motion was made by Dr. Johnson to recycle this back to the department for required updates and resubmission. The motion was approved. The course objectives need to be measurable. Please refer to: <http://cals.ufl.edu/faculty-staff/docs/cc/forms/learningObjectives.pdf> for information on learning objectives. A grade for a course needs to be based on more than just two tests. The grading scale needs to include decimal points. (ex: A = 95 – 100, A- = 90 – 94.99, B+ = 87 – 89.99, etc.). You must use the most up to date version of the CALS syllabus statements available at: <http://cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%202017-18.pdf>.

4. Environmental Microbiology Graduate Certificate (req. #12418)

Previously submitted 8/17/2018 – Comments: A motion was made by Dr. Bunch to recycle this item back to the department for required updates and resubmission. An external consult is required from the Soil and Water Science department.

Discussion item

5. Review of CALS Guidelines for Writing Learning Objectives

Document attached

Bonus agenda item (attendance is not mandatory, but my guess is you will stay)

6. Dr. Porter's punishment for again missing a meeting of the CALS Curriculum Committee with no valid excuse. Dr. Porter will recite the first eight stanzas of Edgar Allan Poe's *The Raven*.

CALS Curriculum Committee Meeting
October 12, 2018
Submitted by James Fant

Members Present: J. Brendemuhl, D. Coenen, D. Farnsworth, D. Gabriel, P. Inglett (Acting Chair), S. Johnson, B. Kolaczowski, C. Prince, K. Rose, C. Stefanou, L. Warren, J. Weeks

Substitutes: James Estrada for D. Rowland
Rebecca Darnell for G. Nunez
Rhiannon Pollard for S. Sager
Sandy Wilson for B. Pearson

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met on October 12, 2018 in Rm. 1044 McCarty Hall D. Dr. Inglett called the meeting to order at 2:00 p.m.

Previous agenda items and supporting material can be found on the CALS Curriculum Committee homepage under document archives: <http://cals.ufl.edu/faculty-staff/curriculum-committee.php>

Approval of Minutes: A motion was made by Dr. Kolaczowski to approve the minutes from the September 14, 2018 meeting of the CALS CC. The motion was approved.

Selection of Chair-Elect: Dr. Johnson made a motion that Dr. Inglett serve as the next chair-elect. The motion was approved and Dr. Inglett accepted.

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.

Websites: Grades – <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
Syllabus Statements – <http://cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%202017-18.pdf>
Absences & Make-Ups – <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Update from UCC: Dr. Brendemuhl noted the following items were acted upon at the UCC agenda for September 18th: 1) Proposed new minor in Agricultural Curriculum and Development (approved), 2) Proposed change to the Entomology/Nematology Basic Science specialization (approved), 3) Proposed termination of the Entomology/Nematology Biosecurity specialization (approved), 4) Proposed termination of the Entomology/Nematology Ecotourism specialization (approved), and 5) Proposed new UG course FOS 3XXX-Life After Graduation (recycled). He also mentioned that MCB 6XXX-Probiotics, SWS 6XXX-Aquatic Toxicology:Science and Applications and MCB 6XXX-Environmental Microbiology were approved by the GCC. Items pending at the UCC for their October 16th meeting are: A) New UG courses: 1) HOS 4XXX-Capstone Planning in Horticultural Sciences; 2) HOS 4XXX-Genetics and Breeding of Vegetable Crops Production; 3) HOS 4XXX-Horticultural Sciences Capstone; 4) HOS 4XXX-

Supervised Teaching Experience in Horticultural Sciences; 5) PLS 3XXXC-Hydroponic Systems; B) Certificate Termination: 1) Personal and Family Financial Planning; C) Proposed changes to UG courses: 1) HOS 3020C-Principles of Horticultural Crop Production; and D) Proposed new joint course: 1) SWS 4XXX-Aquatic Toxicology: Science and Applications. Dr. Brendemuhl indicated that the new Compass releases were affecting academic advisors and that much work continues being done to correct degree audits in the new system especially with the roll-out of the new audits which occurred October 8th. There continues to be growing pains with the new Student-Initiated Drop/Add (SIDA) as well as the new admissions interface SLATE. He once again reminded members concerning trainings associated with various rollouts of UF COMPASS and to stay abreast and take the trainings. Lastly, there should be a call for course proposals for Quest 2 coming in the spring 2019.

Graduate New Course Proposal

1. PLS 5XXX – Aquatic Plant Management (req. #13129)

A motion was made by Dr. Gabriel to approve this item with changes required. The motion was approved. The lab code “C” needs to be removed from the submission since there is no physical lab. The rotating topic section on the UCC1 form should say “No.” The prerequisite section on the UCC form and in the syllabus need specific prefixes and course numbers. Remove “Understand” from the course objectives as it is not measurable. You may refer to the CALS Guidelines for Writing Learning objectives (<http://cals.ufl.edu/faculty-staff/docs/cc/forms/learningObjectives.pdf>) for assistance. Graduate new course submissions require an extensive reading list. Please update this on the UCC form and in the syllabus. There is no explanation of grade assessment on the UCC form. Include a statement addressing the departments’ intent to officially terminate the undergraduate version of this course. You must use the most up to date version of the CALS syllabus statements available at: <http://cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%202017-18.pdf>.

Graduate Course Change Proposals

2. BSC 6459 – Fundamentals of Bioinformatics (req. #13038)

A motion was made by Dr. Farnsworth to approve this item with changes required. The motion was approved. Include a statement explaining the differences between this course and the undergraduate version. Remove semi-synchronous from the Lectures/Computer Lab section in the syllabus and replace with asynchronous.

3. PLS 5652 – Advanced Weed Science (req. 13130)

A motion was made by Dr. Kolaczowski to recycle this item back to the department for required updates and resubmission. The motion was approved. You must submit an old version of the course syllabus along with a new one when submitting a UCC2 (course modification). The new course description on the UCC form needs to match the one in the syllabus. There needs to be specific prefixes and course numbers in the prerequisite sections of the UCC form and syllabus. Each graduate course requires an extensive reading list. Please include a reading list with examples of prior journal topics and reports on the UCC form and in the syllabus. The assessments section in the syllabus needs to be reworked. There are three exams listed in the

outline, but only two are accounted for in the grading. You must use the most up to date version of the CALS syllabus statements available at: <http://cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%202017-18.pdf>. Finally, the committee had a concern that this should be submitted as a new course versus a name change.

Undergraduate New Course Proposal

4. HOS 3XXX – Viticulture for Table Grapes and Wine (req. #13128)

A motion was made by Dr. Johnson to recycle this back to the department for required updates and resubmission. The motion was approved. The course objectives need to be measurable. Please refer to: <http://cals.ufl.edu/faculty-staff/docs/cc/forms/learningObjectives.pdf> for information on learning objectives. A grade for a course needs to be based on more than just two tests. The grading scale needs to include decimal points. (ex: A = 95 – 100, A- = 90 – 94.99, B+ = 87 – 89.99, etc.). You must use the most up to date version of the CALS syllabus statements available at: <http://cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%202017-18.pdf>.

Recycled Items

5. HOS 3XXX – The Organic Debate: Organic Agriculture Development and Regulations (req. #12997) Previously submitted 9/14/2018

A motion was made by Dr. Kolaczowski to approve this item with changes required. The motion was approved. The prerequisite section should read BSC2005 or higher on the UCC form and in the syllabus. The grading scale needs to include decimal points. (ex: A = 93 – 100, A- = 90 – 92.99, B+ = 87 – 89.99, etc.). You must use the most up to date version of the CALS syllabus statements available at: <http://cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%202017-18.pdf>.

6. HOS 4XXXC – Principles of Postharvest Horticulture (req. #13001)

Previously submitted 9/14/2018

A motion was made by C. Prince to approve this item with changes required. The motion was approved. Remove the percentages from the grading scale. These are not necessary when strictly grading on accumulation of points. You must use the most up to date version of the CALS syllabus statements available at: <http://cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%202017-18.pdf>.

7. MCB 6XXX – Synthetic Biology (req. #11709)

Previously submitted 1/12/2018, 4/13/2018 and 8/17/18 – Reviewed with item #8. Comments apply to both submissions unless otherwise stated.

A motion was made by C. Prince to recycle these items back to the department for required changes and resubmission. The motion was approved. A reading list needs to be included on the UCC form for the graduate submission. The points breakdown on the UCC form (3 places) does not match the syllabus. The possible points for discussion, quizzes and homework should read 200 points. Also, a specific breakdown of the 200 points for discussion, quizzes, and homework is needed (i.e. how many of the 200 points are for the discussions?) On the document that states the differences between the graduate and undergraduate course there is

mention of a manuscript presentation using literature published within the past three years. The UCC form for the graduate course lists MCB 3020 or 3023 as a prerequisite. This must match in the syllabus. Wording cannot be used as a prerequisite. You must use the most up to date version of the CALS syllabus statements available at: <http://cals.ufl.edu/faculty-staff/docs/policies/CALS%20Syllabus%20Policy%202017-18.pdf>.

8. MCB 4XXX – Synthetic Biology (req. #11708)

Previously submitted 1/12/2018, 4/13/2018 and 8/17/2018. Reviewed with item #7. Comments apply to both submissions unless otherwise stated.

The meeting was adjourned at 3:36 p.m.

Cover Sheet: Request 12887

Retitle graduate course WIS 6557

Info

Process	Course Modify Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jason Byrd jhbyrd@ufl.edu
Created	8/1/2018 10:01:00 AM
Updated	10/18/2018 10:48:02 AM
Description of request	Re-title WIS 6557 Wildlife Conservation Laws and Legislation. New course title: International Wildlife Conservation Law, Policy, and Ethics

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 514947000	Eric Helligren		10/18/2018
Intro to International Wildlife Law Ethics FINAL submitted.docx					10/18/2018
College	Pending	CALS - College of Agricultural and Life Sciences			10/18/2018
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee					
Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School					
Notified					
No document changes					
Office of the Registrar					
No document changes					
College					
Notified					
No document changes					

Course|Modify for request 12887

Info

Request: Retitle graduate course WIS 6557

Description of request: Re-title WIS 6557 Wildlife Conservation Laws and Legislation. New course title: International Wildlife Conservation Law, Policy, and Ethics

Submitter: Jason Byrd jhbyrd@ufl.edu

Created: 7/31/2018 3:37:46 PM

Form version: 1

Responses

Current Prefix WIS

Course Level 6

Number 557

Lab Code None

Course Title Wildlife Conservation Laws and Legislation

Effective Term Spring

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Current Course Number 6557

Change Lab Code? No

Change Course Title? Yes

Current Course Title Wildlife Conservation Laws & Legislation

Proposed Course Title International Wildlife Conservation Law, Policy & Ethics

Change Transcript Title? Yes

Current Transcript Title Wildlife Laws & Consr

Proposed Transcript Title (21 char. max) Int Wildlife Cons Law

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Maximum Repeatable Credits 0

Change Course Description? Yes

Current Course Description This course will provide an understanding of the legal considerations surrounding wild animals. Emphasis will be placed on the laws and policies applicable to domestic national and international wildlife and environmental conservation, and the organizations tasked with developing and enforcing the law.

Proposed Course Description (50 words max) Upon successful completion of the course, students will understand the complexity of the international legal structure and be able to identify the organizations tasked with developing and enforcing international wildlife laws. In addition, students will gain skills necessary to identify the ethical and cultural concerns complicating solutions to conservation issues.

Change Prerequisites? No

Change Co-requisites? No

Rationale Shift in focus of course to international law and policies.

Introduction to International Wildlife Law & Ethics
WIS-6XXX
Course Syllabus

Instructor: Charis Nick-Torok, MS, Esq.

Office hours: (remote): There are no set office hours. Please contact the instructor via email within the CANVAS course with any concerns, general issues or to schedule a phone or online chat appointment if necessary. Responses will be provided within 24-48 hours.

Email: (UF email is pending adjunct faculty appointment which is pending for approval of this course)

Phone: 352-294-4091

Website: www.forensicscience.ufl.edu

Text: There are **NO required** texts for this course. *Readings and other information media from relevant sources will be provided on the course website.*

Texts frequently used throughout the course instruction include:

- ④ Cao, D., & White, S. (Eds.). (2016). *Animal law and welfare - International perspectives*. Switzerland: Springer.
- ④ Goble, D., Freyfogle, E. T., Biber, E., Cheever, F., & Wiersema, A. (2016). *Wildlife law: Cases and materials* (3rd ed.). Foundation Press.
- ④ Uhm, D. P. (2016). *The illegal wildlife trade: Inside the world of poachers, smugglers and traders*. Switzerland: Springer.
- ④ D'Silva, J., & Turner, J. (Eds.). (2012). *Animals, ethics and trade: The challenge of animal sentience*. Baltimore, MD: Taylor and Francis.
- ④ Bowman, M., Davies, P., & Redgwell, C. (2010). *Lyster's international wildlife law* (2nd ed.). New York, NY: Cambridge University Press.

Course Description:

Despite the global threat of diminishing natural resources to the survival of all living beings, establishing mechanisms for conservation on an international scale presents daunting challenges. Added to the difficulties of reaching agreement on the scope of the problem and the goals of conservation amidst myriad competing interests, unified legal mechanisms to ensure successful efforts are virtually non-existent. Positive change for wildlife conservation requires that everyone, from citizens to scientists to lawmakers of all nations work together to establish sound conservation goals, practices and legally enforceable protocols. Upon successful completion of the course, students will understand the complexity of the international legal structure and be able to identify the current organizations tasked with developing and enforcing international wildlife laws. In addition, students will gain critical thinking skills necessary to identify the ethical, cultural and

societal concerns complicating solutions to contemporary conservation issues. The course is split into 12 modules spanning 16 weeks. Learning objectives will be accomplished through a combination of lecture material, readings, writing assignments, exams and online active discussions. Case studies will be used to supplement the lessons.

Course Goals:

This course will:

1. Provide students with a historical and evolving overview of our relationship to wildlife and the environment and our growing awareness of the need to work collaboratively on an international plane to protect and preserve natural resources and biodiversity;
2. Promote a foundational understanding of the philosophic origins and evolution of current and developing international wildlife perspectives;
3. Foster critical thinking regarding potential solutions to overcome the complex barriers imposed by diverse societal, cultural and inequitable economic interests and capabilities in defining and implementing unified goals and strategies for wildlife and biodiversity conservation
4. Introduce key ethical approaches and theories regarding wildlife and provide students practice using an ethics' analysis framework for evaluating contemporary wildlife protection and conservation scenarios

Primary Course Objectives:

Upon successful completion of the course, students will be able to:

1. Differentiate between ethical, cultural, societal and other contextual perspectives associated with wildlife management and conservation, incorporating their own supported ethical rationales into their discussions of potential solutions.
2. Describe the complexity of the international wildlife legal system, and identify key international wildlife legal principles, theories and mechanisms used in the development and implementation of the laws and policies.
3. Analyze and compare/ contrast the goals, objectives, strengths and weaknesses of global and regional legal instruments and protocols related to cetaceans, fisheries, birds and other migratory species, wetlands, biodiversity, trade in endangered species and others.
4. Describe and critically analyze the magnitude, complexity and impact of illegal wildlife trafficking and trade on wildlife conservation and endangered species, and the barriers to implementing effective solutions.
5. Demonstrate a substantive understanding and advanced ability to apply acquired knowledge and the ethics' analysis framework in their assignments and in their field of study or professional/personal interests.

COURSE TOPICS AND ASSIGNMENT SCHEDULE

MODULE	PRIMARY TOPIC	ASSIGNMENT	PTS
<p>Module 1: (WEEK 1)</p> <p>GETTING STARTED</p>	<p>Overview & Introductions</p> <ul style="list-style-type: none"> - E-learning tools, structure and flow of the course and expectations <p>Sharpening Tools</p> <ul style="list-style-type: none"> - Avoiding false facts and developing Informed opinion - BASIC Taxonomy review <p>The Fundamentals</p> <ul style="list-style-type: none"> - Defining wildlife from an international perspective - What is international wildlife law? - Overview of course concepts 	<p><u>M1D1:</u></p> <p>Introduce yourself! (1)</p> <p>Respond to 2 Classmates (1)</p> <p><u>M1D2:</u></p> <p>“Spotting Logical Fallacies” (6)</p> <p>Respond to 2 classmates (2)</p>	
<p>MODULE 2: (Week 2)</p> <p>OUR RELATIONSHIP TO WILD ANIMALS: International Perspectives</p>	<p>Examples of Wildlife Use Through a Global Lens</p> <ul style="list-style-type: none"> - Survival (basic needs; medicinal; economics; research, etc.) - Cultural - Religious - Nuisance - Muse <p>Historic and evolving theories of wildlife conservation</p> <p><i>“The Tragedy of the Commons”</i></p>	<p><u>M2: Think about it” #1</u> (15)</p> <p>Post & Discuss (<i>optional-extra credit</i>) (2)</p>	

COURSE TOPICS AND ASSIGNMENT SCHEDULE			
MODULE	PRIMARY TOPIC	ASSIGNMENT	PTS
<p>MODULE 3: (Week 3)</p> <p><i>Ethical Theories & Frameworks</i></p>	<p><u>The Human-Non-Human Lens</u></p> <ul style="list-style-type: none"> - Introduction to some key ethical theories and principles often used to explain our perception of wildlife and justify our actions, including: Deontology, Anthropocentrism, extrinsic value, Utilitarianism, inherent value and animal welfare, intrinsic value and animal rights, others - Ethical frameworks for analyzing complex scenarios involving wildlife 	<p><u>M3D1:</u> <i>“Competing Interests & the Challenge of Sentience</i></p> <p>Respond to classmates</p>	<p>(8)</p> <p>(2)</p>
<p>MODULE 4: (Week 4)</p> <p><i>Are We the Comet of Mass Destruction?</i></p>	<p><i>The 6th Mass Extinction Concern (Part I)</i></p> <ul style="list-style-type: none"> - Destabilization of nature - Non-native species introduction - Habitat destruction Palm Oil Example - Pathogens - Pollution (soil, water, air) - Effects on Climate - Anthropogenic sources of noise - Effect on ocean diversity – acid precipitation - Biodiversity Erosion and Defaunification - Green Criminology & Harm concept 	<p><u>Project #1:</u> <i>Gainesville Conservation Gazette (Op-Ed)</i></p> <p><i>Submit to Dropbox at end of Module 4</i></p>	<p>(125)</p>

COURSE TOPICS AND ASSIGNMENT SCHEDULE

MODULE	PRIMARY TOPIC	ASSIGNMENT	PTS
MODULE 5 (2 weeks) (Week 5 & Week 6) <i>International Law Overview</i>	Part I: Fundamentals - The History & Evolution of International Law - Sovereignty, States, Parties - Sources of International Law - Law of Treatise Part II: Key Principles of International Environmental Law - MEA's Part III: International Wildlife Law - Philosophical Roots - Key Principles Part IV: Implementation & Enforcement of International Wildlife Law - The role of reservations	M5: "Think About It" #2 TOPIC: TBD Post & Discuss <i>(optional-extra credit)</i> Due the end of Week 6	(15) (2)

COURSE TOPICS AND ASSIGNMENT SCHEDULE

MODULE	PRIMARY TOPIC	ASSIGNMENT	PTS
MODULE 6 (2 weeks) (Week 7 & Week 8) Regulating Water Commodities: Cetaceans & Fish	<p><i>I. Fisheries: overfishing, unsustainable fishing, IUU, & bycatch</i></p> <ul style="list-style-type: none"> - Introduction - Ethical/policy - Laws & institutional Framework - Jurisdiction - IUU - Role of Regional Fisheries Management Case Study <p><i>II. Cetaceans: Regulating for Use</i></p> <ul style="list-style-type: none"> - Background - Ethical concerns (Sentience) - Motivations: economics, culture, food, etc. <p>A. <i>Laws</i></p> <ul style="list-style-type: none"> - International Whaling Convention - IWC - International Convention for Regulation of Whaling - Law of the Sea Convention - Conservation, Management & Research - Enforcement <p><i>Case Study</i></p> <ul style="list-style-type: none"> - Sentience & Rights <p>B. <i>Other threats – commercial Fisheries Case Study - Vaquita</i></p> <p>C. <i>Where do we go from here?</i></p> <ul style="list-style-type: none"> - Agreement on the Conservation of Cetaceans of the Black Sea, Mediterranean Sea and Contiguous Atlantic Area (ACCOBAMS) 	<p>M6 - Ethical Analysis</p> <p style="text-align: center;"><u>Paper #1</u> TOPIC: TBD</p> <p>Due at the end of Week 8</p> <p>Mid-Term</p>	<p style="text-align: center;">(30)</p> <p style="text-align: center;">(70)</p>
<i>Shifting Perspectives to Biodiversity</i>			
Week 9			
MID-TERM BREAK	No Lecture		

COURSE TOPICS AND ASSIGNMENT SCHEDULE

MODULE	PRIMARY TOPIC	ASSIGNMENT	PTS
<p>Module 7</p> <p>(Week 10)</p> <p>“The Big Five”</p> <p>Global Instruments & Scope</p> <p>(1) <i>Migratory Species & Birds</i></p> <p>(2) <i>Wetlands</i></p>	<p>Biodiversity –</p> <ul style="list-style-type: none"> - Overview - - Consumer demands in the global north (palm oil, coffee, etc.) as barriers to international conservation <p>Relevance to evolving international wildlife law & environmental law</p> <p>Migratory Species</p> <ul style="list-style-type: none"> - Background - What are migratory species? - Ethics considerations - The Convention on the Conservation of Migratory Species of Wild Animals (CMS/BONN) - Strength/Weaknesses - The CMS family of treatise (examples) <ul style="list-style-type: none"> - CMS Memorandum of Understanding (MOU) Agreement on the Conservation of Gorillas and their Habitats <p>Birds in general:</p> <ul style="list-style-type: none"> - Ethics considerations - International Convention for the Protection of Birds - Protections under various other conventions <p><i>RAMSAR Convention on Wetlands</i></p> <ul style="list-style-type: none"> - <i>Background & Purpose</i> - <i>Motivational drivers</i> - <i>Wise-Use Policy</i> - <i>Strengths/Weaknesses</i> - <i>Next Steps</i> 	<p>M7 : Think About It #3 <i>“The pros & cons of MOU’s”</i></p> <p><i>Post & Discuss</i> <i>(Optional-extra credit)</i></p> <p><u>Project #2 – “UFLCBC CoP1”</u></p> <p><u>Part I</u></p> <p>Opened Due at the end of Week 11</p> <p><u>Project #2 – Part II</u></p> <p>Opened Due at the end of Week 14</p>	<p>(15)</p> <p>(2)</p> <p>(375)</p>

COURSE TOPICS AND ASSIGNMENT SCHEDULE

MODULE	PRIMARY TOPIC	ASSIGNMENT	PTS
<p>MODULE 8 (week 11)</p> <p>The Big Five Global Instruments & Scope: (3) <i>World Heritage</i> (4) <i>Biodiversity</i></p>	<p><i>World Heritage Convention</i></p> <ul style="list-style-type: none"> - <i>Background & Purpose</i> - <i>Strengths/Weaknesses</i> - <i>Next Steps</i> <p><i>Convention on Biological Diversity (CBD)</i></p> <ul style="list-style-type: none"> - <i>Background</i> - <i>Scope & Objectives</i> - <i>Key Provisions</i> - <i>Where's the U.S.?</i> <p><i>Biosafety Protocol (Cartagena Protocol)</i></p> <ul style="list-style-type: none"> - <i>Purpose & scope</i> - <i>Precautionary Principle</i> - <i>Conflicts, strengths & Weaknesses</i> - <i>Steps Forward</i> 	<p>Project #2 : "UFLCBC CoP1"</p> <p>Part I due</p>	
<p>MODULE 9 (Week 12)</p> <p>The Big Five Global Instruments (5) CITES</p> <p><i>Trade in endangered species</i></p>	<p><i>Background: Wildlife Trade through the Ages & evolving tensions</i></p> <p>CITES</p> <ul style="list-style-type: none"> - Background & Scope - Purpose - Administration - Definitions - Listing Status (Appendix I, II, III) & listing procedure - Look-a-like & captive Bred species - Sovereignty and Compliance Traps - Global, National & Regional Enforcement measures - Strengths/Weaknesses <p><i>Other Trade Arrangements</i></p> <ul style="list-style-type: none"> - <i>GATT/WTO</i> - <i>SPS & TBT</i> - <i>Committee on Trade & Environments</i> 	<p>M12 – Think About It #4</p> <p><i>"Conservation as a Neocolonial force"</i></p> <p>Post & Discuss (<i>Optional extra-credit</i>)</p>	<p>(15)</p> <p>(2)</p>

COURSE TOPICS AND ASSIGNMENT SCHEDULE

MODULE	PRIMARY TOPIC	ASSIGNMENT	PTS
<p>MODULE 10 (Week 13)</p> <p><i>Illegal Trade in Endangered Species</i></p>	<p>6th Mass Extinction (Part II) – Illegal Wildlife Trade</p> <ul style="list-style-type: none"> - Resource over exploitation - Illegal Trade in Exotics Wildlife Cyber Crime - Key Players, rationales and methods - Wildlife Cyber Crime <p>EVOLVING FOCUSED EFFORTS:</p> <ul style="list-style-type: none"> - <i>CITES</i> - combatting illegal Trade initiative - EU Wildlife Trade Regulations <p><i>Joint CMS-CITES African Carnivores Initiative</i></p>	<p><u>M10DB:</u></p> <p><i>“Militaryization of Conservation”</i></p> <p>Respond to 2 classmates</p>	<p>(8)</p> <p>(2)</p> <p>(</p> <p>)</p>
<p>MODULE 11 (Week 14)</p> <p><i>Regional Wildlife Agreements with a Global Scope</i></p>	<p><i>Overview – Economic & Cultural Motivations</i></p> <ul style="list-style-type: none"> - The Convention on Nature and Wildlife Preservation in the Western Hemisphere - African Convention on the Conservation of Nature and Natural Resources (Algiers Convention) - Convention on the Conservation of European Wildlife and Natural Habitats (Bern Convention) - China & its role in illegal trade in endangered species - Polar Regions - Others... 	<p><u>Project #2:</u> “UFLCBC CoP1”</p> <p>Part II due</p>	

COURSE TOPICS AND ASSIGNMENT SCHEDULE

MODULE	PRIMARY TOPIC	ASSIGNMENT	PTS
MODULE 12 (Week 15) <i>Navigating the ethical gray to conservation</i>	<i>This module will introduce and discuss some approaches to conservation, some quite controversial, challenging us to consider that our moral position may not be our ethical conclusion...or it may, but we must take the first steps for constructive evaluation</i> Common Approaches to Conservation: <ul style="list-style-type: none"> - Interact w/Wildlife Tourism - Trophy Hunting - Captive Breeding - Conservation Zoos - Culling - Rehabilitation & Release (Case study) New Approaches to Wildlife law & Conservation <ul style="list-style-type: none"> - Social science & 2nd Wave Animal Law - The role & Effectiveness of NGO's - GLOBAL ANIMAL LAW project (GAL) - The World Organization for Animal Health 	M12: "Ethical Analysis paper" #2 TOPIC: "TROPHY"	(30)
Week 16	FINAL EXAM	Project #2 <i>UFLCBC CoPI</i> "– Part III Due Final	(80)

GRADING:

Exams: Mid-Term = 70 pts; Final = 80 pts

The Mid-Term and the Final Exam are designed to assess your engagement with fundamental fact-based concepts and promote critical thinking via essays of the more esoteric concerns. The exams are timed (two hours each) and consist of 25 questions (mid-term) & 30 questions (final) worth two points each, and two short essays each worth 10 points. The exams will open on a Monday morning (EST) and be due by 11:59 PM EST the following Sunday.

To provide you the best opportunity to learn the material, remove the stress of uncertainty and ace the exams, you will be provided an exam preparation packet in Module 1. The packet consists of 60 unanswered questions (multiple choice, matching, fill-in the blank type questions and four short essay questions). The questions are arranged and delineated by module, i.e. the first set of questions relate to the material in module one, the next set to module 2, etc. Two of the essays relate to the first half of the course, and the 2nd set relate to the final half of the course.

Completing the packet is **OPTIONAL** and there are **no points** for doing so, but it is **strongly** recommended as **ALL OF THE EXAM QUESTIONS WILL COME FROM THE PACKET—NO SUPPRISES!** For the essays, if you fill them out ahead of time, you can simply cut/paste your answers into the exam.

** Exams are timed. See above notes in the Exam section.

Additional info:

1. You can work together on the packets using the “**SAFARI CAFE**” forum on the course website to exchange questions and ideas. Uploading documents will be disabled, but otherwise, feel free to discuss
2. Although I may pop in from time-to-time, I will not be monitoring the forum regularly. If you have specific questions you should use the Course Q&A or email me if you have questions that require a quick response.

MAKE UP EXAMS WILL **NOT** BE GIVEN UNLESS ARRANGEMENTS ARE MADE PRIOR TO THE EXAM DATE. IN THE EVENT OF AN EMERGENCY AND YOU ARE UNABLE TO TAKE THE EXAM ON THE DATE IT IS ADMINISTERED TO THE CLASS, A DOCTOR’S NOTE MUST BE PROVIDED IN ORDER TO BE ABLE TO RETAKE THE EXAM.

Each module will have any of the following: Discussion Questions (10 points); “Think about It” Papers (15 points); Ethical Analysis Paper (30 points)

Discussion Board Questions require posting and participation. The posts should be no longer than 150 to 200 words. Points are awarded for the quality of the initial post. Two points are awarded for responding substantively to two classmate’s posts.

Discussion Board questions will open on Monday morning (EST) of the corresponding lecture material. Initial responses to discussion questions or submissions of the short papers will be due by 11:59 PM EST the following Sunday. Peer responses must be posted by 11:59 PM EST the following Monday. The discussions will remain open for the duration of the semester, but: you must post at least one response by the following Sunday to receive credit, and **you MUST POST AT LEAST ONE RESPONSE TO A PEER’S POSTING by the following Monday.**

“Think About It” exercises (4) are short responses to template questions, no more than 200-300 words max and less formal than a post. The exercise is submitted to the drop box. “Think about It” exercises will open on Monday morning (EST) of the corresponding lecture material and are due by 11:59 PM EST the following Sunday.

Ethical Analysis Papers (2) apply the ethical analysis framework to a question prompt to develop a response. The papers are more formal than a post but short – no more than 400-500 words. Citations are required, and the paper is submitted to the Dropbox. “Ethical Analysis Papers” will open on Monday morning (EST) of the corresponding lecture material and are due by 11:59 PM EST the following Sunday.

PROJECTS:

Details for the projects, in addition to what is summarized here, will be available when the assignment opens.

** Each project or assignment will have an accompanying rubric explaining the breakdown of how the points re to be distributed.

- **PROJECT 1– “*The Gainesville Conservation Gazette*” OP-ED (125 points)**
Duration (2 weeks)
Students will be provided a topic (or may choose one of their own appropriate to the module and pending instructor approval) and write an “opinion editorial” (Op Ed) for the fictitious “Gazette” using, an Op ED format. Multiple sources for understanding the specifics of writing a persuasive Op Ed piece and the format will be posted with the assignment.
- **PROJECT 2 – *The 2018 UFL Conservation Biology Convention (UFLCBC), Conference of the Parties (CoP1)* (375 points)**
(2 parts)
Part I = 110 points (2 weeks) (Team project)
Part II = 250 points (2 weeks) (Individual)
Part III = 15 points (1 week) (Individual)
The fictitious 2018 *UFL Conservation Biology Convention (UFLCBC)*, Conference of the Parties (CoP1) is scheduled to meet later in the month. The purpose for the meeting is to discuss not only which species to list in Appendix I of their developing protected species list (mirrored upon CITES criteria), but also to finalize some of the UFLCBC procedures. A few of the provisions in the Preamble and the other requirements are causing contention. Details will follow, but:
Part I :The class will be grouped as representatives of various countries and required to discuss the preamble concerns and then post the potential resolutions. The MS WORD tracking feature must be used for drafting the proposal, and each team member must review, edit (if necessary) and record their acceptance. The final draft tracked-version is submitted to the dropbox, and the final version with tracking removed is posted.
Part II: students will work individually to develop a proposal for adding, modifying or removing a species from a list provided by the Secretariat. The UFLCBC Secretariat is requiring that proposals with the required information be submitted by the specified date (to be announced) and posted to the UFLCBC Conference Board so that a comment and vote session can take place. Details and dates to be provided.
Part III: Vote Session – Students will pick a proposal and post an informed explanation as to why they do or do not approve the proposal.

*** I will not accept any late submissions of Discussion Posts. I generally do not allow late submissions of an assignment, especially if there is no communication with me regarding the need for an extension. Nevertheless, I realize that we are all professionals and sometimes “Life Happens.” As such, if you let me know BEFORE you go MIA, I will try to work with you to help you stay on track. If we’ve had no communication, I will automatically delete 5 points for the first week late. I will give no credit for an assignment turned in more than one week late, without some prior communication and documentation.

Grading Breakdown

- Midterm Exam: 70 points (9%)
- Final Exam: 80 points (10%)
- Discussion Questions (3); 10 points each = 30 points (4 %)
- Ethical Analysis Papers (2): 30 points each = 60 points (7%)
- Think about It papers (4): 15 to 17 points each = 60 - 68 points (7-8 %)
- Projects (2): Project #1 = 125 points; Project #2 = 375 points; Total Project = 500 points (63%)

Total for the Course: 800 points/100%

Grades will be assigned as follows:

100-93.4% A
93.3-90.0% A-
89.9-86.7% B+
86.6-83.4% B
83.3-80.0% B-
79.9-76.7% C+
76.6-73.4% C
73.3-70.0% C-
69.9-66.7% D+
66.6-63.4% D
63.3-60.0% D-
<59.9% and below = E

Registrar's Grade Policy regulations at
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Getting Started:

To get started, briefly introduce yourself via the discussion board located in the left-hand menu on the homepage of the course. Once you have responded to the Introduction you will then go to the first module. Read through the course content and any required reading listed in the module introduction. Do not hesitate to contact your instructor at any time if you need guidance; if you are unsure about the focus of the assignment; if you have assignment questions or questions relating to the course content. If you don't tell us you need help, we can't help you!

Revision and Notes:

As you go through the semester, keep copies of important emails, bulletins and assignments you may use for revision as these will be purged from the course at the end of the semester. We recommend you make a copy of the course modules since this will be the only access you will get to these materials. We will not be able to provide you with copies of course content once the course is removed from your account.

Course Assignments:

This class consists of a large amount of material. You will not be required to remember everything, it is only an introductory course, but many topics will be introduced. Each week there will be either two discussion questions or a short project assigned emphasizing what I feel are the most important aspects of that week's lessons. Please participate in the online discussions/projects.

Assignment Deadlines:

Please review the information regarding the policy for missed deadlines in the section on Instructional Policies. In some courses content modules may be released before the scheduled calendar date to help those who need to work ahead because of work commitments, court appearances, and work related travel. If a module is released ahead of time, the deadline for the assignment and exam will remain the same as it is on the course calendar.

Communication:

Course Email, not the discussion board, should always be used to contact the faculty or staff if you have a problem of a personal nature. If you are having technical problems with the course content (downloads, etc) or you are unable to access your course interface, please contact us directly, and please don't spend hours trying to get something to work as this will only lead to frustration. We don't want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are experiencing difficulty with your access to course email then please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. Please respond to all emails from your instructor or TA. When we email you we are usually contacting you because we want to help you. If you have a question about your grade, an exam, or assignment question, please email us and we'll be happy to help you.

Bulletin Board:

The course bulletin board can be used to post content related questions and assignment materials when necessary. Please ask me questions any time; I am here to help you. Please do not use the community forum to ask specific questions about your current course content, assignments etc. It's VERY important that you read all the discussion bulletins that have been posted. I will use this site to post important information relating to content or exam changes, deadlines etc. Since postings can accumulate quickly, please login each day to stay on top of these postings or you may miss important information.

Makeup Policy:

Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request.

Grade Changes:

Grades will be changed only when a grading error has been made. If you think an error has been made, you should email the instructor as soon as possible. Your entire assignment will then be re-graded.

Instructional Policy:

This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Sakai, a user friendly Web-based classroom management tool.

Attendance Policy: Students must participate in the bulletin board discussions, and are required to visit the course website daily for important updates and bulletins. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Class Participation: Students are expected to constructively join in bulletin board discussions with appropriate preparation, to post interesting and relevant information on the class bulletin board, and to interact professionally with their classmates.

Performance Expectations: Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Bulletin postings and discussions must be legible, constructive and appropriate. Students are required to think for themselves and will be expected to complete assignments that require the application of logic and reasoning skills when the answer may not be found in a book or the course notes.

Plagiarism: Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site, without crediting the source. Sources should always be referenced, a link to the website added, or quotation marks placed around the material. However, we expect more than simply cutting and pasting in this graduate level course. Students are expected to review, evaluate and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly.

Assignments: While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of circumstances beyond your control, you are unable to meet an assignment deadline, students should e-mail the professor and explain the situation in advance. Being consistently late in submitting assignments disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you email us we will work with you around the deadline. If you have outstanding assignments at the end of the semester we will send you a follow up email as a reminder and as a means to determine your plans for completion. If you do not respond to us before the final day of classes you will be assigned a grade based on the completed assignments.

Incomplete grades: Under special circumstances, if a student is unable to finish a course before the end of the semester we may be able to assign an incomplete grade. An incomplete grade is a non punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if 1/3rd or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors

throughout the course, or has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments must be completed by the end of the next semester. If the assignments are not completed in this time you will be assigned a grade based on the completed assignments.

Drop Dates: consult the UF Calendar of Critical Dates at <http://www.forensicscience.ufl.edu/Students/Dates.asp>

Students must inform us that they are withdrawing from a course to ensure appropriate tuition reimbursement. Deleting yourself from the course roster does not officially withdraw you from a course.

Important Dates:

For Assignment deadlines - see the course Calendar in WebCT.

For other important dates, consult the UF Calendar of Critical Dates and <http://www.registrar.ufl.edu/>

Additional information on the University of Florida Grades and Grading Policies may be found at:

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

“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 the accommodation”

University's Honesty Policy (cheating and use of copyrighted materials)

Academic Integrity – Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details:

www.dso.ufl.edu/judicial/procedures/academicguide.php).

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

*We, the members of the University of Florida community,
pledge to hold ourselves and our peers to the
highest standards of honesty and integrity.*

Accommodations for Students with Disabilities

The College and the course instructor are committed to providing reasonable accommodations to assist students' coursework. To obtain academic accommodations, first register with the Dean of

Students' Office. The Dean of Students' Office will provide documentation to be given to the course instructor at the time you request the accommodation.

Online Course Evaluations

Course evaluations are conducted online. "Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu>. The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Cover Sheet: Request 13282

Addition of prereqs to FYC4941

Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	10/22/2018 2:30:59 PM
Updated	10/22/2018 2:32:06 PM
Description of request	We are adding three additional prereq courses to FYC4941 to better prepare our students to meet expectations our community partners that serve as Practicum sites.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 514932000	Tracy Irani		10/22/2018
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			10/22/2018
No document changes					
University Curriculum Committee					
No document changes					
Stalwide 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|Modify for request 13282

Info

Request: Addition of prereqs to FYC4941

Description of request: We are adding three additional prereq courses to FYC4941 to better prepare our students to meet expectations our community partners that serve as Practicum sites.

Submitter: Kathryn Ivey kbeaty@ufl.edu

Created: 10/22/2018 2:21:38 PM

Form version: 1

Responses

Current Prefix FYC

Course Level 4

Number 941

Lab Code None

Course Title Practicum in Family, Youth and Community Sciences

Effective Term Fall

Effective Year 2019

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Maximum Repeatable Credits 0

Change Course Description? No

Change Prerequisites? Yes

Current Prerequisites FYC3001, FYC3101 or SYG2430, FYC3201, FYC3401

Proposed Prerequisites FYC3001, FYC3101 or SYG2430, FYC3201, FYC3401, FYC4622, FYC4801 and FYC4931

Change Co-requisites? No

Rationale After meeting with program stakeholders and department faculty, we determined adding three additional prerequisite courses would benefit in preparing students for their practical work experience. FYC4931 is a professional development course in which students learn how to seek a practicum, professionalism while in practicum and beyond, and prepare them for job search and graduate school. Adding FYC4622 prepares students to plan, implement and evaluate programs in various settings including typical practicum sites. Adding FYC4801 prepares students to evaluate research pertaining to their site.

University of Florida
Department of Family, Youth and Community Sciences
FYC 4941 x 1310
PRACTICUM IN FYCS
Spring 2019
Practicum Coordinator: Emily Johnson, PhD, CHES
Phone: (352) 273-3551 Email: CANVAS Office: MCCD 3041

CATALOGUE DESCRIPTION

Work experience in a human/community services agency and a professional seminar to discuss student progress, workplace experiences, and issues and critical topics in professional development. (S-U)

COURSE DESCRIPTION

This course provides students with hands-on experience in their chose profession and is meant to be a time of service and innovation to the supervising agency, as well as a significant learning opportunity for the student. Only through a practical experience such as this can the efficient application of knowledge, ideas, and skills in a realistic work setting occurs. With this, both the practicum student and the agency should benefit immensely.

Students are expected to learn about the agencies' organizational culture, policies, goals and objectives, relationships with other organizations and the community at large, the various roles of agency personnel, and the clientele served. Required course assignments are to aid in processing and assessing the practicum experience, and all course assignments relate to professional issues and responsibilities, such as understanding the culture of the organization, issues in ethics, and workplace communication.

PREREQUISITE(S)

To enroll in the practicum experience, FYCS majors must have completed the following required courses, earning a C or better in each:

- FYC 3001: Introduction to FYCS
- FYC 3101 or SYG 2430: Parenting and Family Development; Marriage and Family
- FYC 3201: Foundations of Youth Development
- FYC 3401: Introduction to Social and Economic Perspectives on the Community
- FYC 4931: Professional Development Seminar

To enroll in the practicum experience, Nonprofit Minors must have completed FYC 4409: Working with Nonprofits in Community, earning a B or better.

To enroll in the practicum experience, Certified Family Life Educator students must have completed FYC 4503: Methods of family Life Education, earning a C or better.

COURSE OBJECTIVES

The major objectives for the practicum experience should enable the student to:

- develop an understanding of their professional role in the agency/organization.
- complete tasks required of a professional in the field.
- apply theory and classroom knowledge and skills to a practical work environment.
- develop skills and increase knowledge in areas of interest.
- contribute significantly to the activities, events, and projects of the agency/organization.
- reflect on the practicum experience and how it has affected their career plans and goals.

COURSE REQUIREMENTS

The practicum is a three-credit requirement for students majoring or minoring in FYCS or who are working to complete a minor in Nonprofit Organizational Leadership. Students enrolled in this course earn three credits for 240 hours of completed practical work. Assignments are also given to fulfill course requirements.

1. Journal Assignments (4 total)
2. Electronic Portfolio
3. Midterm and Final Evaluation
4. Practicum Experience Survey

COURSE POLICIES

1. Special Accommodations: Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide the appropriate documentation to the student, who must then provide documentation to the instructor. Please provide documentation to the instructor within the first two weeks of class.

2. Grading: Your grade is a direct result of the effort you put into this course. Each assignment has been assigned a possible point value. You will earn points as you complete each assignment. These points accumulate to create your final score. Assignments will be graded on the quality and content of the writing. Be sure to spell check, grammar check, and proofread your work before submitting. Points will be deducted for not following instructions, poor grammar, spelling errors, and lack of appropriate etiquette.

The grading scheme for this class is Satisfactory/Unsatisfactory. To receive a 'Satisfactory' grade, students must earn 90 points.

Assignment	Possible Points
Journal Assignments (4 total at 7.5 points each)	30
Electronic Portfolio	20
Midterm Evaluation	15
Final Evaluation	15
Practicum Experience Survey	20
Total	100

3. Grade adjustments: It is unethical and in direct violation of the Honor Code to request an unjustifiable grade adjustment. No extra credit opportunities are offered in this course. Additionally, grades are only discussed face-to-face (never via email or phone) to protect student privacy. If a grade input error occurs, students are encouraged to notify the instructor as soon as possible. If examination of the e-learning platform determines an error occurred, the grade will be adjusted accordingly. *Please note that students have 1 week to review assignment grades/comments and contact the instructor with questions concerning the grade. Students who fail to review their assignment scores within one week of release of grades may not request retroactive adjustments on scores at the end of the term.*

4. Late Assignments: All assignments are submitted through CANVAS. You are expected to complete all assignments within the course by the specified dates. Assignments that are submitted after the date and time provided in the syllabus will receive zero ('0') points. Late assignments will not be accepted, unless prior approval was provided by the instructor. In the event of an unforeseen emergency (death in the immediate family, sudden illness, etc.), please contact your instructor as soon as possible. Be proactive and forthcoming.

5. Contacting your instructor: Please contact your instructor through CANVAS email. Keep in mind that email exchanges between students, faculty, and staff are a form of professional correspondence and permanent documentation between two (or more) people, and they are NOT confidential. Be sure your emails are polite, professional, and well prepared before hitting send. Although most faculty try to answer emails promptly, you should allow 2 business days before expecting a response.

Additionally, you may arrange a time to meet in Dr. Johnson's office. See page 1 of this syllabus for Fall 2018 drop-in office hours.

ASSIGNMENTS

1. Journal Assignments (4 total at 7.5 points each): To help students monitor their progress and reflect on their practicum experience, each student will be responsible for submitting journal assignments throughout the practicum experience. Students will post their reflections 4 times throughout the semester. Each journal will be slightly different, so please pay close attention to the directions for each entry. Refer to the provided rubrics for specific grading criteria.

Each entry must include the following:

- Site name
- Supervisor's name and phone number
- Total hours reported for the current submission
- Dates that correspond to the hours reported for current submission
- Cumulative hours earned

Journal assignments must be submitted directly into the assignment textbox in Canvas (not submitted as an attachment) and are due on or before their respective due dates. Failure to submit the journal assignment on time will result in receiving a 'zero' grade. Assignments will be graded on the quality and content of the writing. Be sure to spell check, grammar check, and proofread your work before submitting. Points will be deducted for not following instructions, poor grammar, spelling errors, and lack of appropriate etiquette. Minimum word requirement for each journal is 500 words, which does not include any questions asked. A sample journal assignment, as well as details for each specific assignment, is provided on CANVAS.

2. Electronic Portfolio (20 points): The purpose of the EP is to highlight what you have accomplished during your time as a practicum student. Since there is a great level of diversity in the FYCS major and the Nonprofit minor, this is a unique opportunity to showcase all the various activities you have been involved with and document the on the job skills you acquired throughout the semester.

In addition to using this assignment as an opportunity to showcase your work, it is also an opportunity for you to be creative. A variety of platforms are accepted, including but not limited to: Youtube, Google sites, Wix, Prezi, ePortfolio (be sure to check the box to make it public). Reach out to Dr. Johnson if you are unsure if the platform you are using is appropriate. Whatever electronic delivery method you use, please be sure to include it as an attachment when you submit this assignment. Examples of the EP assignment can be found on CANVAS.

3. Midterm and Final Evaluation (15 points each): The midterm and final evaluations are completed by the agency supervisor at the midpoint of the semester (midterm), and again at the end of the practicum (final). These forms should be provided by the student to the site supervisor and may be hand-written. These forms must be signed by both the practicum student and the supervisor. The midterm evaluation should be scanned into a PDF and uploaded to CANVAS by the student. Please note that since the final evaluation verifies that the student met the 240 required hours, it must be emailed directly to the instructor by the site supervisor. Failure to meet the required 240 hours, or turn in the final evaluation by the due date, will result in the student receiving an unsatisfactory, or "U" grade, in the course.

4. Practicum Experience Survey (20 points): This survey allows the student to 'grade' their practicum site and provide feedback regarding their practicum experience. Information contained in this survey will assist the department with recommending the site for future practicum students. The student is encouraged to provide honest, constructive evaluation of their experience. This typed form is uploaded to CANVAS as a PDF for the instructor to review, and with the student's permission, will be available to other FYCS students after the end of the semester. This form does not need to be submitted to the site supervisor.

COURSE CALENDAR

Assignment	Due Date
Journal 1	Friday, 1/25 @ 11:59 p.m.
Journal 2	Friday, 2/15 @ 11:59 p.m.
Midterm Evaluation	Friday, 2/22 @ 11:59 p.m.
Journal 3	Friday, 3/15 @ 11:59 p.m.
Journal 4	Friday, 4/5 @ 11:59 p.m.
Electronic Portfolio	Friday, 4/19 @ 11:59 p.m.
Final Evaluation	*Wednesday, 4/24 @ 11:59 p.m.
Practicum Experience Survey	Wednesday, 4/24 @ 11:59 p.m.

***Failure to submit the final evaluation by this time will result in an unsatisfactory grade or "U" for the course. There are no exceptions to this date. This form must be emailed to Dr. Johnson by the site supervisor.**

ACADEMIC HONESTY

It is assumed that you will complete all work independently, unless the instructor provides explicit instructions for collaboration. Any assignments that you submit must be original works authored by you as an individual in the course. Your thoughts are unique and valuable, and assignments provide you with an opportunity to share your insights with your instructor. Please be mindful that as a result of the registration process at the University of Florida, any enrolled student is committed to uphold the Honor Code, which includes the following pledge:

...the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University of Florida commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by the honor to take corrective action...

Furthermore, on all work submitted for credit by the 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/project/quiz/exam.

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 will not be tolerated. Violations will be reported to the Dean of Students Office for consideration for disciplinary action. For more information, visit the Dean of Students website:

<https://sccr.dso.ufl.edu/students/student-conduct-code/>.

UNIVERSITY RESOURCES

The University of Florida has support services available for all students. If you need additional support, you are encouraged to reach out to your instructor.

1. Counseling and Wellness Center (<https://counseling.ufl.edu/>) offers services and resources related to a variety of personal concerns, including but not limited to test-related stress, anxiety and depression, substance use, relationships, and sexual orientation and gender. All services are confidential. If a student is having a mental health emergency, they may call 352-392-1575 to speak to a crisis counselor.

2. Disability Resource Center (<https://drc.dso.ufl.edu/>) is available to students in need of support and/or accommodations for physical, learning, sensory, or psychological disabilities. (352) 392-8565

3. GatorWell Health Promotion Services (<http://gatorwell.ufsa.ufl.edu/>) is UF's campus health promotion department. Services include: HIV testing, Quit Tobacco coaching, Wellness Coaching for Academic Success, Health Huts, and various other outreach/educational events. GatorWell also provides free condoms and other sexual health resources to students. Visit one of their three campus locations.

4. UF Computing Help Desk (<http://helpdesk.ufl.edu/>) is available to help students with technical issues, including CANVAS.

5. U Matter, We Care (<http://www.umatter.ufl.edu/>) is an initiative committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if someone is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to that person.

Note: The instructor reserves the right to change any aspect of this syllabus and to make appropriate updates. Changes to the syllabus, including the course calendar, will be communicated to students in a timely manner.

Cover Sheet: Request 13128

HOS 3XXX - Viticulture for Table Grapes and Wine

Recycled

Info

Process	Course New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Gerardo Nunez Villegas g.nunez@ufl.edu
Created	10/2/2018 9:39:09 PM
Updated	11/7/2018 8:42:49 PM
Description of request	We request to create a new course titled HOS 3XXX - Viticulture for Table Grapes and Wine

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Horticultural Sciences 514923000	Christine Chase		10/3/2018
No document changes					
College	Recycled	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Recycled at the CALS CC on 10/12/18. Comments have been sent to the submitter.	11/5/2018
No document changes					
Department	Approved	CALS - Horticultural Sciences 514923000	Christine Chase		11/7/2018
Syllabus HOS 3XXX - Viticulture - For CALS CC.pdf					
College	Pending	CALS - College of Agricultural and Life Sciences			11/7/2018
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 13128

Info

Request: HOS 3XXX - Viticulture for Table Grapes and Wine

Description of request: We request to create a new course titled HOS 3XXX - Viticulture for Table Grapes and Wine

Submitter: Gerardo Nunez Villegas g.nunez@ufl.edu

Created: 11/7/2018 8:27:13 PM

Form version: 3

Responses

Recommended Prefix HOS

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Viticulture for Table Grapes and Wine

Transcript Title Viticulture

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation N/A

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 2

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 2

Course Description This course aims to teach students current practices for establishing a vineyard and maintaining its health and productivity into the final quality of the grape. Topics covered include grape varietal selection, site selection and preparation, vine growth, training and trellis systems, and equipment used in vineyard and wine production.

Prerequisites BSC2005 or BOT2010C or BOT2011C

Co-requisites None

Rationale and Placement in Curriculum Viticulture is an important niche in horticulture that is currently underserved at UF. Ali Sarkhosh is a recently hired viticulturist at the Horticultural Sciences department who will be teaching this new course. Currently, there are no courses on this area at UF. The course will be an elective for students in all specializations in the Horticultural Sciences curriculum. The course will also likely be attractive to students in other disciplines.

Course Objectives Upon successful completion of this course, students will be able to:

- Explain the cultural practices used in vineyards.
- Describe the importance of grape quality in the final quality of the wine
- Compare and contrast grape varieties and their characteristics used in grape and wine production
- Diagnose vineyard problems (e.g., diseases, pests, poor canopy, nutrition and soil/water issues) that could influence final grape and wine quality/flavors.
- Explain the basic steps and equipment involved in wine making.

Course Textbook(s) and/or Other Assigned Reading None required. Recommended textbooks:

- Wine Grape Production Guide for Eastern North America, T.K. Wolf (ed.), Natural Resource, Agriculture, and Engineering Service (NRAES), 2008. ISBN-10: 1933395125.
- Johnson, H. and Robinson, J. 2013. The World Atlas of Wine 7th Edition. Mitchell Beasley, London, UK ISBN: 1-84000-332-4.

Weekly Schedule of Topics Week 1. History, origin of commercial grape varieties and botany of the grape

- Week 2. Overview of wine regions, and climate and environment
- Week 3. Biology of the grapevine vegetative and reproductive growths
- Week 4. Site selection and vineyard establishment
- Week 5. Vine training, trellising and canopy management
- Week 6. Vineyard production cycle, irrigation and nutrition management
- Week 7. Weed, disease and insect management
- Week 8. Mid semester summary, review, and exam
- Week 9. Yield, fruit quality, harvest parameters
- Week 10. Raw materials (grapes, adjuncts, yeast)
- Week 11. Vineyard and winery equipment and facilities
- Week 12. Fermentation processing; pre- and post-fermentation
- Week 13. Science of winemaking: Red wine vs White
- Week 14. The ultimate product; wine aging, sensory evaluation; other products; raisins, table grapes and juice
- Week 15. Wine marketing and regulations, and vineyard/winery and agritourism

Links and Policies COURSE POLICIES

Additional information on current UF grading policies for assigning grade points can be found here:

- Grading policy, <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Attendance and Make-up Policy

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:

- UF Attendance policy, <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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>

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 when appropriate.

Services for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center 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.

- Disability Resource Center, 0001 Reid Hall, (352) 392-8565, www.dso.ufl.edu/drc/ Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general 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.

- Counseling and Wellness Center, 3190 Radio Road, 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
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies), www.police.ufl.edu

Additionally, if you would like orientation on choosing a major, finding an internship, or planning your career, I

encourage you to use the university's on-campus resources.

- Career Connections Center, CR-100 Reitz Union, 392-1601, <https://career.ufl.edu/>

Course Evaluation Process

Student assessment of instruction is an important part of the effort to improve teaching and learning. At the end of the semester, you 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:

- Course evaluations, www.evaluations.ufl.edu

Evaluations are typically open during the last two or three weeks of the semester. You will be notified of the specific times when evaluations for this course are open. Summary results of these assessments are available to students at:

- Evaluations summary, www.evaluations.ufl.edu/results

Student Complaints

You can file and resolve any complaints about your experience in this course in the following site:

- Student complaints in residential courses, <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Grading Scheme 1. Quizzes 10 points

There will be five in class quizzes in the semester. Each quiz will be timed to 10 minutes and can only be taken once. Students can refer to personal notes, slideshows, and other reference materials.

2. Problem solving assignments 20 points

There will be four problem-solving assignments in the semester. These assignments will be due on weeks 3, 6, 9, and 12, respectively. In each assignment, students will be asked to answer to two questions (e.g. problem solving or recommendation) about cultural practices used in vineyards and wineries. Students can refer to personal notes, slideshows, and other reference materials.

3. Midterm exam 35 points

Mid-semester exam will take place during scheduled class periods in week 8. Exam includes true/false, multiple choice, ordering, and short answer question. Exam will take 60 minutes.

4. Final exam 35 points

Final exam will take place during week 16 (finals week). This cumulative exam will include true/false, multiple choice, ordering, and short answer questions. Exam will take 60 minutes.

Points earned in all assignments will be summed to calculate student final grade out of 100. Letter grades will be based on the performance of each student relative to the following point ranges:

A

=

95 - 100 points

A-

= < 94.99 - 90 points

B+

= < 89.99 - 87 points

B

= < 86.99 - 83 points

B-

= < 82.99 - 80 points

C+

= < 79.99 - 77 points

C

= < 76.99 - 73 points
C-

= < 72.99 - 70 points
D+

= < 69.99 - 67 points
D

= < 66.99 - 63 points
D-

= < 62.99 - 60 points
E

= <60 points

Instructor(s) Ali Sarkhosh



HOS3XXX – VITICULTURE FOR TABLE GRAPES &

WINE

2 CREDITS

MEETING TIMES AND LOCATION

Tuesdays and Thursdays, 5th period

Fifield Hall room 2316 and Horticultural Sciences Teaching Garden

INSTRUCTOR

Dr. Ali Sarkhosh, Horticultural Sciences Department, 2115 Fifield Hall, +1 (352)-273-4788, sarkhosha@ufl.edu

Office hours Mondays 3:00PM- 5:00PM

Guest lectures: Dr. Andrew McIntosh (UF Food Science and Human Nutrition) and Dr. Oscar Liburd (UF Entomology), Dr. John Peterson (UF Environmental Horticulture)

PRE-REQUISITES BSC 2005 or BOT 2010C or BOT 2011C

RECOMMENDED BACKGROUND

This introductory course is intended for students who have no prior coursework in viticulture. It is desirable for students to have some background in agricultural sciences. For students who do not have a background in agricultural and food sciences, it is highly recommended to consult with the course instructor prior to registration for this course.

COURSE DESCRIPTION

This course aims to teach students current practices for establishing a vineyard and maintaining its health and productivity into the final quality of the grape. Topics covered include grape varietal selection, site selection and preparation, vine growth, training and trellis systems, and equipment used in vineyard and wine production.

LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

- Explain the cultural practices used in vineyards.
- Describe the importance of grape quality in the final quality of the wine

- Compare and contrast grape varieties and their characteristics used in grape and wine production
- Diagnose vineyard problems (e.g., diseases, pests, poor canopy, nutrition and soil/water issues) that could influence final grape and wine quality/flavors.
- Explain the basic steps and equipment involved in wine making.

COURSE MATERIALS

Textbook

None required. Recommended textbook:

- Wine Grape Production Guide for Eastern North America, T.K. Wolf (ed.), Natural Resource, Agriculture, and Engineering Service (NRAES), 2008. ISBN-10: 1933395125.
- Johnson, H. and Robinson, J. 2013. The World Atlas of Wine 7th Edition. Mitchell Beasley, London, UK ISBN: 1-84000-332-4.

COURSE GRADE

1. Quizzes 10 points

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GRADING SCALE

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B+	=	< 89.99 - 87 points	C-	=	< 72.99 - 70 points
B	=	< 86.99 - 83 points	D+	=	< 69.99 - 67 points
B-	=	< 82.99 - 80 points	D	=	< 66.99 - 63 points
C+	=	< 79.99 - 77 points	D-	=	< 62.99 - 60 points
C	=	< 76.99 - 73 points	E	=	<60 points

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COURSE POLICIES

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 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- *U Matter We Care*, www.umatter.ufl.edu
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- *University Police Department*, 392-1111 (or 9-1-1 for emergencies), www.police.ufl.edu

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HOS3XXX – VITICULTURE FOR TABLE GRAPES & WINE

Date	Topics and assessments due
Week 1	History, origin of commercial grape varieties and botany of the grape
Week 2	Overview of wine regions, and climate and environment
Week 3	Biology of the grapevine vegetative and reproductive growths
Week 4	Site selection and vineyard establishment
Week 5	Vine training, trellising and canopy management
Week 6	Vineyard production cycle, irrigation and nutrition management
Week 7	Weed, disease and insect management
Week 8	Mid semester summary, review, and exam
Week 9	Yield, fruit quality, harvest parameters
Week 10	Raw materials (grapes, adjuncts, yeast)
Week 11	Vineyard and winery equipment and facilities
Week 12	Fermentation processing; pre- and post-fermentation
Week 13	Science of winemaking: Red wine vs White
Week 14	The ultimate product; wine aging, sensory evaluation; other products; raisins, table grapes and juice
Week 15	Wine marketing and regulations, and vineyard/winery and agritourism

Cover Sheet: Request 12418

Certificate in Environment Microbiology

Recycled

Info

Process	Certificate New Grad Revised
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jamie Foster jfoster@ufl.edu
Created	3/20/2018 1:30:08 PM
Updated	10/7/2018 9:44:22 AM
Description of request	<p>This Graduate Certificate aims to provide students with a working knowledge of fundamentals and emerging areas in Environmental Microbiology. Recently, the field of Environmental Microbiology has taken on new importance in key areas of research, such as climate change, mitigating pollution through bioremediation, and the role of microbes in the built environment. The requirements for the Environmental Microbiology Online Certificate will provide students with expertise in this rapidly expanding field of microbiology.</p> <p>Students obtaining the certificate would acquire skills to assist them in understanding key concepts in microbial ecology, biogeochemistry, and advances in microbiome research. Additionally, students will develop core competency in current Environmental Microbiology technologies and evaluation strategies, synthesizing key primary literature in the field and building critical thinking and writing skills.</p> <p>We anticipate this online certificate program will encourage and facilitate non-degree students to enroll into our online masters program. This program is unique and would be the first certificate program for the department and therefore content would not overlap with other certificates at UF.</p>

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Microbiology and Cell Science 514910000	Eric Triplett		8/8/2018
No document changes					
College	Recycled	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	CALS CC recycled this at the 8/17/18 meeting. An external consult was requested. Joel has spoken with Jamie concerning this request and provided a contact for the external consult. Once the external consult has been received the department can approve.	9/21/2018
No document changes					
Department	Approved	CALS - Microbiology and Cell Science 514910000	Eric Triplett		10/7/2018
uccconsult - SWSD.pdf					10/6/2018
EmailConfirmationSWS.pdf					10/6/2018
College	Pending	CALS - College of Agricultural and Life Sciences			10/7/2018
No document changes					
OIPR					
No document changes					

Step	Status	Group	User	Comment	Updated
Graduate Council					
No document changes					
Graduate School					
Notified					
No document changes					
University Curriculum Committee					
Notified					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Academic Assessment Committee					
Notified					
No document changes					
Student Academic Support System					
No document changes					
College					
Notified					
No document changes					

Certificate|New for request 12418

Info

Request: Certificate in Environment Microbiology

Description of request: This Graduate Certificate aims to provide students with a working knowledge of fundamentals and emerging areas in Environmental Microbiology. Recently, the field of Environmental Microbiology has taken on new importance in key areas of research, such as climate change, mitigating pollution through bioremediation, and the role of microbes in the built environment. The requirements for the Environmental Microbiology Online Certificate will provide students with expertise in this rapidly expanding field of microbiology.

Students obtaining the certificate would acquire skills to assist them in understanding key concepts in microbial ecology, biogeochemistry, and advances in microbiome research. Additionally, students will develop core competency in current Environmental Microbiology technologies and evaluation strategies, synthesizing key primary literature in the field and building critical thinking and writing skills.

We anticipate this online certificate program will encourage and facilitate non-degree students to enroll into our online masters program. This program is unique and would be the first certificate program for the department and therefore content would not overlap with other certificates at UF.

Submitter: Jamie Foster jfoster@ufl.edu

Created: 10/6/2018 12:28:08 PM

Form version: 2

Responses

Certificate Name Environmental Microbiology

Transcript Title Environmental Microbiology

Credits 13

Level Graduate

CIP Code 03.0104

Degree Program Environmental Science

Effective Term Fall

Effective Year 2019

Certificate Description This Graduate Certificate aims to provide students with a working knowledge of fundamentals and emerging areas in Environmental Microbiology. Recently, this field has taken on new importance in key areas of research, such as climate change, mitigating pollution through bioremediation, and the role of microbes in the built environment.

Requirements for Admission For entry into University of Florida's online graduate certificate in Environmental Microbiology students must have:

- A Bachelor of Arts (BA) or Bachelor of Science (BS) degree from an accredited institution.
- A strong science foundation, such as coursework related to microbiology, biology, ecology and chemistry (Note: online introductory microbiology courses are available to potential applicants if additional course work is needed, see below).

No GREs are required and students are allowed to enroll one semester at a time with no long-term commitment. Students are not required to enroll in a UF graduate degree program to complete the certificate. The completed credits with a grade of B or higher, however, can be applied to a future advanced degree in Microbiology and Cell Science at UF. Enrolled graduate students can earn this Environmental Microbiology Certificate to complement their current M.S. or Ph.D. degree programs.

Requirements for Completion To complete the certificate students must complete the following:

- MCB 6XXX Environmental Microbiology
- MCB 7922 Journal Colloquium in Environmental Microbiology.
- Any three (3) of the following courses:
 - MCB 6871 Archaea and Biotechnology
 - MCB 6xxx Astrobiology
 - MCB 6937 Bacterial Physiology

MCB 6151 Prokaryotic Diversity
MCB 6670c The Microbiome
SWS 5305 Soil Microbial Ecology
SWS 6366 Biodegradation and
Bioremediation

- Students must have a C or higher in all courses
- Students must have a 3.0 overall GPA to receive the certificate

Required (4 credits total):

MCB 6XXX – Environmental Microbiology (3 credits; Fall) - Overview of microorganisms in the environment including: occurrence, abundance, and distribution, current research methodologies to decipher microbial processes and activities, marine microbial ecology, microbial interactions with the environment and practices of applied environmental microbiology. (Note: Approval Pending)

MCB 7922 – Journal Colloquium in Environmental Microbiology (1 credit; Fall/Spring) - This course is an online forum where students evaluate and discuss primary literature articles and technical reports in the field of Environmental Microbiology.

Three of the following Courses (9 credits total):

MCB 6781 Archaea and Biotechnology (3 credits; Fall) - Students will learn about the evolution, physiology, and molecular biology of Archaea including extremophiles. Principles of energy production and biosynthesis will be examined in aerobic and anaerobic habitats. Research that incorporates cutting-edge techniques and biotechnology applications for using archaea to solve real-world problems will also be explored.

MCB 6XXX – Astrobiology (3 credits; Spring) - Astrobiology examines the origin, evolution, and future of life in our solar system. Topics include: biosphere formation, microbe-driven biogeochemistry, microbe adaptation to extreme environments, planetary habitability, and microbiology on the International Space Station. (Note: Approval Pending).

MCB 6937 – Bacterial Physiology (3 credits; Fall) - This course explores the structure and physiology of bacterial cells. The principles of energy and biosynthetic metabolism will be examined in aerobic and anaerobic micro-organisms. Several current research topics in microbiology will also be covered including quorum sensing, proteases, chaperones, and microbes in extreme environments. Topics in microbial biotechnology will be discussed such as improvements in the production of renewable fuels and chemicals and bioremediation.

MCB 6670C The Microbiome (3 credits; Spring) - Increase knowledge, appreciation, and use of genomics pertaining to the breadth of microbial diversity across a wide variety of organisms and habitats using methods that do not require culturing of the myriad of inhabitants. Students will use tools, practice analysis and interpretation of genomic data sets to analyze different microbiomes.

MCB 6151 Prokaryotic Diversity (3 credits; Summer) – This course is an introduction to the diversity of Bacteria and Archaea. Discussions will provide a conceptual and historical framework for understanding their 1) origin and evolution; 2) morphological, metabolic, and molecular characteristics; 3) genetic and physiological diversity; 4) importance in human/animal/plant health; and 5) roles in elemental cycling.

SWS 5305 Soil Microbial Ecology (3 credits; Fall) – This course explores soil as a habitat for microorganisms, the taxonomy, and biology of soil microorganisms, and the fundamentals of the microbial ecology of nutrient cycles, symbiotic associations, and bioremediation.

SWS 6366 – Biodegradation and Bioremediation of Organic Contaminants (3 credits; Spring) - This course will present the basic principles of chemical and biological degradation of toxic chemicals, and familiarize the students with the application of the remedial technologies in natural environments. Topics covered will include: 1) occurrence and ecological significance of toxic organic chemicals, 2) chemistry of contaminants, kinetics, and mechanisms of degradation (chemical and biological), and 3) current technologies of bioremediation of contaminated soils and water.

An alternative and relevant course may be substituted for one of the certificate courses with an advisor or program coordinator's permission.

Elective Course – This course does not count towards certificate program credits but may be recommended to students lacking a foundation in microbiology.

MCB 6937 Special Topics – Biology of Microorganisms (3 credits; Fall, Spring, Summer) – This course examines the structure, nutrition, and growth of microorganisms; characterization of representative microorganisms and viruses; metabolic properties and introduction to microbial genetics, immunology and pathogenesis of microorganisms. Note this course is intended only for students who did not complete an upper division Microbiology course as an undergraduate student.

Suggested Semester-by-Semester Plan: The certificate program is designed to be completed in one academic year; however, there is no time limit for completed course certificate credits. Students may begin the program in any semester during the academic year and also have the option of including courses during the summer semester. Students must take a minimum of 13 credits from the course selection to complete the Environmental Microbiology certificate program.

A suggested plan is as follows:

Fall Semester: (6 or 7 credits)

MCB 6XXX – Environmental Microbiology (3);

MCB 6781 Archaea and Biotechnology (3) or MCB 6937 – Bacterial Physiology (3) or

SWS 5305 – Soil Microbial Ecology (3);

MCB 7922 – Journal Colloquium in Environmental Microbiology (1)

Spring Semester: (6 or 7 credits)

MCB 6XXX – Astrobiology (3) or MCB 6670C The Microbiome (3) or SWS 6366 – Biodegradation and Bioremediation of Organic Contaminants (3);

MCB 7922 – Journal Colloquium in Environmental Microbiology (1)

Summer Semester: (3 credits optional):

MCB 6151 Prokaryotic Diversity (3)

Rationale and Place in Curriculum The requirements for the Environmental Microbiology Online Certificate will provide students with expertise in this rapidly expanding field of microbiology.

Students obtaining the certificate would acquire skills to assist them in understanding key concepts in microbial ecology, biogeochemistry, and advances in microbiome research. Additionally, students will develop core competency in current Environmental Microbiology technologies and evaluation strategies, synthesizing key primary literature in the field and building critical thinking and writing skills.

We anticipate this online certificate program will encourage and facilitate non-degree students to enroll in our online master's program. This program is unique and would be the first certificate program for the department and therefore content would not overlap with other certificates at UF.

Student Learning Outcomes By the end of this certificate program graduate students should be able to:

- 1) Develop an in-depth comprehension and mastery of the fundamental concepts and methodology of environmental microbiology;
- 2) Analyze and discuss primary literature in the field of environmental microbiology to improve critical thinking and evaluation skills;
- 3) Refine scientific communication skills through writing scientific critiques, blogs and abstracts of primary literature articles; and
- 4) Improve their professional development through an increased awareness of library resources and professional societies, journals, and meetings.

From: Obreza, Thomas A. <obreza@ufl.edu>
Subject: Re: [Request Number 12418] Change to "Certificate in Environment Microbiology"
Date: October 6, 2018 at 11:48 AM
To: Foster, Jamie S <jfoster@ufl.edu>
Cc: Inglett, Patrick W <pinglett@ufl.edu>



Works for me... thanks.
TAO

Thomas A. Obreza
Senior Associate Dean for Extension
University of Florida-IFAS
Sent from my iPad

On Oct 6, 2018, at 10:41 AM, Jamie Foster <jfoster@ufl.edu> wrote:

Hi Tom,

Thank you for this update. I just talked to my chair and others on the committee. We would like to include the Soil Microbial Ecology and the Biodegradation course as electives, but not the pathogenesis course.

The reason is we are going to start a separate pathogenesis certificate and we think your pathogen course would better fit in that certificate program.

So I intend to revise the Environmental Micro Certificate language to include SWS5305 and SWS5308 and then next year when we start the pathogenesis certificate we will add SWS5366

I hope that is acceptable to you both (and the committee)

Best regards
Jamie

On Oct 6, 2018, at 10:26 AM, Obreza, Thomas A. <obreza@ufl.edu> wrote:

Hi Jamie,

The consultation form limited the number of characters I could enter. Here is the statement I was trying to enter that shows course names and contact information for our key players if needed.

Thanks.

Tom O.

"While we note there are similarities between the Environmental Microbiology Online certificate and our own Biodegradation and Bioremediation certificate, we have no major objection to the proposed certificate. We do however, suggest that our existing environmental microbiology courses (SWS5305 Soil Microbial Ecology, SWS5308 Ecology of Waterborne Pathogens, and SWS5366 Biodegradation and Bioremediation) be included as electives. All of these are offered online and would help round out the topics of the certificate, especially for "climate change, mitigating pollution through bioremediation, and the role of microbes in the built environment." For more information on these courses please contact Andy Ogram (<aogram@ufl.edu>) and Julie Meyer (<juliemeyer@ufl.edu>)."

Thomas A. Obreza, Ph.D.
Senior Associate Dean for Extension
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From: Jamie Foster <jfoster@ufl.edu>
Sent: Friday, October 5, 2018 9:05 PM
To: Obreza, Thomas A.
Cc: Inglett, Patrick W
Subject: Re: [Request Number 12418] Change to "Certificate in Environment Microbiology"

Dear Tom,

Thank you so much for your recommendations. I will coordinate this response with the committee that has been putting the certificate together.

Jamie

On Oct 5, 2018, at 12:53 PM, Obreza, Thomas A. <obreza@UFL.EDU> wrote:

Here you go, Jamie.
Tom Obreza

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From: Jamie Foster <jfoster@ufl.edu>
Sent: Saturday, September 27, 2018 10:04 AM
To: Obreza, Thomas A. <obreza@ufl.edu>; Inglett, Patrick W <pinglett@ufl.edu>
Subject: Fwd: [Request Number 12418] Change to "Certificate in Environment Microbiology"

Dear Drs Inglett and Obreza,

Last week I contacted you regarding the Microbiology and Cell Science's effort to create a graduate certificate program in Environmental Microbiology. However, as Dr. Inglett may recall the CALS curriculum committee thought we should obtain an external consult from the Soil and Water Science department to make sure our program, or any classes, do not overlap with any of your graduate programs.

Our certificate program can not proceed until we have this consultation with your department. Would it be possible to have this consultation with either of you?

I have attached the details of our certificate program and the consultation form and am happy to discuss any potential overlap at your convenience.

Thank you in advance for your attention to this request

Jamie

<succconsult - SWSD.pdf>

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External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department Soil and Water Sciences	Name and Title Thomas Obreza, Interim Department Chair
Phone Number 352-294-3154	E-mail obreza @ ufl.edu
<p>Comments</p> <p>Although SWSD faculty specializing in microbiology note similarities between the Environmental Microbiology Online certificate and our Biodegradation and Bioremediation certificate, we have no objection to the proposed certificate. We do suggest that our existing environmental microbiology courses (SWS5305, SWS5308, SWS6366) be included as electives. These courses are offered online and would help round out the topics of the certificate, especially for climate change, mitigating pollution through bioremediation, and the role of microbes in the built environment.</p>	

Department	Name and Title
Phone Number	E-mail
<p>Comments</p>	

Department	Name and Title
Phone Number	E-mail
<p>Comments</p>	

A **learning objective** is a “statement of what students will be able to do when they have completed instruction” (Arreola, 1998, p. 2). Objectives are

1. Related to intended outcomes, NOT processes.
2. Specific and measurable, NOT broad and intangible.
3. Concerned with students, NOT teachers.

Why use appropriate learning objectives? **Learning objectives** are useful for

1. Selection of content and instructional materials.
2. Development of instructional strategies through instructor ingenuity.
3. Development and selection of appropriate assessment measures.
4. Guiding student efforts in the learning processes (communicating to students what they are expected to learn) (Mager, 1997).

Learning objectives generally include:

1. Performance or behavior. What is the learner expected to be able to do or produce? This reflects competencies that will be learned in terms of performance. Performances and behaviors should be overt, observable, and measurable.
2. Conditions. How will the competency or knowledge be demonstrated? This may include the specific information the learner should use, or listing the tools, references or aids that will be available to the student in demonstrating accomplishment of the objective.
3. Criterion or degree. What specific set of criteria must be met to demonstrate mastery? This signifies a level of performance.

How to write **learning objectives**:

1. Include a definite, measurable verb that signifies a demonstrable learning outcome.
2. Make sure that each objective contains an intended performance/behavior, conditions for demonstrating competence, and a criterion/degree of performance.
3. Strive for higher order thinking (analysis, synthesis and evaluation levels) when applicable.

Bloom’s Taxonomy of Writing Learning Objectives (Arreola, 1998):

TAXONOMY	DESCRIPTION	COMMON LEARNING VERBS
<i>Knowledge</i>	To recall and memorize	arrange, define, describe, examine, recognize, reproduce
<i>Comprehension</i>	To translate from one form to another	classify, conclude, contrast, differentiate, discover, discuss, explain, infer, predict, relate, represent, summarize
<i>Application</i>	To apply or use information in a new situation	administer, articulate, assess, compute, construct, demonstrate, develop, establish, examine, illustrate, implement, measure, practice, present, select, solve
<i>Analysis</i>	To examine a concept and break it down into parts	analyze, appraise, associate, characterize, contrast, determine, diagnose, discriminate, outline, prioritize, research, test
<i>Synthesis</i>	To reorganize information in a unique or novel way to solve a problem	adapt, assemble, communicate, compile, conduct, create, design, devise, formulate, generalize, integrate, perform, produce, synthesize, theorize, validate
<i>Evaluation</i>	To make judgments using standards of appraisal	argue, assess, compare & contrast, critique, defend, evaluate, interpret, justify, prove, recommend, support, value, weigh

Example Learning Objectives

At the conclusion of this course, the student will be able to:

...explain and provide representational examples of why a comparative advantage exists in other countries that produce labor intensive value added products

...describe examples of career opportunities available to program graduates and develop a plan to secure his/her chosen career

...compare and contrast arguments related to the impact of climatic variability on global warming theories

...apply the principles of non-linearity and thresholds in biogeochemical systems to examine source causes of the browning of the Sahara

...relate significant historical events to their impact on consumer acceptance of foods containing genetically modified organisms

...scientifically and systematically assess local conditions and structures that impact community economic development

...use the ELISA diagnosis test to accurately and consistently diagnose plant diseases caused by the major groups of plant pathogens