

CALS Curriculum Committee Meeting
December 18, 2020
2:00 p.m.

Via Zoom: <https://ufl.zoom.us/j/355458614>
Meeting ID : 355458614

Members: S. Ahn, J. Brendemuhl, D. Coenen, D. Gabriel, M. Gillen, V. Hull, P. Inglett, J. Larkin, L. Lundy, T. Martin, G. Nunez, K. Padgett-Pagliai, B. Pearson, W. Porter, N. Roberts, J. Scheffler, M. Sharp, J. Weeks (Chair), C. Wilson, A. Wysocki

Agenda and Index for Materials

Approve Minutes from November 20, 2020 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposals

1. HUN 6XXX – Nutrition Education (req. #15481)
2. HUN 6XXX – Nutrition Research Method: Systematic Review (req. #15483)

Undergraduate New Course Proposal

3. ALS 3XXXC – AI in Agricultural and Life Sciences (req. #15466)

Undergraduate Course Change Proposals

4. MCB 4503 – General Virology (req. #15518)
5. ANS 4241L – Intermediate Horse Training (req. #15503)
6. ANS 4218L – Horse Psychology and Training (req. #15493)
7. ANS 4604C – Live Animal Evaluation (req. #15469)
8. ANS 3613 – Livestock and Meat Evaluation (req. #15471)
9. ANS 2615C – Meat Selection and Grading (req. #15476)
10. EVS 3000 – Environmental Science (req. #15472)

Certificates

11. Proposed Urban Forestry Undergraduate Certificate (req. #15544)
12. Proposed Fire Ecology and Management Undergraduate Certificate (req. #15545)
13. Proposed Environmental Policy, Law, and Regulation Undergraduate Certificate (req. #15546)
14. Proposed Nature-Based Recreation Undergraduate Certificate (req. #15547)

Curriculum

15. Proposed Common Prerequisite Manual Change for AOM

CALS Curriculum Committee Meeting
November 20, 2020
Submitted by James Fant

Members Present: S. Ahn, J. Brendemuhl, D. Coenen, M. Gillen, V. Hull, L. Lundy, T. Martin, G. Nunez, K. Padgett-Pagliai, B. Pearson, W. Porter, N. Roberts, J. Scheffler, M. Sharp, J. Weeks

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met via Zoom on November 20, 2020. Dr. Weeks called the meeting to order at 2:00 p.m.

Previous agenda items and supporting material can be found on the CALS College Committees homepage under document archives: <https://cals.ufl.edu/faculty-staff/committees/>

Approval of Minutes: A motion was made by Dr. Porter to approve the minutes from the October 23, 2020 meeting of the CALS CC. The motion was approved.

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

Links: Grades – <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>
Syllabus Statements – https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf
Absences & Make-Ups – <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
Writing Learning Objectives - https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf.

Update from UCC: Dr. Brendemuhl noted the following were **ALL APPROVED** at the **NOVEMBER UCC** meeting; 1) **New Courses** – FYC 4XXX-Youth Development, Service-Learning and Irish Culture; FYC 4204-Positive Youth Development for the Youth Professional; AEC 4948-Agricultural Communication Internship; PLS 4XXX-Introduction to Plant Biotechnology. 2) **Changes to Courses** – AEC 4930-Communication and Leadership Capstone Experience. 3) **New Certificates** – Gateway to Agroecology (UG). 4) **Revised Specialization** – Communication and Leadership Development (AEC). 5) **General** – Name change for SFRC (School of Forest, Fisheries, and Geomatics Sciences) approved by Faculty Senate; and 6) **Other** – Call to include Quest 2 into all 8-semester plans.

Graduate New Course Proposal

1. FOS 6XXX – Food Safety Systems (req. #15356)

This item was reviewed with item #2. All comments apply to both submissions unless otherwise stated. A motion was made by Dr. Sharp to approve these items with changes required. The motion was approved. Please remember to make any changes to both the UCC form and syllabus if necessary. The prerequisite, FOS3042, needs to be removed from the UCC form for the graduate submission and added to the syllabus of the undergraduate submission. Also, please

include a one-page statement outlining the differences between the graduate and undergraduate submissions. This will help to facilitate the review process at the next level.

Undergraduate New Course Proposal

2. FOS 4XXX – Principles of Food Safety Systems (req. #15355)

Please see item #1.

Certificate

3. Proposed Applications in AI-based SmartAg Systems Graduate Certificate (req. #15255)

A motion was made by Dr. Coenen to approve this item with changes required. The motion was approved. Please remember to include all changes on the UCC form and supporting documents if necessary. There was concern that the proposed Student Learning Outcomes read too much like methods and assessments to measure the SLOs, and not the actual SLOs. Please reword the SLOs appropriately and refer to the following links to assist with writing the SLOs ([PowerPoint Presentation \(ufl.edu\)](#) and [how-to-write-course-objectives.pdf \(ufl.edu\)](#)).

Discussion

4. Proposed DEI addition to CALS Syllabus Statements

A motion was made by Dr. Porter to accept the proposed changes to the DEI document and allow time for more feedback from departments. The motion was approved. A final document will be presented at the next meeting.

The meeting was adjourned at **2:50** p.m.

Cover Sheet: Request 15481

Development of Nutrition Education Course

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jeanette Andrade jandrade1@ufl.edu
Created	11/18/2020 10:21:56 AM
Updated	12/10/2020 4:32:31 PM
Description of request	In the Food Science and Human Nutrition Department, I am requesting the approval of a new course development for graduate students, Nutrition Education, at 1 graded credit hour offered every Fall semester.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food Science and Human Nutrition 60150000	Susan Percival		11/18/2020
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			11/18/2020
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|New for request 15481

Info

Request: Development of Nutrition Education Course

Description of request: In the Food Science and Human Nutrition Department, I am requesting the approval of a new course development for graduate students, Nutrition Education, at 1 graded credit hour offered every Fall semester.

Submitter: Jeanette Andrade jandrade1@ufl.edu

Created: 11/18/2020 9:35:38 AM

Form version: 1

Responses

Recommended Prefix HUN

Course Level 6

Course Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Nutrition Education

Transcript Title Nutrition Education

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Fall

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 1

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 1

Course Description This class provides students with the tools necessary to provide nutrition education to the public. Students will learn how to conduct needs assessments, use learning theories when developing programs, write for the general public and health professionals, and develop nutrition education and materials.

Prerequisites None

Co-requisites N/A

Rationale and Placement in Curriculum In the Food Science and Human Nutrition department, there are no courses that provide an overview of nutrition education and development of a program. For the graduate students that would be developing a program or conducting community nutrition education, this course would provide a foundation for aspects of creating this program or education such as conducting a needs assessment, creating goals and objectives, designing lesson plans and integrating behavioral theories.

Course Objectives Upon completion of this course, students will:

1. Discuss methods to address cultural competence/sensitivity through nutrition education materials
2. Demonstrate effective communication skills for diverse individuals and groups
3. Develop a program/educational strategy for a target population based on a needs assessment
4. Critically evaluate a learning theory to integrate within a program/educational strategy

Course Textbook(s) and/or Other Assigned Reading There is NO official textbook for this course, but required readings are posted in the Canvas site that you MUST read. Additional course information and materials will be posted on E-Learning in Canvas (<http://lss.at.ufl.edu/>) and/or available through the Marston Science Library online reserve system (Ares), the Academy of Nutrition and Dietetics website or other resources needed to complete assignments.

Reading list per week (All available on Canvas)

Week 1:

- Murimi MW, Kanyi M, Mupfudze T, Amin R, Mbogori T, Aldubayan K. Factors influencing efficacy of nutrition education interventions: A systematic review. *J Nutr Educ Behav.* 2017; 49: 142-165.

Week 2:

- Dollahite JS, Fitch C, Carroll J. What does evidence-based mean for nutrition educators? Best practices for choosing nutrition education interventions based on strength of the evidence. *J Nutr Educ Behav.* 2016; 48: 743-748.

Week 3:

- Abram JK, Hand RK, Parrott S, Brown K, Zielger PJ, Steiber AL. What is your nutrition program missing? Finding answers with the guide for effective nutrition interventions and education (GENIE). *J Acad Nutr Diet.* 2015; 115(1): 122-130.

Week 4:

- Centers for Disease Control. Community Needs Assessment - Sections 1 – 4 (pages 6-39) & 5 (pages 40-48)

Week 5:

- Great River Medical Center 2019 Community Health and Needs Assessment and Health Improvement Plan – pages 2-9; Appendix 1 – 24-27

Week 6:

- Strolla LO, Gans KM, Risica PM. Using qualitative and quantitative formative research to develop tailored nutrition intervention materials for a diverse low-income audience. *Health Educ Res.* 21 (4): 465-476.

Week 7:

- Bello TK, Gericke GJ, MacIntyre UE. Development, implementation and process evaluation of a theory-based nutrition education programme for adults living with HIV in Abeokuta, Nigeria. *Front. Public Health.* 7: 1-8.

Week 8:

- Prochaska JO. Stages of change. *Psychotherapy.* 2001; 38(4): 443-448.
- Jackson R, Asimakopoulou K, Scammell A. Assessment of transtheoretical model as used by dietitians in promoting physical activity in people with type 2 diabetes. *J Hum Nutr Diet.* 2007; 20: 27-36.

Week 9:

- Janz NK, Becker MH. The health belief model: A decade later. 1984. *Health Educ Quart.* 11(1): 1-47.
- Bayat F, Shojaezadeh D, Baikpour M, Heshmat R, Baikpor M, Hosseini M. The effects of education based on extended health belief model in type 2 diabetic patients: A randomized controlled trial. *J Diabetes Meta Disorders.* 2013; 12: 2-6.
- Ajzen I. The theory of planned behavior. *Organ Behav Hum Decis Process.* 1991; 50: 179-211.
- Gratton L, Povey R, Clark-Carter D. Promoting children's fruit and vegetable consumption: Interventions using the theory of planned behavior as a framework. *Br J Health Psychol.* 2007; 12:639-650.

Week 10:

- Rogers EM. A prospective and retrospective look at the diffusion model. *J Health Commun.* 2004; 9(S1): 13-19.
- Woodall WG, Buller DB, Saba L, Zimmerman D, Waters E, Hines JM, Cutter GR, Starling R. Effect of emailed messages on return use of a nutrition education website and subsequent changes in dietary behavior. *J Med Intern Resear.* 2007. 9(3): e27.

Week 11:

- Bandura A. Social cognitive theory: An agentic perspective. *Annu Rev Psychol.* 2001. 51:1-26.

- Bagherniya M, Sharma M, Darani FM, Maracy MR, Safarian M, Birgani RA, Bitarafan V, Keshavarz SA. School-based nutrition education intervention using social cognitive theory for overweight and obese Iranian adolescent girls: A cluster randomized controlled trial. *Int Quart Commun Health Educ.* 2017. 38(1): 37-45.
- Haenen J, Schrijnemakers H, Stufkens J. Sociocultural theory and the practice of teaching historical concepts. *Vygotsky's Educational Theory in Cultural Context.* 2003: 246-266.
- Ovrebo EM. What re student preschool teachers learning about diet in their education in Norway? *Int J Consumer Sci.* 2017. 41: 28-35.

Week 12:

- Holkup PA, Tripp-Reimer T, Salois EM, Weinert C. Community-based participatory research: An approach to intervention research with a native American community. *ANS Adv Nurs Sci.* 2004. 27(3): 162-175.
- Kumar J, Kidd T, Li Y, Lindshield E, Muturi N, Adhikari K. Using the community-based participatory research (CBPR) approach in childhood obesity prevention. *Int J Child Health Nutr.* 2014. 3: 170-178.
- Olfert MD, Barr ML, Riggsbee K, Kattelmann KK, Leischner K, Mathews AE, Vilaro M, Colby SE. A community based participatory approach to training young adults to design and implement a social marketing framed lifestyle intervention on their college campus. *Educ Sci.* 2018; 8: 150.

Week 13:

- Bronfenbrenner U. Ecological models of human development. In *International Encyclopedia of Education*, Vol 3, 2nd Ed. Oxford: Elsevier.
- Green-LaPierre RJ, Williams PI, Glanville NT, Norris D, Hunter HC, Watt CG. Learning from "knocks in life": Food insecurity among low-income lone senior women. *J Aging Resear.* 2012: 1-11.

Weekly Schedule of Topics Week Topic

Assignments due

- | | | |
|---|---|-----------------------------|
| 1 | Introduction/ Principles of Nutrition Education | |
| 2 | Principles of Nutrition Education | |
| 3 | Preparing a proposal – Needs Assessment | Email toolkit topic |
| 4 | Preparing a proposal – Cultural awareness | |
| 5 | Preparing a proposal – Goals | |
| 6 | Preparing a proposal – Learning objectives | Summary of Needs Assessment |
| 7 | Preparing a proposal – Lesson plan | |
| 8 | Learning theories - individual | |

Goal and learning objectives

- | | |
|----|--------------------------------|
| 9 | Learning theories - individual |
| 10 | Learning theories - social |

Toolkit proposal

- | | |
|----|-------------------------------|
| 11 | Learning theories – social |
| 12 | Learning theories - community |
| 13 | Learning theories - community |
| 14 | Finalizing your plan |
| 15 | Presentations |

Presentation

- | | |
|----|------------|
| 16 | Final week |
|----|------------|

Toolkit final proposal, materials, & Team peer evaluation

Grading Scheme Assignment

Total Points

Percentage of Final Grade
Needs Assessment

15

7%
Learning goal and objectives

10

5%
Initial proposal

50

22%
Final proposal

50

22%
Toolkit materials

50

22%
Presentation

25

11%
Team peer evaluation

25

11%
Total 225

100%

Instructor(s) Jeanette Andrade
Attendance & Make-up Yes
Accommodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

JA It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

JA You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

N/A Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

JA The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

JA The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

JA The course schedule should be concise and include the appropriate number of weeks in the semester.

JA All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

N/A Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

N/A Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

JA Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

JA The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

JA The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

Nutrition Education

Class Periods: Mondays, period 4, 10:40-11:30am

Location: XXXX

Academic Term: Fall 20XX

Instructor:

Jeanette Andrade, PhD, RDN, LDN, FAND

Jandrade1@ufl.edu

352-294-3975

Office Hours: Mondays and Wednesdays from 12-1pm or by appointment

Course Description

This class provides students with the tools necessary to provide nutrition education to the public. Students will learn how to conduct needs assessments, use learning theories when developing programs, write for the general public and health professionals, and develop nutrition education and materials.

Course Pre-Requisites / Co-Requisites

None

Course Objectives

Upon completion of this course, students will:

1. Discuss methods to address cultural competence/sensitivity through nutrition education materials
2. Create a toolkit that is appropriate for diverse individuals and groups
3. Develop a program/educational strategy for a target population based on a needs assessment
4. Critically evaluate a learning theory to integrate within a program/educational strategy

Materials and Supply Fees

None

Required Textbooks and Software

There is NO official textbook for this course, but required readings are posted in the Canvas site that you MUST read. Additional course information and materials will be posted on E-Learning in Canvas (<http://lss.at.ufl.edu/>) and/or available through the Marston Science Library online reserve system (Ares), the Academy of Nutrition and Dietetics website or other resources needed to complete assignments. Lecture material and information are the property of the University of Florida and the course instructor and may not be used for any commercial purpose. Students found in violation may be subject to disciplinary action under the University's Student Conduct Code. Only students formally registered for the course are permitted to attend lectures and take quizzes/tests.

Course Schedule

Week	Topic	Assignments due
1	Introduction/ Principles of Nutrition Education	
2	Principles of Nutrition Education	
3	Preparing a proposal – Needs Assessment	Email toolkit topic
4	Preparing a proposal – Cultural awareness	
5	Preparing a proposal – Goals	
6	Preparing a proposal – Learning objectives	Summary of Needs Assessment
7	Preparing a proposal – Lesson plan	
8	Learning theories - individual	Goal and learning objectives
9	Learning theories - individual	
10	Learning theories - social	Toolkit proposal

11	Learning theories – social	
12	Learning theories - community	
13	Learning theories - community	
14	Finalizing your plan	
15	Presentations	Presentation
16	Final week	Toolkit final proposal, materials, & Team peer evaluation

Reading list per week (All available on Canvas)

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Week 2:

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Week 4:

- Centers for Disease Control. Community Needs Assessment - Sections 1 – 4 (pages 6-39) & 5 (pages 40-48)

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Week 10:

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- Kumar J, Kidd T, Li Y, Lindshield E, Muturi N, Adhikari K. Using the community-based participatory research (CBPR) approach in childhood obesity prevention. *Int J Child Health Nutr.* 2014. 3: 170-178.
- Olfert MD, Barr ML, Riggsbee K, Kattelman KK, Leischner K, Mathews AE, Vilaro M, Colby SE. A community based participatory approach to training young adults to design and implement a social marketing framed lifestyle intervention on their college campus. *Educ Sci.* 2018; 8: 150.

Week 13:

- Bronfenbrenner U. Ecological models of human development. In *International Encyclopedia of Education, Vol 3, 2nd Ed.* Oxford: Elsevier.
- Green-LaPierre RJ, Williams PI, Glanville NT, Norris D, Hunter HC, Watt CG. Learning from “knocks in life”: Food insecurity among low-income lone senior women. *J Aging Resear.* 2012: 1-11.

Assignments

Assignments are due on the dates indicated on the syllabus. Late assignments will be penalized 10% for each day late for up to 5 days including weekends.

Nutrition education toolkit: In groups of 3-4, create a toolkit. You may choose one of the following topics below or a topic of your choice:

- Plant-based menus for either elementary or high schools (K-12th grade)
- Rural elders eating well
- Reducing childhood obesity in low-income communities
- Renal disease – the complexities and healthy eating

Throughout the course, you will submit aspects of the tool kit for feedback prior to your presentation and your final tool kit submission in week 16. The toolkit needs to be creative and contain the following information:

- a. Summary of Needs Assessment: Based on the data analysis of your population, include at least 10 bullet points of your main findings. You will need to include the main issue you are hoping to address through your toolkit.
- b. Goal and learning objectives: Develop at least 1 goal and 3 learning objectives for one to achieve that goal
- c. Proposal: Draft a 3-5-page double-spaced proposal that includes the title, overall goal, objectives, project summary, and target population with rationale. Include at least 5 references formatted in AMA style.
- d. Materials: Provides pictures and other information about what is included in the toolkit and rationale for them.
- e. Final proposal: This proposal needs to be at minimum 10 pages (double-spaced), including rationale for the learning theory used and revisions from the initial proposal and materials. A minimum of 15 references included, but do not count in the page limit.

- f. Presentation: In class, present your toolkit – from development to acquiring feedback from the content matter experts to your conclusions.
- g. Team evaluation: Evaluate your peers.

Attendance Policy, Class Expectations, and Make-Up Policy

Per University Policy, attendance is expected at all class sessions. When an absence does occur, the student is responsible for the material covered during the absence. When possible, the student should notify the instructor in advance of an anticipated absence. Dr. Andrade will grant make-up privileges (when possible) to students for properly verified absences due to illness, emergency, or participation in an official University activity. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#).

Evaluation of Grades

<i>Assignment</i>	<i>Total Points</i>	<i>Percentage of Final Grade</i>
Needs Assessment	15	7%
Learning goal and objectives	10	5%
Initial proposal	50	22%
Final proposal	50	22%
Toolkit materials	50	22%
Presentation	25	11%
Team peer evaluation	25	11%
	225	100%

Grading Policy

<i>Percent</i>	<i>Grade</i>	<i>Grade Points</i>
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)
[Grades and Grading Policies](#)

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Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing [online evaluations via GatorEvals](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. [Summaries of course evaluation results are available to students here](#).

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

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

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Campus Resources:

Health and Wellness

- ***U Matter, We Care:*** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- ***Counseling and Wellness Center:*** [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- ***Student Health Care Center:*** Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- ***University Police Department:*** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- ***UF Health Shands Emergency Room / Trauma Center:*** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

- ***E-learning technical support:*** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- ***Career Connections Center:*** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- ***Library Support:*** Various ways to receive assistance with respect to using the libraries or finding resources.
- ***Teaching Center:*** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- ***Writing Studio:*** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- ***Student Complaints On-Campus:*** [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

Cover Sheet: Request 15483

Development of a new course: Systematic review

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jeanette Andrade jandrade1@ufl.edu
Created	11/18/2020 10:58:52 AM
Updated	12/10/2020 4:33:32 PM
Description of request	I am requesting approval of a new graduate course developed, Nutrition Research Method: Systematic Review that will be offered through the Food Science and Human Nutrition Department for 3 graded credit hours that will be offered every Fall semester.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food Science and Human Nutrition 60150000	Susan Percival		11/18/2020
UF Nutrition Research Syllabus Curriculum.docx					11/18/2020
College	Pending	CALS - College of Agricultural and Life Sciences			11/18/2020
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|New for request 15483

Info

Request: Development of a new course: Systematic review

Description of request: I am requesting approval of a new graduate course developed, Nutrition Research Method: Systematic Review that will be offered through the Food Science and Human Nutrition Department for 3 graded credit hours that will be offered every Fall semester.

Submitter: Jeanette Andrade jandrade1@ufl.edu

Created: 11/18/2020 10:32:47 AM

Form version: 1

Responses

Recommended Prefix HUN

Course Level 6

Course Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Nutrition Research Method: Systematic Review

Transcript Title Systematic Review

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Fall

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course introduces students to methods for conducting systematic reviews in nutrition and other areas of health and wellness.

Prerequisites None

Co-requisites N/A

Rationale and Placement in Curriculum Graduate students are required to conduct a literature review as a mechanism for them to develop a research strategy and ultimately conduct the study. One method to aid them in identifying these gaps in research is by conducting a systematic review. In the area of health and wellness, systematic reviews are being published, yet at least at UF, there is no systematic review course to aid students in conducting this review. Therefore, this course would be offered to graduate students in food science and human nutrition and other fields to gain an understanding of conducting a review and ultimately assist them in publishing one.

Course Objectives At the completion of this course students should be able to:

1. Formulate a key research question based on PICO format.
2. Organize a literature search.
3. Abstract relevant information from appropriate studies in a systematic manner.
4. Rate the scientific quality of articles.
5. Interpret the pattern of evidence in terms of strength and consistency.

Course Textbook(s) and/or Other Assigned Reading Required Textbooks and Software

- Gough D, Oliver S, Thomas J. An Introduction to Systematic Reviews, 2nd Ed. Sage Publications, Thousand Oaks: CA; 2017.
- Access to FREE systematic review database system, Covidence. Please register through: <https://guides.uflib.ufl.edu/Covidence>
- Additional course information and materials will be posted on E-Learning in Canvas

(<http://lss.at.ufl.edu/>).

Weekly Schedule of Topics

Week	Topic
------	-------

Assignments due

Readings

1	Overview of a systematic review/ Identifying a topic
---	--

Gough: Ch 1,4; Kroeze 2006; Lichtenstein 2008; Moher 2008

2	Formulating a research question
---	---------------------------------

Gough: Ch 5; Cochrane Ch 5

3	Developing a protocol
---	-----------------------

PICO research question

Liberati 2009; Norris 2011

4	Searching the literature
---	--------------------------

5	Title/Abstract Screening
---	--------------------------

Keywords and databases

Gough: Ch 6,7

6	Full text screening
---	---------------------

Gough: Ch 10

7	Data extraction
---	-----------------

Gough: Ch 8

8	Assessing the quality of the articles: RCTs
---	---

Outline of manuscript

Gough: Ch 9

9	Assessing the quality of articles: non-RCTs
---	---

10	Making sense of the data
----	--------------------------

11	Publication bias
----	------------------

12	Introduction to effect sizes
----	------------------------------

Data extraction table/ PRISMA figure

13	Writing the report
----	--------------------

14	Peer-review process
----	---------------------

15	Presentations
----	---------------

Presentation

16	Final week
----	------------

Draft manuscript due

Grading Scheme

Assignment

Total Points

Percentage of Final Grade

PICO research question

10

7%

Keywords and databases

10

7%

Outline of manuscript

30

20%

Data extraction table/ PRISMA figure

20

13%

Presentation

25

17%

Draft manuscript

55

36%

Total 150 100%

Instructor(s) Jeanette Andrade

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

JA It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

JA You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

N/A Joint course submissions must include 1.) both graduate and undergraduate syllabuses and 2.) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

JA The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

JA The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

JA The course schedule should be concise and include the appropriate number of weeks in the semester.

JA All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

N/A Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

N/A Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

JA Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

JA The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

JA The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

Nutrition Research Method: Systematic Review
Class Periods: Tuesdays, periods 4-5, 10:40-12:35pm
Wednesdays, period 4, 10:40-11:30am
Location: XXX
Academic Term: Spring 20XX

Instructor:

Jeanette Andrade, PhD, RDN, LDN, FAND

Jandrade1@ufl.edu

352-294-3975

Office Hours: Mondays and Wednesdays from 12-1pm or by appointment

Course Description

This course introduces students to methods for conducting systematic reviews in nutrition and other areas of health and wellness.

Course Pre-Requisites / Co-Requisites

None

Course Objectives

At the completion of this course students should be able to:

1. Formulate a key research question based on PICO format.
2. Organize a literature search.
3. Abstract relevant information from appropriate studies in a systematic manner.
4. Rate the scientific quality of articles.
5. Interpret the pattern of evidence in terms of strength and consistency.

Materials and Supply Fees

None

Required Textbooks and Software

- Gough D, Oliver S, Thomas J. An Introduction to Systematic Reviews, 2nd Ed. Sage Publications, Thousand Oaks: CA; 2017.
- Access to FREE systematic review database system, Covidence. Please register through:
<https://guides.uflib.ufl.edu/Covidence>
- Additional course information and materials will be posted on E-Learning in Canvas (<http://lss.at.ufl.edu/>).

Course Schedule

Week	Topic	Assignments due	Readings
1	Overview of a systematic review/ Identifying a topic		Gough: Ch 1,4; Kroeze 2006; Lichtenstein 2008; Moher 2008
2	Formulating a research question		Gough: Ch 5; Cochrane Ch 5
3	Developing a protocol	PICO research question	Liberati 2009; Norris 2011
4	Searching the literature		
5	Title/Abstract Screening	Keywords and databases	Gough: Ch 6,7
6	Full text screening		Gough: Ch 10
7	Data extraction		Gough: Ch 8
8	Assessing the quality of the articles: RCTs	Outline of manuscript	Gough: Ch 9
9	Assessing the quality of articles: non-RCTs		
10	Making sense of the data		
11	Publication bias		
12	Introduction to effect sizes	Data extraction table/ PRISMA figure	
13	Writing the report		

14	Peer-review process		
15	Presentations	Presentation	
16	Final week	Draft manuscript due	

Attendance Policy, Class Expectations, and Make-Up Policy

Per University Policy, attendance is expected at all class sessions. When an absence does occur, the student is responsible for the material covered during the absence. When possible, the student should notify the instructor in advance of an anticipated absence. Dr. Andrade will grant make-up privileges (when possible) to students for properly verified absences due to illness, emergency, or participation in an official University activity. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#).

Evaluation of Grades

<i>Assignment</i>	<i>Total Points</i>	<i>Percentage of Final Grade</i>
PICO research question	10	7%
Keywords and databases	10	7%
Outline of manuscript	30	20%
Data extraction table/ PRISMA figure	20	13%
Presentation	25	17%
Draft manuscript	55	36%
	150	100%

Grading Policy

<i>Percent</i>	<i>Grade</i>	<i>Grade Points</i>
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

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Cover Sheet: Request 15466

3

AI in Ag and Life Sci New Course Request (ALS3xxxC)

Info

Process	Course New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Bryan Kolaczowski bryank@ufl.edu
Created	11/12/2020 11:15:02 AM
Updated	11/12/2020 12:52:20 PM
Description of request	Create a new 3-credit undergraduate course, "AI in Agricultural and Life Sciences" (ALS3xxxC).

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Microbiology and Cell Science 60100000	Eric Triplett		11/12/2020
AlinALS.syllabus.pdf					11/12/2020
AlinALS.projectRubric.pdf					11/12/2020
AlinALS.paperRubric.pdf					11/12/2020
CALSCCChecklistBK.pdf					11/12/2020
College	Pending	CALS - College of Agricultural and Life Sciences			11/12/2020
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 15466

Info

Request: AI in Ag and Life Sci New Course Request (ALS3xxxC)

Description of request: Create a new 3-credit undergraduate course, "AI in Agricultural and Life Sciences" (ALS3xxxC).

Submitter: Bryan Kolaczowski bryank@ufl.edu

Created: 11/12/2020 10:43:26 AM

Form version: 1

Responses

Recommended Prefix ALS

Course Level 3

Course Number XXX

Category of Instruction Intermediate

Lab Code C

Course Title AI in Agricultural and Life Sciences

Transcript Title AI in Ag and Life Sci

Degree Type Baccalaureate

Delivery Method(s) Online

Co-Listing No

Effective Term Fall

Effective Year 2021

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Artificial intelligence (AI) is used to solve problems in research and industry. This course provides students with understanding of and practical hands-on experience building and using AI systems. Students will obtain the skills and knowledge they need to use AI to solve real-world problems in agricultural and life sciences.

Prerequisites BSC2891 (C) or STA2023 (C) or STA3032 (C) or ENG3xxx Fundamentals of AI (C)

Co-requisites N/A

Rationale and Placement in Curriculum UF is embarking on a university-wide initiative to "become a model for 'AI across the curriculum,' where any UF student who wishes to graduate equipped to engage AI in their discipline can do so, and, ... create a model for AI workforce development that can serve as a template for other colleges and universities in Florida and across the U.S." (ai.ufl.edu). The UF provost's office is supporting this effort by initially creating a 9-credit undergraduate AI certificate accessible to any interested UF undergraduate student and administered by the college of engineering ("Artificial Intelligence Fundamentals and Applications Certificate", currently in the approval process). The first 6 credits are to be supplied by ENG3xxx ("Fundamentals of AI", currently in the approval system) and PHI3681 (Ethics, Data and Technology). The final 3-credit 'capstone' courses are intended to be college- or department-specific courses that build on the 6-credit fundamentals/ethics and provide students with hands-on experience using AI in their chosen major field or a closely-related field. This course is being developed by a CALS team and would supply the 3-credit capstone experience for any interested CALS students. Approval of this course would not preclude development of alternative and/or additional AI courses in CALS departments.

Course Objectives • Conceptual Learning Objectives (CLOs):

1. Identify applications of artificial intelligence in agricultural and life sciences disciplines
2. Explain the mathematics of how neural network models work
3. Describe the train-validate-test approach to supervised machine learning
4. Define the importance of bias-variance tradeoff in model selection

5. Differentiate the main causes of model overfitting
6. Compare and contrast approaches to reduce model overfitting of neural networks
- Practical Learning Objectives (PLOs):

1. Manage AI projects on remote computers using the UNIX command line interface
2. Build, evaluate and use AI models in Tensorflow
3. Plan, execute and report an AI inference

Course Textbook(s) and/or Other Assigned Reading None

Weekly Schedule of Topics 1. Introduction. Applications of AI in agricultural and life sciences overview. How to connect to UF VPN and course UNIX computer.

For more information about how AI is being used across disciplines, including applications in agricultural and life sciences, please read:

https://en.wikipedia.org/wiki/Applications_of_artificial_intelligence

You might be particularly interested in applications in precision agriculture:

https://en.wikipedia.org/wiki/Precision_agriculture

or health sciences:

https://en.wikipedia.org/wiki/Artificial_intelligence_in_healthcare

But AI is making dramatic advances across the biological sciences:

<https://bmcbioinformatics.biomedcentral.com/articles/10.1186/s12859-019-3225-3>

Really, no matter what your field of interest, just google “artificial intelligence applications in MY_FIELD”, and you’ll see that AI is being used where you will be working when you graduate.

Pre-Lab Quiz – AI applications; UF VPN.

Lab Exercise – connect to UF VPN and course UNIX computer (due next Monday).

2. Crash course in UNIX command line.

Pre-Lab Quiz – UNIX commands.

Lab Exercise – create your sandbox directory on the course UNIX computer (due next Monday).

3. Neural network ‘theory’. Introduction to neural network modeling. Crash course in Python interpreter.

Introduction to Term Research Review Paper (due Wednesday of finals week)

No Pre-Lab Quiz or Lab this week.

4. Crash course in Python scripting.

Pre-Lab Quiz – Python scripting.

Lab Exercise – generate linear regression dataset and visualize it (due next Monday).

5. Linear regression via neural network. Introduction to Tensorflow and Keras.

Pre-Lab Quiz – linear regression using neural networks.

Lab Exercise – fit single-neuron model to linear regression dataset (due next Monday).

6. Model evaluation. Train-validate-test data splits.

Pre-Lab Quiz – model evaluation

Lab Exercise – evaluate single-neuron linear regression.

7. Higher-dimensional data. P-dimensional linear regression.

Pre-Lab Quiz – high-dimensional data.

Lab Exercise – evaluate single-neuron linear regression as P (number of input features) increases (due next Monday).

8. How much data do we need? Model complexity, number of parameters. Bias-variance tradeoff. Causes of overfitting.

Pre-Lab Quiz – model complexity, overfitting.

Lab Exercise – evaluate single-neuron and multiple-neuron linear regression as amount of training data is varied from small to large (due next Monday).

9. Classification problems.

Pre-Lab Quiz – classification.

Lab Exercise – single-neuron classification (due next Monday).

10. Classification with more complex models.

Pre-Lab Quiz – overfitting and model complexity.

Lab Exercise – multi-neuron classification. Evaluate overfitting (due next Monday).

11. Neural network methods to reduce overfitting.

Pre-Lab Quiz – dropout and batch normalization.

Lab Exercise – dropout vs batch normalization (due next Monday).

12. Introduction to available case studies for Final Case Study Project.

Final Term Research Review Paper Draft (due Friday)

Instructor will be available during the regularly-scheduled Lab meeting time to address student questions regarding the Final Case Study Project and/or Final Term Research Review Paper.

No Pre-Lab Quiz or Lab this week.

13. Students work on Final Case Study Project and Final Term Research Review Paper.

Instructor will be available during the regularly-scheduled Lab meeting time to address student questions regarding the Final Case Study Project and/or Final Term Research Review Paper.
No Pre-Lab Quiz or Lab this week.

14. Students work on Final Case Study Project and Final Term Research Review Paper.
Instructor will be available during the regularly-scheduled Lab meeting time to address student questions regarding the Final Case Study Project and/or Final Term Research Review Paper.
No Pre-Lab Quiz or Lab this week.

15. Students work on Final Case Study Project and Final Term Research Review Paper.
Instructor will be available during the regularly-scheduled Lab meeting time to address student questions regarding the Final Case Study Project and/or Final Term Research Review Paper.
No Pre-Lab Quiz or Lab this week.

Grading Scheme Weekly Pre-Lab Quizzes due each Thursday by 11:59pm – 10 points each, weeks 1,2,4-11 (100 points total)

Weekly Lab Exercises due Monday after lab by 11:59pm – 20 points each weeks 2,3,5-12 (200 points total)

Final Term Research Review Paper Draft due Friday of week 12 by 11:59pm (50 points total)

Final Case Study Project writeup due Wednesday of finals week by 11:59pm (200 points total)

Final Term Research Review Paper due Wednesday of finals week by 11:59pm (50 points total)

Assignment Descriptions:

Weekly Pre-Lab Quizzes: Students will complete a short quiz online covering the week's lecture materials prior to attending the week's laboratory meeting (due Thursday before lab meeting).

Weekly Lab Exercises: Students will complete laboratory exercises associated with the week's lecture materials (due Monday following the week's lab meeting).

Final Case Study Project: Students will choose a dataset from a variety of real-world datasets available for this course, which will be presented in week 12. Students will conduct an AI analysis of their chosen dataset during weeks 13-15 and turn in a written project report due Wednesday of finals week. A template/rubric for the project report will be provided.

Final Term Research Review Paper: Students will independently research a topic of their choice related to an AI application or AI method used in agricultural and/or life sciences. Students will write a 3-page review of their chosen application or method, using a minimum of 10 references from scientific literature. A draft will be due Friday of week 12, which will receive comments from the instructor for improvement. The final paper will be due Wednesday of finals week.

Final Case Study Project Template / Rubric (200pts total)

Briefly describe why your subject area and research question are important to a broad audience (10pts)

State the main research question of your project (20pts)

Briefly describe the data you will be using to answer your research question, including quantitative data summaries. How were the data collected or simulated? How many data samples are there in your data set? How many fields or columns are you using in your predictive model? What are the averages and standard deviations of each field? How many fields or columns are you trying to predict or model? What are the averages and standard deviations of these? How were the data pre-processed or normalized before analysis? (30pts)

Briefly describe the architecture of your model. What types of network layers are you using? How many neurons or filters in each layer? How are the layers connected? What types of activations are you using? What types of dropout or normalization layers are you using? (30pts)

Attach a schematic image of your network architecture (10pts)

Describe why you think the modeling approach you chose is appropriate to address your research question (10pts)

Describe any potential shortcomings, problems or issues in your modeling approach. Why might your modeling approach not be the perfect approach for addressing your research question? (10pts)

Briefly describe your training procedure. How did you split your data into training, validation and testing sets? How many data samples are in each set? What optimizer did you use to train your

model? How long was the model trained? What was the loss function? (20pts)
Describe the results of your model training and evaluation. What was your model's accuracy on the training, validation and testing data? (10pts)
Interpret your results. Was your model successful in addressing your research question? Why or why not? (20pts)
Attach the code you used to train and evaluate your model, in a monospaced font such as courier (30pts)

Final Term Research Review Paper Template / Rubric (50 points for draft, 50 points for final turn in)
Briefly describe the application area in which AI is being used in your chosen field, and why this application area is important to a broad audience (10pts)
Briefly describe the current approaches being used in this application area without AI, and why these approaches are not adequate, suitable or ideal (10pts)
Describe how AI approaches are being used to overcome the shortcomings of current approaches in this application area (10pts)
Identify specific types of AI approaches that are being used in this application area (10pts)
Provide a Reference Bibliography for scientific papers cited in your review (10 references, minimum) (10pts)

Grading Scale

Course grades will be determined based on percentage of total possible points. The following grading scale will be used:

A 93.00 – 100.0
A- 90.00 – 92.99
B+ 87.00 – 89.99
B 83.00 – 86.99
B- 80.00 – 82.99
C+ 77.00 – 79.99
C 73.00 – 76.99
C- 70.00 – 73.99
D+ 67.00 – 69.99
D 63.00 – 66.99
D- 60.00 – 62.99
E 00.00 – 59.99

Instructor(s) Bryan Kolaczowski

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

Final Term Research Review Paper Template / Rubric (50 points for draft, 50 points for final turn in)

Briefly describe the application area in which AI is being used in your chosen field, and why this application area is important to a broad audience (10pts)

Briefly describe the current approaches being used in this application area without AI, and why these approaches are not adequate, suitable or ideal (10pts)

Describe how AI approaches are being used to overcome the shortcomings of current approaches in this application area (10pts)

Identify specific types of AI approaches that are being used in this application area (10pts)

Provide a Reference Bibliography for scientific papers cited in your review (10 references, minimum) (10pts)

Final Case Study Project Template / Rubric (200pts total)

Briefly describe why your subject area and research question are important to a broad audience (10pts)

State the main research question of your project (20pts)

Briefly describe the data you will be using to answer your research question, including quantitative data summaries. How were the data collected or simulated? How many data samples are there in your data set? How many fields or columns are you using in your predictive model? What are the averages and standard deviations of each field? How many fields or columns are you trying to predict or model? What are the averages and standard deviations of these? How were the data pre-processed or normalized before analysis? (30pts)

Briefly describe the architecture of your model. What types of network layers are you using? How many neurons or filters in each layer? How are the layers connected? What types of activations are you using? What types of dropout or normalization layers are you using? (30pts)

Attach a schematic image of your network architecture (10pts)

Describe why you think the modeling approach you chose is appropriate to address your research question (10pts)

Describe any potential shortcomings, problems or issues in your modeling approach. Why might your modeling approach *not* be the perfect approach for addressing your research question? (10pts)

Briefly describe your training procedure. How did you split your data into training, validation and testing sets? How many data samples are in each set? What optimizer did you use to train your model? How long was the model trained? What was the loss function? (20pts)

Describe the results of your model training and evaluation. What was your model's accuracy on the training, validation and testing data? (10pts)

Interpret your results. Was your model successful in addressing your research question? Why or why not? (20pts)

Attach the code you used to train and evaluate your model, in a monospaced font such as courier (30pts)

Course Prefix and Number

ALS3XXXC

Course Title

AI in Agricultural and Life Sciences

Number of Credits

3

Meeting Days and Times

lectures – asynchronous online through UF e-learning (expected 2-3 hrs/week spent on online learning activities)

lab meetings – Fridays periods 8-9 (3pm – 4:55pm ET)

Prerequisites

BSC2891 or STA2023 or ENG3XXX (fundamentals of AI) or STA3032

Instructor Contact

Name Bryan Kolaczowski

Office 1250 Microbiology & Cell Science

Telephone 352-392-5925

Email bryank@ufl.edu

Office Hours M3pm, Tu10am

Course Description

Artificial intelligence (AI) is used to solve problems in research and industry. This course provides students with understanding of and practical hands-on experience building and using AI systems. Students will obtain the skills and knowledge they need to use AI to solve real-world problems in agricultural and life sciences.

Course Learning Objectives

By the end of this course, students will be able to:

- Conceptual Learning Objectives (CLOs):
 1. Identify applications of artificial intelligence in agricultural and life sciences disciplines
 2. Explain the mathematics of how neural network models work
 3. Describe the train-validate-test approach to supervised machine learning
 4. Define the importance of bias-variance tradeoff in model selection
 5. Differentiate the main causes of model overfitting
 6. Compare and contrast approaches to reduce model overfitting of neural networks
- Practical Learning Objectives (PLOs):

1. Manage AI projects on remote computers using the UNIX command line interface
2. Build, evaluate and use AI models in Tensorflow
3. Plan, execute and report an AI inference

Weekly Schedule of Topics and Assignments

This course does not require previous experience in AI, computer programming or statistics, beyond the required prerequisites.

This course is part of a UF-wide initiative to support education and research in AI. More information about this initiative can be found at: <https://ai.ufl.edu/>

1. Introduction. Applications of AI in agricultural and life sciences overview. How to connect to UF VPN and course UNIX computer.

For more information about how AI is being used across disciplines, including applications in agricultural and life sciences, please read:

https://en.wikipedia.org/wiki/Applications_of_artificial_intelligence

You might be particularly interested in applications in precision agriculture:

https://en.wikipedia.org/wiki/Precision_agriculture

or health sciences:

https://en.wikipedia.org/wiki/Artificial_intelligence_in_healthcare

But AI is making dramatic advances across the biological sciences:

<https://bmcbioinformatics.biomedcentral.com/articles/10.1186/s12859-019-3225-3>

Really, no matter what your field of interest, just google “artificial intelligence applications in MY_FIELD”, and you’ll see that AI is being used where you will be working when you graduate.

Pre-Lab Quiz – AI applications; UF VPN.

Lab Exercise – connect to UF VPN and course UNIX computer (due next Monday).

2. Crash course in UNIX command line.
Pre-Lab Quiz – UNIX commands.
Lab Exercise – create your sandbox directory on the course UNIX computer (due next Monday).
3. Neural network ‘theory’. Introduction to neural network modeling. Crash course in Python interpreter.
Introduction to Term Research Review Paper (due Wednesday of finals week)
No Pre-Lab Quiz or Lab this week.
4. Crash course in Python scripting.
Pre-Lab Quiz – Python scripting.
Lab Exercise – generate linear regression dataset and visualize it (due next Monday).
5. Linear regression via neural network. Introduction to Tensorflow and Keras.
Pre-Lab Quiz – linear regression using neural networks.
Lab Exercise – fit single-neuron model to linear regression dataset (due next Monday).

6. Model evaluation. Train-validate-test data splits.
Pre-Lab Quiz – model evaluation
Lab Exercise – evaluate single-neuron linear regression.
7. Higher-dimensional data. P-dimensional linear regression.
Pre-Lab Quiz – high-dimensional data.
Lab Exercise – evaluate single-neuron linear regression as P (number of input features) increases (due next Monday).
8. How much data do we need? Model complexity, number of parameters. Bias-variance tradeoff. Causes of overfitting.
Pre-Lab Quiz – model complexity, overfitting.
Lab Exercise – evaluate single-neuron and multiple-neuron linear regression as amount of training data is varied from small to large (due next Monday).
9. Classification problems.
Pre-Lab Quiz – classification.
Lab Exercise – single-neuron classification (due next Monday).
10. Classification with more complex models.
Pre-Lab Quiz – overfitting and model complexity.
Lab Exercise – multi-neuron classification. Evaluate overfitting (due next Monday).
11. Neural network methods to reduce overfitting.
Pre-Lab Quiz – dropout and batch normalization.
Lab Exercise – dropout vs batch normalization (due next Monday).
12. Introduction to available case studies for Final Case Study Project.
Final Term Research Review Paper Draft (due Friday)
Instructor will be available during the regularly-scheduled Lab meeting time to address student questions regarding the Final Case Study Project and/or Final Term Research Review Paper.
No Pre-Lab Quiz or Lab this week.
13. Students work on Final Case Study Project and Final Term Research Review Paper.
Instructor will be available during the regularly-scheduled Lab meeting time to address student questions regarding the Final Case Study Project and/or Final Term Research Review Paper.
No Pre-Lab Quiz or Lab this week.
14. Students work on Final Case Study Project and Final Term Research Review Paper.
Instructor will be available during the regularly-scheduled Lab meeting time to address student questions regarding the Final Case Study Project and/or Final Term Research Review Paper.
No Pre-Lab Quiz or Lab this week.
15. Students work on Final Case Study Project and Final Term Research Review Paper.

Instructor will be available during the regularly-scheduled Lab meeting time to address student questions regarding the Final Case Study Project and/or Final Term Research Review Paper.

No Pre-Lab Quiz or Lab this week.

Critical Dates

Weekly Pre-Lab Quizzes due each Thursday by 11:59pm – 10 points each, weeks 1,2,4-11 (100 points total)

Weekly Lab Exercises due Monday after lab by 11:59pm – 20 points each weeks 2,3,5-12 (200 points total)

Final Term Research Review Paper Draft due Friday of week 12 by 11:59pm (50 points total)

Final Case Study Project writeup due Wednesday of finals week by 11:59pm (200 points total)

Final Term Research Review Paper due Wednesday of finals week by 11:59pm (50 points total)

Assignment Descriptions

Weekly Pre-Lab Quizzes: Students will complete a short quiz online covering the week's lecture materials prior to attending the week's laboratory meeting (due Thursday before lab meeting).

Weekly Lab Exercises: Students will complete laboratory exercises associated with the week's lecture materials (due Monday following the week's lab meeting).

Final Case Study Project: Students will choose a dataset from a variety of real-world datasets available for this course, which will be presented in week 12. Students will conduct an AI analysis of their chosen dataset during weeks 13-15 and turn in a written project report due Wednesday of finals week. A template/rubric for the project report will be provided.

Final Term Research Review Paper: Students will independently research a topic of their choice related to an AI application or AI method used in agricultural and/or life sciences. Students will write a 3-page review of their chosen application or method, using a minimum of 10 references from scientific literature. A draft will be due Friday of week 12, which will receive comments from the instructor for improvement. The final paper will be due Wednesday of finals week.

Required Computer

To complete this course, students are required to have regular access to a computer that can establish a secure shell (SSH) connection over the internet. Nearly all computers running a recent version of Microsoft Windows or Apple OS will work, as will a computer running UNIX or Linux. Google Chrome also has an SSH client available, so it should work, as well. Students without their own computer and internet access should make sure they have regular access to a computer lab where they can do their work. Setting up your computer connection will be covered in week 1 of the course.

Required and Recommended Textbooks

There is no required textbook for this course. All course materials will be provided by the instructor.

Recommended Textbooks for your Reference Library, if you want to learn more about AI:

The elements of Statistical Learning, Second Edition. Trevor Hastie, Robert Tibshirani, Jerome Friedman. Springer. 2009

Neural Networks and Deep Learning. Charu C Aggarwal. Springer. 2018.

Grading Scale

Course grades will be determined based on percentage of total possible points. The following grading scale will be used:

A 93.00 – 100.0
A- 90.00 – 92.99
B+ 87.00 – 89.99
B 83.00 – 86.99
B- 80.00 – 82.99
C+ 77.00 – 79.99
C 73.00 – 76.99
C- 70.00 – 73.99
D+ 67.00 – 69.99
D 63.00 – 66.99
D- 60.00 – 62.99
E 00.00 – 59.99

Grades and Grade Points

For information on current UF policies for assigning grade points, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Attendance and Make-Up Work

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

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at:

<https://gatorevals.ua.ufl.edu/students/>

Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via:

<https://ufl.bluer.com/ufl/>

Summaries of course evaluation results are available to students at:

<https://gatorevals.aa.ufl.edu/public-results/>

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 as appropriate.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565

<https://disability.ufl.edu/>

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness

Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

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

Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching

- U Matter We Care, www.umatter.ufl.edu
- *Career Connections Center*, First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- Student Complaints:
 - Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
 - Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Diversity, Inclusion and Equity

This class fully supports the University of Florida's commitment to diversity, inclusion, and equity. By fostering a sense of belonging for students, staff and faculty while leveraging the uniqueness of the people who study and work at the university, we believe our campus community is enriched and enhanced by diversity, including but not limited to race, ethnicity, national origin, gender, gender identity, sexuality, class and religion. Our course will help foster an understanding of the diversity of our campus community, locally and globally.

We will strive to create a learning environment for our students that support a diversity of thoughts, perspectives and experiences while honoring your identities. To accomplish this, please let us know:

- If you have a name and/or set of pronouns that differ from those that appear in your official university records
- If you believe your performance in the class is being impacted by your experiences outside of class. Do not hesitate to reach out and talk with us. We want to be a resource for you. Anonymous feedback may be submitted, which may lead us to make a general announcement to the class, if necessary, to address your concerns.
- We, like many people, are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that makes you feel uncomfortable, please talk to us about it.

Contact us with any concerns regarding inclusion and equity, including accessibility of learning materials, equipment, and software.

CALS Curriculum Committee Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as "Proposal of a new undergraduate course" is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

BK It is required when making a submission that you consult your department's representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

BK You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

BK Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

BK The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

BK The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site: (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

BK The course schedule should be concise and include the appropriate number of weeks in the semester.

BK All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

BK Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

BK Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

BK Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

BK The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

BK The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

Cover Sheet: Request 15518

4

Change prerequisites

Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Monika Oli moli@ufl.edu
Created	11/25/2020 10:14:32 AM
Updated	12/2/2020 12:40:20 PM
Description of request	We would like to add 2 additional "or" prerequisites to our course General Virology as this fulfills the requirements and our students commonly take these courses.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Microbiology and Cell Science 60100000	Eric Triplett		12/2/2020
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			12/2/2020
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|Modify for request 15518

Info

Request: Change prerequisites

Description of request: We would like to add 2 additional "or" prerequisites to our course General Virology as this fulfills the requirements and our students commonly take these courses.

Submitter: Monika Oli moli@ufl.edu

Created: 11/25/2020 10:07:51 AM

Form version: 1

Responses

Current Prefix MCB

Course Level 4

Number 503

Lab Code None

Course Title General Virology

Effective Term Earliest Available

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

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

Change Course Description? No

Change Prerequisites? Yes

Current Prerequisites MCB 3020 or MCB 3023 or MCB 4203 or PCB 3023 or BCH 3023 or PCB 3134

Proposed Prerequisites MCB 3020 or MCB 3023 or MCB 4203 or PCB 3023 or BCH 3023 or PCB 3134 or BCH4024 or CHM3218

Change Co-requisites? No

Rationale The prerequisite list is missing the two biochemistry courses our students are routinely taking and it is incorrect in the audit to have these courses not listed. Adding the two additional "or" prerequisites will alleviate that problem.

Cover Sheet: Request 15503

ANS 4241L modification

Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Saundra Tenbroeck sht@ufl.edu
Created	11/20/2020 5:58:46 PM
Updated	11/20/2020 6:07:03 PM
Description of request	Request to change ANS 4241L to ANS 4241C and change the credit hours from 2 to 3 credits. The number of days they will meet will be increased from 3 days a week to 4 days a week. There will be one period of lecture and 4 days of lab at one period per day. The pre-requisite for this course is ANS 4218C.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Saundra Tenbroeck	The two course series was presented in 2016 and the required changes from the faculty were never submitted. I denied the old request and started from scratch. Hopefully all of the concerns were addressed.	11/20/2020
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			11/20/2020
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|Modify for request 15503

Info

Request: ANS 4241L modification

Description of request: Request to change ANS 4241L to ANS 4241C and change the credit hours from 2 to 3 credits. The number of days they will meet will be increased from 3 days a week to 4 days a week. There will be one period of lecture and 4 days of lab at one period per day. The pre-requisite for this course is ANS 4218C.

Submitter: Sandra Tenbroeck sht@ufl.edu

Created: 11/20/2020 5:38:02 PM

Form version: 1

Responses

Current Prefix ANS

Course Level 4

Number 241

Lab Code L

Course Title Intermediate Horse Training

Effective Term Spring

Effective Year 2022

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? Yes

Current Lab Code L

Proposed Lab Code C

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes

Current Credit Hours 2

Proposed Credit Hours 3

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? Yes

Current Course Description Continue the training of a recently started under-saddled horse, exhibit horse to potential buyers, and produce annual sealed bid sale.

Proposed Course Description (500 characters max) Continue the training of a recently started under-saddled horse, exhibit horse to potential buyers, and produce annual performance horse sale.

Change Prerequisites? Yes

Current Prerequisites AEB 3133 & AGR 4231C & ANS 3217C & ANS 3319C & ANS 3384C & ANS 3405 & ANS 3440

Proposed Prerequisites ANS 4218C

Change Co-requisites? No

Rationale ANS 4241L Intermediate Horse Training is the second half of a two semester course sequence in which students start a long yearling in the fall term and continue training a horse that has been produced at/by the University of Florida Department of Animal Sciences. In it's original format, students met 4 days a week in the fall and three days a week in the spring. Students work with the two year olds during scheduled class time under the supervision and direction of the instructor and teaching assistants. Over time, the course has evolved to include a weekly group lecture warranting a C designation for the courses. In addition, it became evident that the growth and physiology of a long yearling (fall) compared to a two year old (spring) would be better served by switching the number of days being trained in fall versus spring terms. The proposed change would mean ANS 4218C (formerly L) would meet 3 days a week with a weekly lecture period in the fall (1 lecture period + 3 days for one period) and ANS 4241C (formerly L) would meet 4 days a week with a weekly lecture period in the spring term. A proposal to change ANS 4218L from 3 to 2 credits and converting it from an L to a C is being submitted simultaneously with this request to convert ANS 4241L from 2 to 3 credits and assigning a C to the number.

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

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CHECKLIST: PLEASE MARK DONE OR N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

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The Course Description is the catalog copy and cannot exceed 50 words. The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

The course schedule should be concise and include the appropriate number of weeks in the semester.

All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

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Intermediate Horse Training

ANS4241C

Instructor:

Joel McQuagge
125C Animal Science Bldg.
Ph: Office: 392-6363, Cell 352-538-3536
e-mail: mcquagge@ufl.edu

Department Chair:

Dr. John Arthington
100 Animal Science Bldg.
Ph: 392-1911

Teaching Assistant:**Office Hours:**

Monday, Wednesday 8:30 – 10:20. Please call for an appointment as my schedule varies.
TA is available before or after class for consultation

Course Description:

Continue the training of a recently started under-saddled horse, exhibit horse to potential buyers, and produce annual sealed bid sale.

Course Overview:

ANS4241C is the second course in a two-semester course sequence in which students continue to train and prepare horses to be marketed as two-year-olds.

Course Objectives:

- Assess different training programs used to start young horses under saddle
- Practice skills necessary to advance the training of green-broke horses
- Evaluate young horses as individuals and design a program to strengthen each horse both mentally and physically
- Resolve training problems encountered with the development of young horses
- Prepare and exhibit horses for sale
- Develop and execute an advertising plan and manage an auction of the horses trained in this course

Course Format:

Support materials will be presented by instructors and discussed with students during period lecture/demonstrations. Students will work hands-on with their horse during laboratories. The class will gather as needed to problem solve with individual horses and riders. Students will participate in the preparation and marketing of the horses in an end of term auction (Sale in the Swamp). This course is 3 credits.

Schedule

Lecture: Monday 8th period (3:00-3:50)
Labs: Monday, Tuesday, Thursday, Friday 9th period 4:05-4:55
UF Horse Teaching Unit

Course Fee

This course carries a course fee of \$317.35 in addition to tuition.

Prerequisite:

ANS4218C Horse Psychology and Training

Text:

Principles and Techniques of Horse Training and Management (S.P. Webb, C.A.)

Quiz materials will come from information provided on CANVAS, handouts given during laboratory sessions and the text.

Grading:

Participation and progress	50 pts.	A = 90-100%
Stall maintenance	10 pts.	B + = 85-89.9%
Three 15-point quizzes	45 pts.	B = 80-84.9%
Training Journals	10 pts.	C + = 75-79.9%
Sale Project	<u>20 pts.</u>	C = 70-74.9%
Total	135pts.	D + = 65-69.9%
		D = 60-64.9%
		E = <60%

Grading policy is consistent with University policies.

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Class Attendance

This course requires a large time commitment to achieve prescribed goals with your horse. If you must miss a scheduled class, permission must be received in advance. Absence due to illness will require written verification from the University Health Center or your doctor. No make up time is provided for course hours missed. Requirements for class attendance, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Equipment

- All horses will be started in a western saddle and bridle provided by the University.
- Once your horse is started, you may ride in your own saddle after receiving instructor approval on the saddle's fit to your horse.
- The University will provide riding helmets or students may provide their personal helmets.

Risk Associated with the Use of Livestock

Working with livestock is inherently *risky*. Many of these animals are capable of injuring people, especially when they are in the *flight or fight* mode inspired by a stressful situation. The instructors will work to provide students with the ability to manage livestock with minimal stress, thus lowering the risk of injury to people and animals.

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/honorcodes/honorcode.php>.

SOFTWARE USE:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

SERVICES FOR STUDENTS WITH DISABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

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

CAMPUS HELPING RESOURCES

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

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
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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- Student Success Initiative, <http://studentsuccess.ufl.edu>

Student Complaints

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Covid-19 Safety Guidelines and Expectations

- *All students will be expected to practice social distancing*
- *Monday lecture/demonstrations will occur in the HTU arena, bleacher seating, round pens, or classroom depending on topic and weather.*
- *Students and instructors will be expected to wear masks or face coverings when in an enclosed space or classroom.*
- *Hand sanitizer will be provided*
- *Students missing class for health-related reasons will receive an excused absence in accordance with UF guidelines.*

Please refer to the COVID Safety Plan on the course CANVAS site.

Weekly Topics:

Week 1	Creating a safe and positive learning environment for horse and rider
Week 2	Equine Communication
Week 3	Collection
Week 4	Suppling Exercises
Week 5	Improving responsiveness
Week 6	Overcoming fears
Week 7	Training Aids
Week 8	The stubborn horse
Week 9	Common vices
Week 10	Riding with your body
Week 11	Sales preparation
Week 12	Marketing horses
Week 13	Navigating trail obstacles
Week 14	Working cattle with horses

“Sale in the Swamp”

- Sale Preview & Sale April __ (Saturday after reading days)
- Pictures should be taken in March
- Advertising should appear on the web by mid-March
- Flyers should be placed in feed stores the second week in March



ANS4241C Intermediate Horse Training

Cover Sheet: Request 15493

6

ANS 4218L Undergraduate course modification

Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - Agricultural and Life Sciences - General 60030000
Submitter	Saundra Tenbroeck sht@ufl.edu
Created	11/19/2020 1:51:40 PM
Updated	11/20/2020 5:33:43 PM
Description of request	Request to change ANS 4218L to ANS 4218C and change the credit hours from 3 to 2 credits. The number of days they will meet will be reduced from 4 days a week to 3 days a week. There will be one period of lecture and 3 days of lab at one period per day. Pre-requisites must be added as well as permission from instructor/department.

Actions

Step	Status	Group	User	Comment	Updated
Department	Pending	CALS - Agricultural and Life Sciences - General 60030000			11/19/2020
No document changes					
College					
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|Modify for request 15493

Info

Request: ANS 4218L Undergraduate course modification

Description of request: Request to change ANS 4218L to ANS 4218C and change the credit hours from 3 to 2 credits. The number of days they will meet will be reduced from 4 days a week to 3 days a week. There will be one period of lecture and 3 days of lab at one period per day. Pre-requisites must be added as well as permission from instructor/department.

Submitter: Sandra Tenbroeck sht@ufl.edu

Created: 11/20/2020 6:02:13 PM

Form version: 4

Responses

Current Prefix ANS

Course Level 4

Number 218

Lab Code L

Course Title Horse Psychology and Training

Effective Term Fall

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

Change Lab Code? Yes

Current Lab Code L

Proposed Lab Code C

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes

Current Credit Hours 3

Proposed Credit Hours 2

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? Yes

Current Prerequisites None currently showing in the catalog

Proposed Prerequisites ANS 3006, ANS 3440 and permission from the department.

Change Co-requisites? No

Rationale ANS 4218L Horse Psychology and Training is the first half of a two semester course sequence in which students train and market yearling/two year old quarter horses that have been produced at/by the University of Florida Department of Animal Sciences. In it's original format, students met 4 days a week in the fall and three days a week in the spring. Students work with long yearlings during scheduled class time under the supervision and direction of the instructor and teaching assistants. Over time, the course has evolved to included a weekly group lecture. In addition, it became evident that the growth and physiology of a long yearling (fall) compared to a two year old (spring) would be better served by switching the number of days being trained in fall versus spring terms. The proposed change would mean ANS 4218L would meet 3 days a week with a weekly lecture period in the fall and ANS 4241L would meet 4 days a week with a weekly lecture period in the spring term. A proposal to change ANS 4241L from 2 to 3 credits and converting it from an L to a C is being submitted simultaneously.

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Horse Psychology and Training

ANS4218C

COURSE SYLLABUS

INSTRUCTOR

Mr. Joel McQuagge

210B Bldg 459

352-538-3536 mcquagge@ufl.edu

OFFICE HOURS

Mon. and Wed. from 8:00 – 11:00. You may also call for an appointment or see me before class at the HTU.

Department Chair

Dr. John Arthington

100 Animal Sciences Building

392-1911

COURSE DESCRIPTION

Horse behavior, instinct, and senses as they relate to training. Principles of training the young foal; groundwork, liberty training, and starting the young yearling under saddle; and principles of performance training.

COURSE OVERVIEW

ANS4218C is the first of a two-semester course sequence in which students examine the methods by which horses communicate, learn and are trained. Students will be assigned a yearling or two-year-old. Horses will be trained by the students to lead, tie, longe, drive, trailer load and accept handling for routine management practices. These horses will also be started under saddle and bridle, receive first rides and be carried as far as time and expertise will allow.

COURSE OBJECTIVES

- Formulate a system of logical progression in a training program.
- Evaluate a horse's personality and develop a training program to fit that personality for positive equine learning outcomes.
- Adjust individual training sessions, when necessary, as the horse progresses.
- Translate visual communication and demonstrate appropriate body language when dealing with horses.
- Develop techniques to cultivate mutual respect with a horse.
- Attain basic skills necessary for starting a horse under saddle in a safe and positive manner.

COURSE FORMAT

Support materials will be presented by instructors and discussed with students during lecture/demonstrations. Students will work hands-on with their horse during laboratory periods. The class will gather as needed to problem solve with individual horses and riders. All types/styles of training are open for discussion. This course is 2 credits.

SCHEDULE

Lecture: Monday 8th period (3:00-3:50)

Labs: Monday, Wednesday, Friday 9th period (4:05-4:55)

UF Horse Teaching Unit

COURSE FEE

This course carries a course fee of \$294.90 in addition to tuition.

PREREQUISITES

ANS 3440, ANS 3217C, AEB 3133, ANS 3405.

Students must be able to demonstrate substantial previous riding experience.

TEXTS:

Principles and Techniques of Horse Training and Management (S.P. Webb, C.A.)

Evidence-Based Horsemanship (S. Peters & M. Black)

Quiz materials will come from information provided on CANVAS, handouts given during laboratory sessions and the text.

GRADING SYSTEM

Participation & Progress	60	A = 90% and above
Four 10 Pt. Quizzes	40	B+ = 85-89.9%
Report on article or video	10	B = 80-84.9%
Exercise Journals	20	C+= 75-79.9%
Stalls	<u>10</u>	C = 70-74.9%
Total possible points	140	D+= 65-69.9%
		D = 60-64.9%
		E = below 60%.

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CLASS ATTENDANCE & EXPECTATIONS

This course requires a large time commitment to achieve prescribed goals with your horse. If you must miss a scheduled class, permission must be received in advance. Absence due to illness will require written verification from the University Health Center or your doctor. Requirements for class attendance, assignments and other work are consistent with university policies that can be found at:

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EQUIPMENT

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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>.



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Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching

- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/
- Student Success Initiative, <http://studentsuccess.ufl.edu>

Student Complaints

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Covid-19 Safety Guidelines and Expectations

- *All students will be expected to practice social distancing*
- *Monday lecture/demonstrations will occur in the HTU arena, bleacher seating, round pens, or classroom depending on topic and weather.*
- *Students and instructors will be expected to wear masks or face coverings when in an enclosed space or classroom.*
- *Hand sanitizer will be provided*
- *Students missing class for health-related reasons will receive an excused absence in accordance with UF guidelines.*

Please refer to the COVID Safety Plan posted on the course CANVAS site.

DATE	SUBJECT
Week 1	COVID Safety Plan, Facility Tour, Course overview, Pictures, Safely handling horses in training Equine Communication and presentation of cues
Week 2	Haltering & Tying, Training to the Walker Sensitizing, Desensitizing and Sacking Out
Week 3	Quiz 1 Wash Rack, Handling Feet, Handling Ears, More Sensitization & Desensitization
Week 4	The Longe Line and Lateral Longeing – yielding the head, hips & shoulders; sidepass
Week 5	Trailer Loading Sidepass to the fence to accept rider
Week 6	Clippers Developing a Positive Learning Attitude Behavior Modification and Methods of Reinforcement
Week 7	Quiz 2 Round Pen Training
Week 8	Saddle Fit and Saddling the Green Horse
Week 9	Saddling green horses, Bridling a young horse
Week 10	Bitting and Driving
Week 11	Quiz 3 Bitting and driving or mounting and first rides
Week 12	No Class – Veterans Day
Week 13	Mounting and First Rides
Week 14	Quiz 4 Rein Aids, Yielding the face under saddle, Online Course Evaluation



ANS4218C Horse Psychology & Training

Cover Sheet: Request 15469

Deleting ANS 4604C Live Animal Evaluation

Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Charles Carr chadcarr@ufl.edu
Created	11/13/2020 5:00:02 PM
Updated	11/16/2020 4:54:43 PM
Description of request	Live evaluation will be included in ANS2615c which will have a title changed to Introduction to Livestock and Meat Evaluation

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Saundra Tenbroeck	This course is being merged with another course that will cover a broader range of materials and will be taught at the 2000 level.	11/16/2020
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			11/16/2020
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|Modify for request 15469

Info

Request: Deleting ANS 4604C Live Animal Evaluation

Description of request: Live evaluation will be included in ANS2615c which will have a title changed to Introduction to Livestock and Meat Evaluation

Submitter: Charles Carr chadcarr@ufl.edu

Created: 11/13/2020 4:54:19 PM

Form version: 1

Responses

Current Prefix ANS

Course Level 4

Number 604

Lab Code C

Course Title Live Animal Evaluation

Effective Term Fall

Effective Year 2021

Requested Action Terminate Course

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 Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? No

Change Co-requisites? No

Rationale We are adding live evaluation to ANS 2615 C which will have a credit hour added and a name change

Cover Sheet: Request 15471**Title change, adding a credit hour, and lab code for ANS 3613****Info**

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Charles Carr chadcarr@ufl.edu
Created	11/16/2020 2:27:46 PM
Updated	11/19/2020 11:44:53 AM
Description of request	Title change, adding a credit hour, and lab code for ANS 3613 Value Determination of Meat Animals

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Saundra Tenbroeck		11/19/2020
Carr checklist front V1.pdf					11/16/2020
Carr checklist back V1.pdf					11/16/2020
UCC 3613C.docx					11/19/2020
College	Pending	CALS - College of Agricultural and Life Sciences			11/19/2020
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|Modify for request 15471

Info

Request: Title change, adding a credit hour, and lab code for ANS 3613

Description of request: Title change, adding a credit hour, and lab code for ANS 3613 Value Determination of Meat Animals

Submitter: Charles Carr chadcarr@ufl.edu

Created: 11/13/2020 5:02:43 PM

Form version: 1

Responses

Current Prefix ANS

Course Level 3

Number 613

Lab Code L

Course Title Livestock and meat evaluation

Effective Term Spring

Effective Year 2022

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? Yes

Current Lab Code L

Proposed Lab Code C

Change Course Title? Yes

Current Course Title Livestock and meat evaluation

Proposed Course Title Value determination of meat animals

Change Transcript Title? Yes

Current Transcript Title Livestock/Meat Evalua

Proposed Transcript Title (30 char. max) Value Meat Animals

Change Credit Hours? Yes

Current Credit Hours 2

Proposed Credit Hours 3

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? Yes

Current Course Description Basic principles of livestock evaluation, grading, and pricing of meat animals, carcasses and meat cuts.

Proposed Course Description (500 characters max) Principles and procedures involved in evaluation, grading, and economic value of meat animals and the carcasses they produce.

Change Prerequisites? Yes
Current Prerequisites None
Proposed Prerequisites Junior or Senior standing
Change Co-requisites? No

Rationale Students should receive more than two hours of credit for this class, thus the reason for the change request.

NA All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

NA Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/uccconsult.pdf>.

CC Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

CC Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

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If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

CALS Curriculum Committee

Submission Checklist

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The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as "Proposal of a new undergraduate course" is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

CC It is required when making a submission that you consult your department's representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

CC You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

NA Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

CC The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

CC The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

CC The course schedule should be concise and include the appropriate number of weeks in the semester.

ANS 3613C
VALUE DETERMINATION OF MEAT ANIMALS

Class Location: ANS 156

SPRING SEMESTER

2 Periods LECTURE (2 Credits)

2 periods LABORATORY (1 Credit)

Instructor: Chad Carr

224B Animal Science

Office 352-392-2454 Cell 352-213-4911

E-mail:chadcarr@ufl.edu

Office hours: Monday, Wednesday, and Friday 9 am – 11 am Or, email for an appointment

COURSE DESCRIPTION: Principles and procedures involved in evaluation, grading, and economic value determination of meat animals and the carcasses they produce.

No prerequisites are required.

COURSE OVERVIEW:

Value determination of meat animals is a hands-on three credit hour lecture/laboratory course which teaches the principles and procedures involved in evaluation, grading, and determining economic value of meat animals and the carcasses they produce.

COURSE LEARNING OBJECTIVES:

After completing this course, students will be able to:

Relate the influence of current events, economics, science, and technology to livestock value and merchandising.

Appraise visual differences of market cattle, hogs, and sheep to estimate the economic value of the carcasses they produce

Utilize carcass data to assess carcass grades and determine carcass value.

TEXT:

None required. The Meat Evaluation Handbook is highly recommended.

American Meat Science Association, National Cattlemen's Beef Association (US), & National Pork Producers Council (US). (2001). Meat evaluation handbook. Amer Meat Science Assn.

<http://www.lulu.com/shop/search.ep?keyWords=meat+evaluation+handbook&categoryId=100501>

Class Attendance and make up work:

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

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

Digital devices (cell phones, iPads, laptops)

Students are asked to silence their cellular phones before entering the classroom. Unless students are taking notes on their laptops, laptops should be OFF during class. If students are found to be Facebooking or texting, they will be asked to turn off their digital device.

COURSE GRADING

Final Grades Based On The Following:		Letter Grades Will Be Determined as Follows:			
2 Exams (25% each)	50%	A	90 & Above	C	70 - 74.99
Class Performance/Participation Points earned from class evaluations of livestock and carcasses.	30%	B+	85 -89.99	D+	65 - 69.99
Live animal and carcass evaluation final	20%	B	80 - 84.99	D	60 - 64.99
Total	100%	C+	75 - 79.99	E	59.99 & Below

For information on current UF policies for assigning grade points see
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Approximately half of the concepts addressed in value determination of meat animals (ANS 3613) will be tested traditionally (industry-driven theory, calculations), but the other half are unique as students will be developing a pair of skills throughout the duration of the semester, 1) Improve critical thinking and decision-making by developing the skill of estimating an animal's carcass data and value from evaluating a live animal; 2) Become an accurate practitioner of collecting carcass data to assess carcass grades and carcass valuation

Myself and our teaching assistants will help students' extensively, but we will allow students to apply the skills they are learning.

On Tuesday's class, students will estimate carcass data of a given animal, and their score will be dictated by the actual carcass merit of the animal after slaughter. On Thursday's students will utilize a stainless-steel ruler and plastic-dotted ribeye grid to collect the data for each carcass, compared to the official data collected by the instructors.

Weekly Schedule

Jan	7	Course introduction & personal safety
	9	Growth & development
	14	Value determination
	16	Introduction to beef carcass evaluation- quality grading
	21	Introduction to beef carcass evaluation- yield grading
	23	Introduction to slaughter cattle evaluation
	28	Introduction to pork carcass evaluation
	30	Introduction to slaughter hog evaluation
Feb	4	Slaughter hog evaluation
	6	Pork carcass evaluation
	11	Fed cattle evaluation
	13	Beef carcass evaluation
	18	Technology used in value determination of livestock and carcasses
	20	Feeder calf marketing & grading
	25	Field trip- Etheridge Cattle Co
	27	Exam 1
March	10	Fed cattle evaluation
	12	Beef carcass evaluation
	17	Slaughter lamb introduction & evaluation
	19	Lamb carcass evaluation
	24	Fed cattle evaluation
	26	Beef carcass evaluation
	31	Cow (non-fed) live evaluation
April	2	Cow (non-fed) carcass value
	7	Slaughter hog evaluation
	9	Pork carcass evaluation
	14	Live exam
	16	Carcass exam
	21	Written exam #2

Risk Associated with the Use of Livestock and their tissues

Working with livestock is **inherently risky**. Many of these animals are capable of injuring people, especially when they are in the flight or fight mode inspired by a stressful situation. The instructors will work to provide students with the ability to manage livestock with minimal stress, thus lowering the risk of injury to people and animals. Livestock species can carry microorganisms that can cause diarrhea and flu-like symptoms in humans. These microorganisms can be shed in an animal's feces and saliva. These organisms of concern such as Salmonella, Campylobacter, and E.coli can survive on the animal's hide or surroundings, and though unlikely could be present in/on meat. These pathogens can cause significant illness, especially to someone who is immunocompromised. Students should wash their hands after handling livestock and/or raw meat.

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>.

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All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

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

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Student Complaints

Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

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

Online Course Evaluation Process

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

Cover Sheet: Request 15476

Changing the two hour meat grading & selection class to the 3 hour introduction to livestock and meat evaluation class

Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Charles Carr chadcarr@ufl.edu
Created	11/17/2020 4:02:24 PM
Updated	11/19/2020 11:38:58 AM
Description of request	The goal will be to consolidate efforts and to improve the quality of two independent classes and include horse evaluation. Instead of teaching two independent two hour introductory course about meat and livestock judging, we will eliminate ANS 4604C and instead teach one 3 hour class where students get exposure to food animal, horse, and meat evaluation at the 2000 level. This will help students decide which judging team they would like to participate on in the following calendar year

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Saundra Tenbroeck		11/19/2020
ANS 2615C 11172020.docx					11/17/2020
Carr checklist front V1.pdf					11/17/2020
Carr checklist back V1.pdf					11/17/2020
College	Pending	CALS - College of Agricultural and Life Sciences			11/19/2020
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|Modify for request 15476

Info

Request: Changing the two hour meat grading & selection class to the 3 hour introduction to livestock and meat evaluation class

Description of request: The goal will be to consolidate efforts and to improve the quality of two independent classes and include horse evaluation. Instead of teaching two independent two hour introductory course about meat and livestock judging, we will eliminate ANS 4604C and instead teach one 3 hour class where students get exposure to food animal, horse, and meat evaluation at the 2000 level. This will help students decide which judging team they would like to participate on in the following calendar year

Submitter: Charles Carr chadcarr@ufl.edu

Created: 11/17/2020 3:50:33 PM

Form version: 1

Responses

Current Prefix ANS

Course Level 2

Number 615

Lab Code C

Course Title Meat selection and grading

Effective Term Earliest Available

Effective Year 2021

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? Yes

Current Course Title Meat selection and grading

Proposed Course Title Introduction to livestock and meat evaluation

Change Transcript Title? Yes

Current Transcript Title Meat Select & Grading

Proposed Transcript Title (30 char. max) Intro Evaluation

Change Credit Hours? Yes

Current Credit Hours 2

Proposed Credit Hours 3

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? Yes

Current Course Description Grading and classifying beef, pork, and lamb carcasses and cuts.

Proposed Course Description (500 characters max) Basic elements of live animal evaluation, selection and carcass evaluation.

Change Prerequisites? No

Change Co-requisites? No

Rationale The goal will be to consolidate efforts and to improve the quality of two independent classes and add horse evaluation. Instead of teaching two independent 2 hour introductory courses about meat and livestock judging, we will teach one 3 hour class where students get exposure to food animal, horse, and carcass evaluation at the 2000 level. This will help students decide which of our three departmental judging teams they would like to participate on in the following calendar year.

NA All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

NA Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

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CC The course schedule should be concise and include the appropriate number of weeks in the semester.

ANS 2615C
INTRODUCTION TO LIVESTOCK AND MEAT EVALUATION

Class Location: ANS 156

FALL SEMESTER

2 Periods LECTURE: (2 credits)

2 Periods LABORATORY: (1 credit)

Instructors

Food Animal- Allyson Trimble

Bldg. 459 Room 100A

352-392-9739 trimbleak@ufl.edu

Meat- Kyle Mendes

Bldg. 459 Room 212

209-556-7499 kmendes15@ufl.edu

Horse- Dr. Sandra TenBroeck

Bldg. 459 Room 100C

352 392 2789 sht@ufl.edu

Office hours: M, W, R, F 10 am –noon or email for an appointment

COURSE DESCRIPTION: Basic elements of live animal evaluation, selection and carcass evaluation.

COURSE OVERVIEW: Introduction to livestock and meat evaluation is a hands-on three credit hour lecture/laboratory course concentrating on the skills and science of evaluating A) breeding and market cattle, sheep, goats, and pigs using visual appraisal and performance records B) conformation and performance of horses and C) beef, pork and lamb carcasses and cuts.

Students will learn how to prioritize traits and use proper terminology to describe animals and carcasses of each species and to defend their decisions via written and oral reasons. This course is an excellent introduction for all livestock and meat courses. It will also provide a baseline of information for students who are interested in participating on the intercollegiate livestock, horse, or meat judging teams.

COURSE OBJECTIVES:

Evaluate and rank breeding and market cattle, sheep, goats, and pigs using visual appraisal and performance records.

Evaluate and rank conformation and performance of horses using breed association standards.

Evaluate and rank carcasses and cuts of meat by applying concepts of meat grading and composition.

Utilize proper terminology to describe live animals and carcasses.

Validate the impact of Institutional Meat Purchase Specifications for beef, pork, and lamb on meat merchandising.

Defend decisions by presenting written and/or oral reasons.

TEXT:

None is required. Examples and illustrations will be shared on Canvas.

Class Attendance and make up work:

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies and can be found at

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

COURSE GRADING

Grades Based On The Following:		Letter Grades Will Be Determined as Follows:			
3 Exams (25%)	75%	A	90 & Above	C	70 - 74.99
Quizzes and worksheets	25%	B+	85 -89.99	D+	65 - 69.99
Total	100%	B	80 - 84.99	D	60 - 64.99
		C+	75 - 79.99	E	59.99 & Below

For information on current UF policies for assigning grade points see

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COURSE SCHEDULE

Week	Topic
1	Introduction and overview of course content and intercollegiate judging. Class composition and structure, calculating placing scores and note taking.
2	Beef grading
3	Beef carcass and cut judging
4	Pork and lamb grading and judging
5	Institutional meat purchasing specifications
6	Meat judging exam Evaluating horse conformation
7	Evaluating horse conformation
8	Evaluating horse performance
9	Evaluating horse performance
10	Horse judging exam Performance records, scenarios, and expected progeny differences
11	Evaluating market and breeding cattle
12	Evaluating market and breeding pigs
13	Evaluating market and breeding sheep and goats
14	Meat animal evaluation exam Writing reasons
15	Presenting oral reasons

Risk Associated with the Use of Livestock and their tissues

Working with livestock is **inherently risky**. Many of these animals are capable of injuring people, especially when they are in the flight or fight mode inspired by a stressful situation. The instructors will work to provide students with the ability to manage livestock with minimal stress, thus lowering the risk of injury to people and animals. Livestock species can carry microorganisms that can cause diarrhea and flu-like symptoms in humans. These microorganisms can be shed in animal feces and saliva. Organisms of concern such as Salmonella, Campylobacter, and E. coli can survive on animal hides or surroundings, and though unlikely, could be present in/on meat. These pathogens can cause significant illness, especially to someone who is immunocompromised. Students should wash their hands after handling livestock and/or raw meat.

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- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,*
www.counseling.ufl.edu/cwc/
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library

Wellness Coaching

- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Student Complaints

Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

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

Online Course Evaluation Process

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

Grades and Grade Points For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

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COVID Response Statements For face to face courses a statement informing students of COVID related practices such as: We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom.

Practice physical distancing to the extent possible when entering and exiting the classroom. • If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

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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>.

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- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/> .
- Student Success Initiative, <http://studentsuccess.ufl.edu> .

Student Complaints:

Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/> .

Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Cover Sheet: Request 15472**Modifications to EVS3000 Environmental Science****Info**

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Danny Coenen dcoenen@ufl.edu
Created	11/16/2020 3:16:11 PM
Updated	12/10/2020 3:48:31 PM
Description of request	We are requesting to change the name, catalog description, and prerequisites of EVS3000 Environmental Science in preparation for upcoming curriculum revisions.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Natural Resources and Environment 60170000	Konda Reddy		11/20/2020
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			11/20/2020
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|Modify for request 15472

Info

Request: Modifications to EVS3000 Environmental Science

Description of request: We are requesting to change the name, catalog description, and prerequisites of EVS3000 Environmental Science in preparation for upcoming curriculum revisions.

Submitter: Danny Coenen dcoenen@ufl.edu

Created: 11/16/2020 1:54:37 PM

Form version: 1

Responses

Current Prefix EVS

Course Level 3

Number 000

Lab Code None

Course Title Environmental Science

Effective Term Fall

Effective Year 2021

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? Yes

Current Course Title Environmental Science

Proposed Course Title Environmental Science 1

Change Transcript Title? Yes

Current Transcript Title Environmental Science

Proposed Transcript Title (30 char. max) Environmental Science 1

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

Change Course Description? Yes

Current Course Description Interactions of humans and their environments, Earth's resources, pollution and environmental management.

Proposed Course Description (500 characters max) This course assesses environmental issues arising from human-nature interactions, including biodiversity loss, overpopulation, degradation of ecosystems, and concerns associated with energy and water use. An interdisciplinary approach that

integrates natural and social science perspectives on these issues is used to explore causes, impacts, and solutions to these issues.

Change Prerequisites? Yes

Current Prerequisites CHM 2045 or CHM 2047 or CHM 2095

Proposed Prerequisites BSC2005(C-) or BSC2011(C-) & CHM2045(C-) or CHM2047(C-) or CHM2095(C-)

Change Co-requisites? No

Rationale We are preparing to revise the SNRE undergraduate degree programs in Environmental Science. As part of this process, we will be adding an additional required environmental science course to our curriculum, forming a two-semester Environmental Science sequence. To prepare for these changes, we're asking to rename the existing Environmental Science course to Environmental Science 1. We are also updating the catalog description to better convey what this course covers. Finally, we are revising the prerequisites to ensure that EVS3000 students have had some prior exposure to ecology, either in BSC2005 or BSC2011.

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

DC It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

DC You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

N/A Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

DC The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

DC The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

DC The course schedule should be concise and include the appropriate number of weeks in the semester.

N/A All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

N/A Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

DC Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

DC Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

DC The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

DC The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

N/A If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

EVS3000 - Environmental Science 1
Class# XXXXX
Fall 2021 – 3 credit hours
Tuesdays 4th period (10:40 – 11:30), Thursdays 4-5th periods (10:40 – 12:35)

Syllabus

Instructor: Dr. Danny Coenen (he/him/his)
E-mail: dcoenen@ufl.edu
Office: McCarty D, Room 2047
Office hours: M 1:00-2:00, W 11:00–12:00
Office Phone: 352-294-0516

Teaching Assistant: TBD
E-mail: TBD
Office: McCarty D, Room 2053
Office hours: TBD
Office Phone: TBD

We are here for you! Please don't hesitate to ask us for assistance!

Course Description

This course assesses environmental issues arising from human-nature interactions, including biodiversity loss, overpopulation, degradation of ecosystems, and concerns associated with energy and water use. An interdisciplinary approach that integrates natural and social science perspectives on these issues is used to explore causes, impacts, and solutions to these issues.

Course Goal

The goal of this course is to provide students with foundational knowledge for the School of Natural Resources and Environment (SNRE) environmental science baccalaureate degrees and minors, with specific science content on ecology, Earth's resources (biotic, fuels, minerals), pollution (air, water, land), climate change, and environmental management.

Place in Curriculum

EVS3000 is a required core course for environmental science majors and minors. Majors should make every effort to take EVS3000 during the second semester of your sophomore year or the first semester of your junior year, when you have completed or are about to complete your general education and critical tracking requirements, and before taking the more specialized core and elective requirement courses for the environmental science degree. Minors may take the course during their junior or senior years. It is recommended, but not required, to enroll in EVS3000L, the accompanying laboratory course, during the same semester. Passing EVS3000 and EVS3000L with minimum grades of C is required to advance to the next course in the environmental science sequence, EVS4XXX Environmental Science 2 and EVS4021 Critical Thinking in Environmental Science.

Course Learning Objectives

By the end of the semester, you will be able to:

- 1) recall key terminology and definitions
- 2) review how foundational principles from biology, chemistry, physics, geosciences, and social sciences are integrated for the study of social-ecological systems
- 3) recognize the scale dependency of environmental processes and issues in the dimensions of space, time, and organization (taxonomy or hierarchy)
- 4) compare biological, material, and energy resources, and associated environmental constraints.

- 5) relate the complex relationship between human demography, economics, and technological development to anthropogenic environmental impacts
- 6) apply interdisciplinary approaches to evaluating and developing solutions for environmental problems, taking into account scientific and socioeconomic information, and political constraints
- 7) review primary research articles and appraise how they contribute to the field's body of knowledge
- 8) design and deliver a collaborative presentation on an environmental science topic

Prerequisites

BSC2005(C-) or BSC2011(C-) & CHM2045(C-) or CHM2047(C-) or CHM2095(C-)

Required Textbook

Environmental Science: Systems and Solutions, 6th edition by McKinney, Schoch, Yonavjak & Mincy (2019). Boston, Massachusetts: Jones and Bartlett Publishers. Available through UF All Access.

Additional required readings will be made available on Canvas or UF library electronic reserves.

Grading Policies

Your final grade for this course will be based on a 1000-point scale and will be weighted as follows:

Grade Component	Points	Percent	Description
Attendance	120	12	Daily roll call
Engagement	120	12	Activities, discussions, and homework
Article summaries	120	12	Three summaries of current peer-reviewed literature
Issue analysis presentation	120	12	Collaborative presentation
Quizzes	120	12	Four quizzes, 30 pts each
Exam 1	200	20	Multiple choice and short answer
Exam 2	200	20	Multiple choice and short answer

Grading scale

Grade	Points	Percent	Grade	Points	Percent	Grade	Points	Percent
A:	930-1000	93.0-100.0%	B-	800-829.9	80.0-82.9%	D+:	670-699.9	67.0-69.9%
A-	900-929.9	90.0-92.9%	C:	730-769.9	73.0-76.9%	D:	630-669.9	63.0-66.9%
B+:	870-899.9	87.0-89.9%	C+:	770-799.9	77.0-79.9%	D-	600-629.9	60.0-62.9%
B:	830-869.9	83.0-86.9%	C-	700-729.9	70.0-72.9%	E:	0-599.9	0.0-59.9%

These grade cutoffs are exact; students should not expect any rounding of scores at the end of the semester.

Attendance: Attending class regularly is foundational to learning. Your attendance grade is based on the number of class sessions you are present for. Please arrive on time and be prepared to learn. Repeated unexcused absences and inappropriate or disruptive classroom behavior will result in a reduction of your attendance grade.

Engagement: Learning is an active process facilitated by reflecting on, critically thinking about, and applying readings, lecture material, and out-of-class experiences. Your engagement grade is based on the quantity and quality of your contributions to formal and informal in-class discussions and activities, as well as preparatory homework assignments. You are strongly encouraged to participate during each class meeting by asking relevant

questions, engaging in discussion, or sharing personal experiences on the topic. The precise number of engagement opportunities will vary depending on the needs and interests of this semester's cohort of students. Your engagement grade is aligned with course learning objectives 1 through 6, with emphasis on 4-6.

Article Summaries: Science is an ongoing process through which our knowledge about the world around is advanced and refined. For each article summary, you will identify and critically read current primary research articles on course-related topics and describe how the reviewed research advances or revises scientific understanding of said topic. You will complete three article summaries during the semester, each with a word count of 450-700 words. Grading will be by rubric. This part of your course grade is aligned with course learning objective 7.

Issue Analysis Presentation: Science is a collaborative process, thriving from the contributions of a diverse group of contributors. For your issue analysis presentation, you will work in groups to research an environmental issue and design an engaging, professional VoiceThread presentation on the causes, impacts, and possible solutions to the assigned issue. Grading will be by rubric. This part of your course grade is aligned with course learning objectives 5 through 8

Quizzes: There will be four online multiple-choice quizzes during the semester to assess your progress in comprehending and applying course materials. This part of your course grade is aligned with course learning objectives 1 through 4.

Exams: All information covered in readings and presented in class (incl. live and pre-recorded lectures, videos, discussions, and student contributions) is potential exam material. Exams will consist of a mixture of question styles, including true/false, multiple choice and short answer questions. Exams are closed book/closed notes and will be proctored by Honorlock. This part of your course grade is aligned with course learning objectives 1 through 6.

It is your responsibility to verify that all assignments are successfully uploaded to Canvas. Missing, corrupt, or incompatible files may result in grade penalties up to a score of zero for the assignment.

You are responsible for maintaining duplicate copies of all work submitted in this course, and making those copies available should the need arise. In case of a grading dispute, you will need to notify me via e-mail within one week of the date when the score is posted or the assignment is returned to you. Detailed grading criteria for each assignment will be provided on Canvas.

Course Policies

Diversity and Inclusiveness Statement

Diversity is one of our biggest assets in the classroom and in environmental science. Different perspectives enrich our understanding of the variety of human-nature interactions and are imperative to developing just solutions to complex environmental problems.

This classroom is a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities & races, genders, gender identities, gender expressions, national origins, religions (if any), sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member

of the class. This does not mean that you are not allowed to disagree with others, but that such differences should be explored without ad hominem judgment.

Course Communications and Technology

This course uses the Canvas learning management system (<http://elearning.ufl.edu>), where course materials, grades, assignment instructions, and due dates are posted. Content will be delivered through readings, pre-recorded lecture slides, videos, and live classes during the regularly scheduled class periods. You are responsible for having the appropriate technology to access all course content, including proctoring by Honorlock. This includes a desktop or laptop computer with reliable broadband internet connectivity.

You are expected to check your UF e-mail and the course web site on Canvas (<http://elearning.ufl.edu>) frequently, as information may change during the semester. You should enable Canvas notifications for this class, so that you are notified immediately about grading, assignment feedback, due date changes, announcements, etc.

The preferred way to get ahold of me outside of class and office hours is via e-mail through Canvas or to dcoenen@ufl.edu. You can expect a response within 24 hours on weekdays.

Office Hours

Please take advantage of office hours to discuss any questions or concerns. Making an appointment ahead of time is recommended, but not required. If you cannot be present for the regularly scheduled office hour, I will attempt to accommodate you at an alternate time.

Canvas Display Name Change

Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Paper Guidelines

All writing assignments will be submitted to Canvas and must be in **.docx** format, with the proper file extension. Other file formats will not be accepted.

If you experience difficulties in the writing process are encouraged to contact your TA or me for advice, or visit the UF Writing Studio (see *Campus Helping Resources* below).

I strongly recommend watching the following video on academic honesty, citing sources, and proper paraphrasing by the end of the drop-add period: <https://www.youtube.com/watch?v=g81hPRKWsdM>

CALS and University of Florida Policies

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- *University Counseling Center & Wellness Center*, 3190 Radio Road, 352-392-1575. Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library & Wellness Coaching. <http://www.counseling.ufl.edu/>
- *U Matter We Care*. 352-292-2273. UF's umbrella program for UF's caring culture. Provides students in distress with support and coordination of the wide variety of appropriate resources. <http://umatter.ufl.edu>

- *Career Connections Center*, First Floor JWRU, 352-392-1601, <https://career.ufl.edu/>.
- Student Success Initiative, <http://studentsuccess.ufl.edu>
- *Dean of Students Office*, 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises). <https://care.dso.ufl.edu/>
- *Teaching Center*, Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- *Writing Studio*, 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-center/>.
- *Fork and Field Pantry*. Food and toiletries for students experiencing food insecurity. <https://pantry.fieldandfork.ufl.edu/>.
- *UF Help Desk*. 352-392-4357. Technical support for computer issues and UF web services. <http://helpdesk.ufl.edu/>
- *University Police Department*, 352-392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
- *Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with using the libraries or finding resources.

Student Complaints

Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Course Outline

Critical Dates (subject to change)

Quiz 1	Friday, September 17
Article summary 1	Monday, September 27
Quiz 2	Friday, October 8
Exam 1	Friday, October 22
Article summary 2	Monday, November 1
Quiz 3	Friday, November 19
Article summary 3	Monday, November 22
Issue Analysis Presentations	Friday, December 3
Quiz 4	Monday, December 6
Exam 2	Wednesday, December 8

Lecture Schedule (subject to change)

Lecture	Mode	Dates
Introduction	Live	August 24 - 26
Fundamental Concepts	Pre-rec	For August 26
Population, Community, and Ecosystem Ecology	Live	August 31 – September 14
Biodiversity and Evolution	Live	September 16 - 23
Thermodynamics & Biogeochemistry	Pre-rec	For September 28
Human Population Dynamics	Live	September 28 – October 5
People & Resources	Pre-rec	For October 7
Natural Resource Conservation	Live	October 7 - 19
Fossil Fuels and Nuclear Power	Pre-rec	For October 21
Renewable Energy	Live	October 21 – October 28
Pollution and Toxicology	Pre-rec	For November 2
Water Resources	Live	November 2 - 9
Water Pollution	Pre-rec	For November 16
Air Pollution	Pre-rec	For November 18
Climate Change	Live	November 16 – December 7

Course Alterations

Due to COVID-19, unforeseen circumstances or to enhance class learning opportunities, it may be necessary to alter the information given in this syllabus during the semester. Such changes are not unusual and should be expected. All changes to the syllabus will be announced in class and posted to Canvas. It is your responsibility to keep up with any syllabus changes.

Cover Sheet: Request 15544**New Urban Forestry undergraduate certificate****Info**

Process	Certificate New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Timothy Martin tamartin@ufl.edu
Created	12/4/2020 11:50:22 AM
Updated	12/10/2020 3:30:53 PM
Description of request	New Urban Forestry undergraduate certificate

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Forest Resources and Conservation 60460000	Terrell Baker III		12/4/2020
catalog copy - urban certificate.docx					12/4/2020
RE_ Course in SFRC undergraduate certificate_Sociology.pdf					12/4/2020
Re_ Courses in SFRC undergraduate certificate_Geography.pdf					12/4/2020
RE_ Courses in SFRC undergraduate certificate_SWS.pdf					12/4/2020
Re_ Courses in SFRC undergraduate certificate_URP.pdf					12/4/2020
College	Pending	CALS - College of Agricultural and Life Sciences			12/4/2020
No document changes					
Office of Institutional Planning and Research					
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
Academic Assessment Committee Notified					

Step	Status	Group	User	Comment	Updated
No document changes					
College Notified					
No document changes					

Certificate|New for request 15544

Info

Request: New Urban Forestry undergraduate certificate

Description of request: New Urban Forestry undergraduate certificate

Submitter: Timothy Martin tamartin@ufl.edu

Created: 9/4/2020 4:42:45 PM

Form version: 1

Responses

Certificate Name Urban Forestry

Transcript Title Urban Forestry

Credits 19

Level Baccalaureate

CIP Code 03.0501

Degree Program Forest Resources and Conservation

Effective Term Earliest Available

Effective Year Earliest Available

Certificate Description This certificate prepares students to manage natural resources within urban and urbanizing environments. Graduates are prepared to work for municipalities, urban planning organizations, consulting firms, and similar entities involved in the planning, installation, and maintenance of urban green space.

Requirements for Admission Students or professionals with appropriate academic and/or professional background in natural resources, natural resource management, or allied fields, as determined by the FRC/NRC Undergraduate Coordinator.

Requirements for Completion Core (all students take)

FNR3131C - Dendrology / Forest Plants (letter, 3)

FOR3342C - Tree Biology (letter, 3)

FOR4090C - Urban Forestry (letter, 3)

ORH4242C – Arboriculture (letter, 4)

Social Dimensions (choose one course)

GEO3602 - Urban and Business Geography (letter, 3)

SYD3410 - Urban Sociology (letter, 3)

URP3001 - Cities of the World (letter, 3)

URP4000 - Preview of Urban and Regional Planning (letter, 3)

Biophysical Dimensions (choose 3 credits)

ENY3005 Principles of Entomology (letter, 2) AND

ENY3005L Principles of Entomology Laboratory (letter, 1)

FOR4624C Forest Health Management (letter, 3)

ORH3513C Environmental Plant Identification and Use (letter, 3)

ORH3815C - Florida Native Landscaping (letter, 3)

SWS4231C Soil, Water and Land Use (letter, 3)

Rationale and Place in Curriculum Florida is one of the most rapidly urbanizing states in the union. Trees, forests, and green spaces in urban and urbanizing environments provide multiple well-documented benefits to people living in those environments. This certificate will enable students in natural resource management majors or careers to enhance their ability to manage trees, forests, and green spaces in urban environments for the benefit of people living there.

Student Learning Outcomes Evaluate the characteristics of major tree species found in urban forests relative to issues of disease, interface with infrastructure, and similar concerns present in urban settings.

Apply current scientific understanding of biophysical and social systems to urban forest management.

Develop urban forest management plans that include the biophysical and social elements necessary for management of urban forests.

The SLOs will be assessed through assignments in the required courses, using an established rubric.

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

NA It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

NA You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

NA Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

NA The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

NA The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

NA The course schedule should be concise and include the appropriate number of weeks in the semester.

NA All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

NA Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

NA Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

NA Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

NA The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

NA The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

From: [Zsembik,Barbara](#)
To: [Martin,Timothy A](#)
Subject: RE: Course in SFRC undergraduate certificate
Date: Monday, November 30, 2020 4:17:35 PM

Hi Tim,

It is a popular course so there is likely to be some competition for seats, but we do not restrict them. Enrollment is open to undergraduates across the university.

From: Martin,Timothy A <tamartin@ufl.edu>
Sent: Monday, November 30, 2020 4:15 PM
To: Zsembik,Barbara <zsembik@ufl.edu>
Subject: Course in SFRC undergraduate certificate

Dear Dr. Zsembik,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning an undergraduate certificate in Urban Forestry that includes the following Sociology and Criminology and Law course in its curriculum:

SYD3410 - Urban Sociology

I do not anticipate this certificate to carry very large enrollments, and this course is part of a "choose one" type of menu, so I suspect "new" enrollment in this course due to this certificate would not exceed 3-5 students/year.

Do you anticipate that this course can accommodate that additional enrollment? If I should direct this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

From: [Southworth, Jane](#)
To: [Martin, Timothy A](#)
Subject: Re: Courses in SFRC undergraduate certificate
Date: Monday, November 30, 2020 4:54:48 PM

Tim

there will be no problem with accommodating this. Thanks for the heads up

Jane

Dr. Jane Southworth

Professor and Chair
Department of Geography
Land Use & Environmental Change Institute (LUECI)
Florida Climate Institute (FCI)
University of Florida
TUR 3141, Gainesville, FL 32611
Phone: 352 294-7512
Email: jsouthwo@ufl.edu

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From: Martin, Timothy A <tamartin@ufl.edu>
Sent: Monday, November 30, 2020 4:08 PM
To: Southworth, Jane <jsouthwo@ufl.edu>
Subject: Courses in SFRC undergraduate certificate

Dear Dr. Southworth,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning undergraduate certificates in Fire Ecology and Management and Urban Forestry that include the following Geography courses in their curricula:

GEO3602: Urban and Business Geography
GEO2242: Extreme Weather
GEO3250: Climatology
MET1010: Introduction to Weather and Climate

I do not anticipate these certificates to carry very large enrollments, and these courses are part of "choose one" type menus, so I suspect "new" enrollment in these courses due to these certificates would not exceed 3-5 students/year.

Do you anticipate that these courses can accommodate that additional enrollment? If I should direct this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

From: [Whiles,Matthew R](#)
To: [Martin,Timothy A](#)
Subject: RE: Courses in SFRC undergraduate certificate
Date: Thursday, December 3, 2020 12:26:52 PM

Hey Tim –

I checked with both professors and they have no problem accommodating some additional students.

Matt R. Whiles
Chair and Professor, Soil and Water Sciences Department
Past President, Society for Freshwater Science

2181 McCarty Hall A
PO Box 110290
University of Florida
Gainesville, FL 32611-0290

Phone: (352) 294 3161
Email: mwhiles@ufl.edu

From: Martin,Timothy A <tamartin@ufl.edu>
Sent: Monday, November 30, 2020 4:17 PM
To: Whiles,Matthew R <mwhiles@ufl.edu>
Subject: Courses in SFRC undergraduate certificate

Dear Dr. Whiles,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning undergraduate certificates in Environmental Policy, Law, and Regulation and Urban Forestry that include the following Soil and Water Sciences courses in their curricula:

SWS4231C Soil, Water and Land Use
SWS4244 Wetlands

I do not anticipate these certificates to carry very large enrollments, and these courses are part of “choose one” type menus, so I suspect “new” enrollment in these courses due to these certificates would not exceed 3-5 students/year.

Do you anticipate that these courses can accommodate that additional enrollment? If I should direct this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

From: [Dedenbach, Laura J](#)
To: [Martin, Timothy A](#)
Subject: Re: Courses in SFRC undergraduate certificate
Date: Tuesday, December 1, 2020 8:40:32 AM

Hi Tim,

Thanks for reaching out about these classes.

For URP 3001, we would not anticipate any problems accommodating your students. We have a traditional classroom section (25 students) and a large-enrollment online section (300 students) offered in Fall, Spring, and Summer semesters.

For URP 4000, there might be difficulty accommodating additional students. URP 4000 is offered as 40-person traditional classroom section in Fall, Spring, and Summer semesters. It is required for the URP minor, business administration specialization in URP, the real estate minor, and the SBE minor. It fills up quickly each semester. That said, I wouldn't take it off your list, especially if there are other options. This would be a beneficial class for those interested in urban forestry.

If you have any questions, please don't hesitate to ask.

Best,

Laura

Laura Dedenbach, Ph.D., AICP

Pronouns: She/Her
Lecturer | Undergraduate & Graduate Coordinator
Department of Urban and Regional Planning

466 ARCH | PO Box 115706 | Gainesville, FL 32611-5706
<http://www.dcp.ufl.edu/urp>

On Nov 30, 2020, at 4:29 PM, Martin, Timothy A <tamartin@ufl.edu> wrote:

Dear Dr. Dedenbach,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning an undergraduate certificate in Urban Forestry that includes the following Urban and Regional Planning courses in its curriculum:

URP3001 - Cities of the World
URP4000 - Preview of Urban and Regional Planning

I do not anticipate these certificates to carry very large enrollments, and these courses

are part of “choose one” type menus, so I suspect “new” enrollment in these courses due to these certificates would not exceed 3-5 students/year.

Do you anticipate that these courses can accommodate that additional enrollment? If I should direct this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

Urban Forestry certificate

This certificate prepares students to manage natural resources within urban and urbanizing environments. Graduates are prepared to work for municipalities, urban planning organizations, consulting firms, and similar entities involved in the planning, installation, and maintenance of urban green space.

About this Program

- **College:** [Agricultural and Life Sciences](#)
- **Credits:** 19 | Completed with minimum grades of C
- **Contact:** [Email](#) | 352.846.0847

Certificates must contain at least nine credits of coursework that are unique to that program out of all other certificates and minors.

The School of Forest Resources & Conservation is a unit within the Institute of Food and Agricultural Sciences (IFAS) and the College of Agricultural and Life Sciences (CALS). The school is home to three distinct yet integrated program areas: [Fisheries and Aquatic Sciences](#), [Forest Resources and Conservation](#), and [Geomatics](#). The school's faculty, staff, and students conduct research, teaching, and extension that cuts across a wide range of environments and disciplines.

[Website](#)

CONTACT

[Email](#) | 352.846.0850 (tel) | 352.392.1707 (fax)

P.O. Box 110410
1745 McCarty Drive
136 NEWINS-ZIEGLER HALL
GAINESVILLE FL 32611-0410

[Map](#)

Requirements for admission

Students or professionals with appropriate academic and/or professional background in natural resources, natural resource management, or allied fields, as determined by the FRC/NRC Undergraduate Coordinator.

Curriculum

Students must have a high-school diploma or the equivalent and they must have completed all course prerequisites before enrolling in any course.

Required Courses

FNR 3131C	Dendrology / Forest Plants	3
FOR 3342C	Tree Biology	3
FOR 4090C	Urban Forestry	3
ORH 4242C	Arboriculture	4
Electives		6
Total Credits		19

Electives

Social Dimensions (choose one)

GEO 3602	Urban and Business Geography	3
SYD 3410	Urban Sociology	3
URP 3001	Cities of the World	3
URP 4000	Preview of Urban and Regional Planning	3

Biophysical Dimensions (choose 3 credits)

ENY 3005	Principles of Entomology	2
ENY 3005L	Principles of Entomology Laboratory	1
FOR 4624C	Forest Health Management	3
ORH 3513C	Environmental Plant Identification and Use	3
ORH 3815C	Florida Native Plant Landscaping	3
SWS 4231C	Soil, Water and Land Use	3

Cover Sheet: Request 15545**Establish new undergraduate certificate in Fire Ecology and Management****Info**

Process	Certificate New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Timothy Martin tamartin@ufl.edu
Created	12/4/2020 12:02:23 PM
Updated	12/10/2020 3:28:06 PM
Description of request	Establish new undergraduate certificate in Fire Ecology and Management

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	SFRC - Forest Resources and Conservation 60460000	Terrell Baker III		12/4/2020
catalog copy - fire certificate.docx					12/4/2020
Re_ Course in SFRC undergraduate certificate_Journalism.pdf					12/4/2020
RE_ Course in SFRC undergraduate certificate_PR.pdf					12/4/2020
Re_ Courses in SFRC undergraduate certificate_AEC.pdf					12/4/2020
Re_ Courses in SFRC undergraduate certificate_Geography.pdf					12/4/2020
RE_ Courses in SFRC undergraduate certificate_WEC.pdf					12/4/2020
College	Pending	CALS - College of Agricultural and Life Sciences			12/4/2020
No document changes					
Office of Institutional Planning and Research					
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					

Step	Status	Group	User	Comment	Updated
Academic Assessment Committee Notified					
No document changes					
College Notified					
No document changes					

Certificate|New for request 15545

Info

Request: Establish new undergraduate certificate in Fire Ecology and Management

Description of request: Establish new undergraduate certificate in Fire Ecology and Management

Submitter: Timothy Martin tamartin@ufl.edu

Created: 12/4/2020 11:59:08 AM

Form version: 1

Responses

Certificate Name Fire Ecology and Management

Transcript Title Fire Ecology and Management

Credits 15

Level Baccalaureate

CIP Code 03.0501

Degree Program Forest Resources and Conservation

Effective Term Earliest Available

Effective Year Earliest Available

Certificate Description Provides students with a comprehensive foundation in fire ecology and management with an emphasis on practical, experiential learning grounded in current research that encompasses the many dimensions of wildland fire worldwide. Directed electives provide for additional focus in both ecological and communications areas.

Requirements for Admission Students or professionals with appropriate academic and/or professional background in natural resources, natural resource management, or allied fields, as determined by the FRC/NRC Undergraduate Coordinator.

Requirements for Completion Wildland Fire Core (take both)

FOR3214: Fire Ecology and Management Lecture (letter, 2)

FOR3214L: Fire Ecology and Management Lab (letter, 1)

Ecology (choose 3 credits)

FOR3153C: Forest Ecology (letter, 3)

WIS3401: Wildlife Ecology and Management (letter, 3)

PCB3601C: Plant Ecology (letter, 3)

Weather and Climate (choose 3 credits)

GEO2242: Extreme Weather (letter, 3)

GEO3250: Climatology (letter, 3)

MET1010: Introduction to Weather and Climate (letter, 3)

Directed Electives (choose 6 credits in consultation with adviser)

AEC4031: The Communication Process in Agricultural and Life Sciences (letter, 3)

EVR3323: Introduction to Ecosystem Restoration (letter, 3)

FOR3203: Society and Natural Resources (letter, 3)

FOR4905: Directed research (letter, 1-3)

FOR4941: Internship (letter, 1-3)

JOU3101: Reporting (letter, 3)

PUR3000: Principles of Public Relations (letter, 3)

Rationale and Place in Curriculum Worldwide, fire is arguably the most prevalent natural disturbance associated with forests. Forest managers who understand the ecological role of fire, how fire suppression and prescribed fire fit into forest management, and how to communicate effectively with stakeholders, are better prepared to face the multiple challenges associated with fire in the forests they manage. This certificate will enable students in natural resource management majors or careers to enhance their ability to manage and communicate about wildland fire.

Student Learning Outcomes Incorporate into management planning a thorough understanding of fire behavior, history of lightning and anthropogenic fire, fire adaptations of plants and wildlife, landscape fire ecology, restoration of fire-dependent communities, human dimensions of fire management, and planning and conducting prescribed fires.

Integrate our evolving knowledge of historical fire regimes with the challenges of applying and controlling fire in a landscape increasingly modified by the expanding human population.

Formulate programs for communicating the importance and ecological role of fire to natural resource managers, landowners, policy makers and the public using the results from peer-reviewed publications.

The SLOs will be assessed through assignments in the required courses, using an established rubric.

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

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NA Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

NA The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

NA The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

NA The course schedule should be concise and include the appropriate number of weeks in the semester.

NA All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

NA Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

NA Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

NA Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

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Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

From: [Spiker, Ted](#)
To: [Martin, Timothy A](#)
Subject: Re: Course in SFRC undergraduate certificate
Date: Monday, November 30, 2020 5:23:03 PM

Hi Tim,

Thanks for letting me know. The few students a year will be no problem to accommodate. If I can assist with info about the course or others in the department, please let me know. Thanks, Ted

--

Ted Spiker
Chair, Professor
Department of Journalism • University of Florida
352-392-6990 • tspiker@ufl.edu • [@ProfSpiker](#)

From: "Martin, Timothy A" <tamartin@ufl.edu>
Date: Monday, November 30, 2020 at 4:10 PM
To: "tspiker@ufl.edu" <tspiker@ufl.edu>
Subject: Course in SFRC undergraduate certificate

Dear Dr. Spiker,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning an undergraduate certificate in Fire Ecology and Management that includes the following Journalism course in its curriculum:

JOU3101: Reporting

I do not anticipate this certificate to carry very large enrollments, and this course is part of a “choose one” type of menu, so I suspect “new” enrollment in this course due to this certificate would not exceed 3-5 students/year.

Do you anticipate that this course can accommodate that additional enrollment? If I should direct this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

From: [DiStaso, Marcia](#)
To: [Martin, Timothy A](#)
Subject: RE: Course in SFRC undergraduate certificate
Date: Wednesday, December 2, 2020 10:21:55 AM

Yes, I double checked and that's correct you just need 9 credits that are unique to each certificate. I'm assuming from what you said that PUR3000 will not be one of the nine unique in your certificate, so I'm happy to support including this class in your certificate. Thank you for considering it!

Marcia

Dr. Marcia W. DiStaso, APR
Associate Professor & PR Department Chair
University of Florida
[@mdistaso](#)

From: Martin, Timothy A <tamartin@ufl.edu>
Sent: Wednesday, December 2, 2020 9:38 AM
To: DiStaso, Marcia <mdistaso@ufl.edu>
Subject: RE: Course in SFRC undergraduate certificate

Dear Marcia,

Thanks for your response.

My understanding is that courses may appear in multiple certificates. Perhaps the requirement you're referencing is that each certificate awarded to a student must have at least 9 credits distinct from every other certificate or minor for that student: <https://approval.ufl.edu/policies/certificate-policies-ugradpro/>

Tim

From: DiStaso, Marcia <mdistaso@ufl.edu>
Sent: Wednesday, December 2, 2020 12:36 AM
To: Martin, Timothy A <tamartin@ufl.edu>
Subject: RE: Course in SFRC undergraduate certificate

Hi Tim – I'm the person. We have been talking about certificates in my college. Let me just make sure that there aren't plans to include it in another certificate because I understand that a class can only be in one certificate. If that's not the case, than it's totally fine – I have plenty of room. It's offered each semester in traditional and UFO.

Marcia

Dr. Marcia W. DiStaso, APR
Associate Professor & PR Department Chair
University of Florida
@mdistaso

From: Martin,Timothy A <tamartin@ufl.edu>
Sent: Monday, November 30, 2020 4:13 PM
To: DiStaso,Marcia <mdistaso@ufl.edu>
Subject: Course in SFRC undergraduate certificate

Dear Dr. DiStaso,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning an undergraduate certificate in Fire Ecology and Management that includes the following Public Relations course in its curriculum:

PUR3000: Principles of Public Relations

I do not anticipate this certificate to carry very large enrollments, and this course is part of a “choose one” type of menu, so I suspect “new” enrollment in this course due to this certificate would not exceed 3-5 students/year.

Do you anticipate that this course can accommodate that additional enrollment? If I should direct this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

From: [Lundy, Lisa Katherine](#)
To: [Myers, Brian E](#); [Martin, Timothy A](#)
Cc: [Cook, Becky](#)
Subject: Re: Courses in SFRC undergraduate certificate
Date: Tuesday, December 1, 2020 8:20:17 AM
Attachments: [image001.png](#)
[image002.png](#)

Hi Tim!

Thank you for your email. I've copied Becky Cook, our academic advisor, so she knows about these certificates. We are no longer offering AEC 4052 as it is being phased out of our curriculum. I think we could accommodate those students in AEC 4035 and AEC 4031 and we would welcome them in our classes. If you'd like to have a third class, a couple I would suggest are listed below.

AEC 3071: Social Media Strategy and Leadership for Agricultural and Life Sciences
AEC 3073: Intercultural Communication
AEC 3209: Instructional and Event Planning in Agricultural and Life Sciences
AEC 4036/5037: Advanced Agricultural Communication Production
AEC 4434: Communication and Leadership in Groups and Teams

Syllabi for these courses can be found at <https://aec.ifas.ufl.edu/undergraduate/courses/>

Please let me know if you have any questions.

Thank you,
Lisa

Lisa K. Lundy, Ph.D., APR | Professor & Undergraduate Coordinator
[Agricultural Education and Communication](#) | [University of Florida](#)
121E Bryant Space Science Center, PO Box 112060, Gainesville, FL 32611-2060
Phone: 352.273.2588 | Fax: 123.456.7890



AGRICULTURAL
EDUCATION AND
COMMUNICATION

From: "Myers, Brian E" <bmyers@ufl.edu>
Date: Monday, November 30, 2020 at 4:28 PM
To: "Martin, Timothy A" <tamartin@ufl.edu>
Cc: Lisa Lundy <lisalundy@ufl.edu>
Subject: RE: Courses in SFRC undergraduate certificate

I actually added Lisa to the email this time! Thank you for your patience.

Brian E. Myers | Professor and Chair
[Agricultural Education and Communication](#) | [University of Florida](#)
305 Rolfs Hall, PO Box 110540, Gainesville, FL 32611-0540
Phone: (352) 392-0502 | Fax: (352) 392-9585



From: Martin,Timothy A <tamartin@ufl.edu>
Sent: November 30, 2020 4:25 PM
To: Myers,Brian E <bmyers@ufl.edu>
Subject: RE: Courses in SFRC undergraduate certificate

Brian,
Thanks for the quick response. I'll wait to hear from Lisa.
Tim

From: Myers,Brian E <bmyers@ufl.edu>
Sent: Monday, November 30, 2020 4:18 PM
To: Martin,Timothy A <tamartin@ufl.edu>
Subject: RE: Courses in SFRC undergraduate certificate

Tim,

Thank you for reaching out. I've copied Lisa Lundy on this message. Lisa is one of our Ag Comm faculty members and is the AEC Undergraduate Coordinator. She is in the best position to address your question.

Thanks,

BEM

Brian E. Myers | Professor and Chair
[Agricultural Education and Communication](#) | [University of Florida](#)
305 Rolfs Hall, PO Box 110540, Gainesville, FL 32611-0540
Phone: (352) 392-0502 | Fax: (352) 392-9585



From: Martin,Timothy A <tamartin@ufl.edu>
Sent: November 30, 2020 4:02 PM
To: Myers,Brian E <bmyers@ufl.edu>
Subject: Courses in SFRC undergraduate certificate

Dear Dr. Myers,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning undergraduate certificates in Fire Ecology and Management and Nature-Based Recreation that include the following Agricultural Education and Communications courses in their curricula:

AEC4035 Communication Practices in Ag and Life Sciences
AEC4052 Communication Campaign Strategies in Ag and Life Sciences
AEC4031: The Communication Process in Agricultural and Life Sciences

I do not anticipate these certificates to carry very large enrollments, and these courses are part of “choose one” type menus, so I suspect “new” enrollment in these courses due to these certificates would not exceed 3-5 students/year.

Do you anticipate that these courses can accommodate that additional enrollment? If I should direct this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

From: [Southworth, Jane](#)
To: [Martin, Timothy A](#)
Subject: Re: Courses in SFRC undergraduate certificate
Date: Monday, November 30, 2020 4:54:48 PM

Tim

there will be no problem with accommodating this. Thanks for the heads up

Jane

Dr. Jane Southworth

Professor and Chair
Department of Geography
Land Use & Environmental Change Institute (LUECI)
Florida Climate Institute (FCI)
University of Florida
TUR 3141, Gainesville, FL 32611
Phone: 352 294-7512
Email: jsouthwo@ufl.edu

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From: Martin, Timothy A <tamartin@ufl.edu>
Sent: Monday, November 30, 2020 4:08 PM
To: Southworth, Jane <jsouthwo@ufl.edu>
Subject: Courses in SFRC undergraduate certificate

Dear Dr. Southworth,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning undergraduate certificates in Fire Ecology and Management and Urban Forestry that include the following Geography courses in their curricula:

GEO3602: Urban and Business Geography
GEO2242: Extreme Weather
GEO3250: Climatology
MET1010: Introduction to Weather and Climate

I do not anticipate these certificates to carry very large enrollments, and these courses are part of "choose one" type menus, so I suspect "new" enrollment in these courses due to these certificates would not exceed 3-5 students/year.

Do you anticipate that these courses can accommodate that additional enrollment? If I should direct this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

From: [Williams,Claire C](#)
To: [Johnson,Steven Albert](#); [Hellgren,Eric C](#); [Martin,Timothy A](#)
Subject: RE: Courses in SFRC undergraduate certificate
Date: Monday, November 30, 2020 5:01:23 PM

Hi all,

I agree with Steve's comments. I think the Fire Ecology & Mgmt. certificate will be a popular choice with our majors, especially if they can double count courses between the major and the certificate. Be sure to send us copies of the final curriculum for both certificates. Our majors may also be very interested in the Nature-based Recreation certificate.

Claire

From: Johnson,Steven Albert <tadpole@ufl.edu>
Sent: Monday, November 30, 2020 4:52 PM
To: Hellgren,Eric C <hellgren@ufl.edu>; Martin,Timothy A <tamartin@ufl.edu>
Cc: Williams,Claire C <ccwillia@ufl.edu>
Subject: RE: Courses in SFRC undergraduate certificate

Hey Eric and Tim:

I am not sure about Nia's course, but Eric's response seems reasonable.

And I agree about the Habitat Management course. We are likely going to have to turn away our WEC majors at times. But maybe Marcus would be willing to offer an additional section, or maybe even teach the course again in Summer B or during another semester? This is his wheelhouse for sure.

Great news Tim, especially with the Fire Ecology and Management Cert. I suspect that may become a popular certificate.

Claire, your thoughts...

Steve

Dr. Steve A. Johnson (he, him, his), Associate Professor
Undergraduate Program Coordinator
Dept. of Wildlife Ecology & Conservation
University of Florida
110 Newins-Ziegler Hall
Gainesville, FL 32611
352.846.0557
tadpole@ufl.edu
<http://ufwildlife.ifas.ufl.edu/>

From: Hellgren, Eric C <hellgren@ufl.edu>
Sent: Monday, November 30, 2020 4:37 PM
To: Martin, Timothy A <tamartin@ufl.edu>
Cc: Johnson, Steven Albert <tadpole@ufl.edu>; Williams, Claire C <ccwillia@ufl.edu>
Subject: RE: Courses in SFRC undergraduate certificate

Hi Tim:

I am copying my response to Steve Johnson, WEC Undergraduate Coordinator, and Claire Williams, WEC Academic Advisor, for additional comment.

My thoughts are:

WIS4523 – probably can handle 3-5 extra students. Nia Morales is the instructor. It is taught annually in fall with a 30-35 enrollment.

WIS4427 – likely unable to handle non-WEC students unless we can add another section. Marcus Lashley is the instructor, and he is planning to teach the course annually at the beginning of summer A as a 1-week intensive field course and an enrollment cap of 15 students. He is willing to teach another section, but that scenario would require some additional teaching power elsewhere!

Cheers,

ECH

From: Martin, Timothy A <tamartin@ufl.edu>
Sent: Monday, November 30, 2020 4:22 PM
To: Hellgren, Eric C <hellgren@ufl.edu>
Subject: Courses in SFRC undergraduate certificate

Dear Dr. Hellgren,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning undergraduate certificates in Nature-Based Recreation and Fire Ecology and Management that include the following Wildlife Ecology and Conservation courses in their curricula:

WIS4523 Human Dimension of Natural Resource Conservation
WIS4427C Wildlife Habitat Management

I do not anticipate these certificates to carry very large enrollments, and these courses are part of “choose one” type menus, so I suspect “new” enrollment in these courses due to these certificates would not exceed 3-5 students/year.

Do you anticipate that these courses can accommodate that additional enrollment? If I should direct

this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

Fire Ecology and Management certificate

Provides students with a comprehensive foundation in fire ecology and management with an emphasis on practical, experiential learning grounded in current research that encompasses the many dimensions of wildland fire worldwide. Directed electives provide for additional focus in both ecological and communications areas.

About this Program

- **College:** [Agricultural and Life Sciences](#)
- **Credits:** 15 | Completed with minimum grades of C
- **Contact:** [Email](#) | 352.846.0847

Certificates must contain at least nine credits of coursework that are unique to that program out of all other certificates and minors.

The School of Forest Resources & Conservation is a unit within the Institute of Food and Agricultural Sciences (IFAS) and the College of Agricultural and Life Sciences (CALS). The school is home to three distinct yet integrated program areas: [Fisheries and Aquatic Sciences](#), [Forest Resources and Conservation](#), and [Geomatics](#). The school's faculty, staff, and students conduct research, teaching, and extension that cuts across a wide range of environments and disciplines.

[Website](#)

CONTACT

[Email](#) | 352.846.0850 (tel) | 352.392.1707 (fax)

P.O. Box 110410
1745 McCarty Drive
136 NEWINS-ZIEGLER HALL
GAINESVILLE FL 32611-0410

[Map](#)

Requirements for admission

Students or professionals with appropriate academic and/or professional background in natural resources, natural resource management, or allied fields, as determined by the FRC/NRC Undergraduate Coordinator.

Curriculum

Students must have a high-school diploma or the equivalent and they must have completed all course prerequisites before enrolling in any course.

Required Courses

FOR 3214	Fire Ecology and Management	2
FOR 3214L	Fire Ecology and Management Lab	1
Electives		12
Total Credits		15

Electives

Ecology (choose one)

FOR 3153C	Forest Ecology	3
WIS 3401	Wildlife Ecology and Management	3
PCB 3601C	Plant Ecology	3

Weather and Climate (choose one)

GEO 2242	Extreme Weather	3
GEO 3250	Climatology	3
MET 1010	Introduction to Weather and Climate	3

Directed Electives (choose 6 credits in consultation with advisor)

AEC 4031	The Communication Process in Agricultural and Life Sciences	3
EVR 3323	Introduction to Ecosystem Restoration	3
FOR 3203	Society and Natural Resources	3
FOR 4905	Directed research	1-3
FOR 4941	Internship	1-3
FOR 4XXX	Advanced Fire Ecology	3
JOU 3101	Reporting	3

Cover Sheet: Request 15546**Create new undergraduate certificate in Environmental Policy, Law, and Regulation****Info**

Process	Certificate New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Timothy Martin tamartin@ufl.edu
Created	12/4/2020 12:08:07 PM
Updated	12/10/2020 3:29:38 PM
Description of request	Create new undergraduate certificate in Environmental Policy, Law, and Regulation

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Forest Resources and Conservation 60460000	Terrell Baker III		12/4/2020
catalog copy - policy certificate.docx					12/4/2020
RE_Courses in SFRC undergraduate certificate_SWS.pdf					12/4/2020
College	Pending	CALS - College of Agricultural and Life Sciences			12/4/2020
No document changes					
Office of Institutional Planning and Research					
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
Academic Assessment Committee Notified					
No document changes					
College Notified					

Step	Status	Group	User	Comment	Updated
No document changes					

Certificate|New for request 15546

Info

Request: Create new undergraduate certificate in Environmental Policy, Law, and Regulation

Description of request: Create new undergraduate certificate in Environmental Policy, Law, and Regulation

Submitter: Timothy Martin tamartin@ufl.edu

Created: 12/4/2020 12:04:40 PM

Form version: 1

Responses

Certificate Name Environmental Policy, Law, and Regulation

Transcript Title Environmental Policy, Law, and Regulation

Credits 15-16

Level Baccalaureate

CIP Code 03.0501

Degree Program Forest Resources and Conservation

Effective Term Earliest Available

Effective Year Earliest Available

Certificate Description Prepares students with background in natural resources to work in legal and regulatory aspects of land management, including supporting pursuit of a law degree. Graduates will be prepared to work for government agencies responsible for managing and protecting environmental resources, in the private sector addressing issues of compliance, or similar.

Requirements for Admission Natural Resource Conservation Major OR Forest Resources and Conservation Major OR Marine Sciences Major OR Students or professionals with appropriate academic and/or professional background in natural resources, natural resource management, or allied fields, as determined by the FRC/NRC Undergraduate Coordinator.

Requirements for Completion Core (take both courses)

FNR4660 Natural Resource Policy/Economics (letter, 3)

FOR3202 Society and Natural Resources (letter, 3)

Law and Policy (choose two courses)

BUL4310 Legal Environment of Business (letter, 4)

AEB4123 Ag and Natural Resource Law (letter, 3)

SUR4403 Cadastral Principles (letter, 3)

Applications (choose one)

FNR4624C Field Operations for the Management of Ecosystems (letter, 3)

FOR4343C Forest Water Resources (letter, 3)

SWS4244 Wetlands (letter, 3)

AEB4085 Ag Risk Management and the Law (letter, 3)

POS4931 Environmental Politics (letter, 3)

Rationale and Place in Curriculum All natural resource management takes place within a context of policy, law, and regulations which define the legal environment for management. Natural resource managers familiar with this legal environment are better prepared to assist stakeholders or their employers in achieving their management goals in a sometimes complex policy landscape. This certificate will enable students already in specified natural resource majors or with natural resource management experience to become more proficient in this area. The certificate may also help students prepare for law school and eventual careers as environmental attorneys.

Student Learning Outcomes Evaluate novel policy scenarios relative to the existing processes of creation, modification, and enforcement of environmental laws and regulations.

Assess the role of environmental laws and regulations in serving the larger goals and objectives of society.

The SLOs will be assessed through assignments in the required courses, using an established rubric.

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

NA It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

NA You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

NA Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

NA The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

NA The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

NA The course schedule should be concise and include the appropriate number of weeks in the semester.

NA All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

NA Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

NA Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

NA Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

NA The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

NA The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

From: [Whiles,Matthew R](#)
To: [Martin,Timothy A](#)
Subject: RE: Courses in SFRC undergraduate certificate
Date: Thursday, December 3, 2020 12:26:52 PM

Hey Tim –

I checked with both professors and they have no problem accommodating some additional students.

Matt R. Whiles
Chair and Professor, Soil and Water Sciences Department
Past President, Society for Freshwater Science

2181 McCarty Hall A
PO Box 110290
University of Florida
Gainesville, FL 32611-0290

Phone: (352) 294 3161
Email: mwhiles@ufl.edu

From: Martin,Timothy A <tamartin@ufl.edu>
Sent: Monday, November 30, 2020 4:17 PM
To: Whiles,Matthew R <mwhiles@ufl.edu>
Subject: Courses in SFRC undergraduate certificate

Dear Dr. Whiles,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning undergraduate certificates in Environmental Policy, Law, and Regulation and Urban Forestry that include the following Soil and Water Sciences courses in their curricula:

SWS4231C Soil, Water and Land Use
SWS4244 Wetlands

I do not anticipate these certificates to carry very large enrollments, and these courses are part of “choose one” type menus, so I suspect “new” enrollment in these courses due to these certificates would not exceed 3-5 students/year.

Do you anticipate that these courses can accommodate that additional enrollment? If I should direct this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

Environmental Policy, Law, and Regulation

certificate

Prepares students with existing background in natural resources to work in legal and regulatory aspects of land management, including supporting the pursuit of a law degree. Graduates will be prepared to work for government agencies responsible for protecting environmental resources, in the private sector addressing issues of compliance, or similar.

About this Program

- **College:** [Agricultural and Life Sciences](#)
- **Credits:** 15-16 | Completed with minimum grades of C
- **Contact:** [Email](#) | 352.846.0847

Certificates must contain at least nine credits of coursework that are unique to that program out of all other certificates and minors.

The School of Forest Resources & Conservation is a unit within the Institute of Food and Agricultural Sciences (IFAS) and the College of Agricultural and Life Sciences (CALS). The school is home to three distinct yet integrated program areas: [Fisheries and Aquatic Sciences](#), [Forest Resources and Conservation](#), and [Geomatics](#). The school's faculty, staff, and students conduct research, teaching, and extension that cuts across a wide range of environments and disciplines.

[Website](#)

CONTACT

[Email](#) | 352.846.0850 (tel) | 352.392.1707 (fax)

P.O. Box 110410
1745 McCarty Drive
136 NEWINS-ZIEGLER HALL
GAINESVILLE FL 32611-0410

[Map](#)

Requirements for admission

Natural Resource Conservation Major OR Forest Resources and Conservation Major OR Marine Sciences Major OR students or professionals with appropriate academic and/or professional background in natural resources, natural resource management, or allied fields, as determined by the FRC/NRC Undergraduate Coordinator.

Curriculum

Students must have a high-school diploma or the equivalent and they must have completed all course prerequisites before enrolling in any course.

Required Courses

FNR 4660	Natural Resource Policy / Economics	3
FOR 3202	Society and Natural Resources	3
Electives		9-10
Total Credits		15-16

Electives

Law and Policy (choose two)

BUL 4310	Legal Environment of Business	4
AEB 4123	Ag and Natural Resource Law	3
SUR 4403	Cadastral Principles	3

Applications (choose one)

FNR 4624C	Field Operations for the Management of Ecosystems	3
FOR 4343C	Forest Water Resources	3
SWS 4244	Wetlands	3
AEB 4085	Ag Risk Management and the Law	3
POS 4931	Environmental Politics	3

Cover Sheet: Request 15547**Establish new undergraduate certificate in Nature-Based Recreation****Info**

Process	Certificate New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Timothy Martin tamartin@ufl.edu
Created	12/4/2020 12:11:59 PM
Updated	12/10/2020 3:30:20 PM
Description of request	Establish new undergraduate certificate in Nature-Based Recreation

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Forest Resources and Conservation 60460000	Terrell Baker III		12/4/2020
catalog copy - recreation certificate.docx					12/4/2020
Re_ Course in SFRC undergraduate certificate_FYCS.pdf					12/4/2020
RE_ Course in SFRC undergraduate certificate_Sustainability.pdf					12/4/2020
Re_ Courses in SFRC undergraduate certificate_AEC.pdf					12/4/2020
RE_ Courses in SFRC undergraduate certificate_WEC.pdf					12/4/2020
College	Pending	CALS - College of Agricultural and Life Sciences			12/4/2020
No document changes					
Office of Institutional Planning and Research					
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
Academic Assessment Committee Notified					

Step	Status	Group	User	Comment	Updated
No document changes					
College Notified					
No document changes					

Certificate|New for request 15547

Info

Request: Establish new undergraduate certificate in Nature-Based Recreation
Description of request: Establish new undergraduate certificate in Nature-Based Recreation
Submitter: Timothy Martin tamartin@ufl.edu
Created: 12/4/2020 12:09:35 PM
Form version: 1

Responses

Certificate Name Nature-Based Recreation
Transcript Title Nature-Based Recreation
Credits 15
Level Baccalaureate
CIP Code 03.0501
Degree Program Forest Resources and Conservation
Effective Term Earliest Available
Effective Year Earliest Available
Certificate Description Prepares students to create and manage nature-based recreational opportunities. Includes management of recreational features and infrastructure, as well as education through programming. Graduates will be prepared to work for public agencies managing land which provides recreational opportunities, as well as private entities providing recreational opportunities such as guide services.
Requirements for Admission Students or professionals with appropriate academic and/or professional background in natural resources, natural resource management, or allied fields, as determined by the FRC/NRC Undergraduate Coordinator.
Requirements for Completion Core (all students take)
FOR4664: Sustainable Ecotourism Development (letter, 3)

Forestry (choose one course)
FOR2662: Forests for the Future (letter, 3)
FOR3004 Forests, Conservation, and People (letter, 3)
FOR3153C Forest Ecology (letter, 3)
FOR4060 Global Forests (letter, 3)

Choose three of the following groups and take one course from each

Wildlife
WIS4523 Human Dimension of Natural Resource Conservation (letter, 3)
WIS 3401 Wildlife Ecology and Management (letter, 3)
FAS 4305C Introduction to Fishery Science (letter, 3)

Tourism
LEI3843 Entrepreneurship in Tourism, Recreation, and Sport Management (letter, 3)
LEI3301 Principles of Travel and Tourism

Communication
AEC3073 Intercultural Communication (letter, 3)
AEC 3209 Instructional and Event Planning in Agricultural and Life Sciences (letter, 3)
AEC4035 Communication Practices in Ag and Life Sciences (letter, 3)

Community Development
DCP3200 Methods of Inquiry for Sustainability and the Built Environment (letter, 3)
FYC4301 Engaging Communities for Decision Making and Action (letter, 3)

Rationale and Place in Curriculum Human use of forests and other natural resources for recreation provides billions of dollars of economic impact each year in the state of Florida, along with enormous intangible benefits to stakeholders. This certificate will enable students in natural resource

management majors or careers to enhance their ability to plan, create, and manage nature-based recreation programs and opportunities.

Student Learning Outcomes Applies principles of recreation to create land management plans which integrate recreational opportunities with other land management activities to produce benefits for both the landowner and society.

Assesses land management plans and/or scenarios to determine the role of recreation in supporting land management, through both financial- and public-support.

The SLOs will be assessed through assignments in the required courses, using an established rubric.

CALS Curriculum Committee

Submission Checklist

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

NA It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

NA You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

NA Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

NA The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

NA The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

NA The course schedule should be concise and include the appropriate number of weeks in the semester.

NA All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

NA Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

NA Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

NA Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

NA The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

NA The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)

From: [Irani, Tracy Anne](#)
To: [Martin, Timothy A](#)
Subject: Re: Course in SFRC undergraduate certificate
Date: Monday, November 30, 2020 5:33:21 PM

Tim, this is a large enrollment course with a high cap. I do not anticipate that your students who would have any issues with enrolling in it.

Thanks,
Tracy

Tracy Irani
Professor
Chair, Family Youth and Community Sciences Department
3001 MCCD
College of Agricultural and Life Sciences
University of Florida
GNV, FL 32611
Ph- 352-273-3446
Fax - 352-392-9585
--

From: "Martin, Timothy A" <tamartin@ufl.edu>
Date: Monday, November 30, 2020 at 4:06 PM
To: Tracy Irani <irani@ufl.edu>
Subject: Course in SFRC undergraduate certificate

Dear Dr. Irani,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning an undergraduate certificate in Nature-Based Recreation that includes the following Family, Youth, and Community Sciences course in its curricula:

FYC4301 Engaging Communities for Decision Making and Action

I do not anticipate this certificate to carry very large enrollments, and this course is part of a "choose one" type of menu, so I suspect "new" enrollment in this course due to this certificate would not exceed 3-5 students/year.

Do you anticipate that this course can accommodate that additional enrollment? If I should direct this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

From: [Dejong, Patric E](#)
To: [Armaghani, Bahar A](#); [Martin, Timothy A](#)
Subject: RE: Course in SFRC undergraduate certificate
Date: Tuesday, December 1, 2020 7:58:59 AM
Attachments: [image002.png](#)

Hi Bahar and Tim,

I don't see any issues with it, let's see how it goes with the new enrollment and stay in touch.

Sincerely,
Pat De Jong
Assistant Director, Academic Advising
University of Florida
College of Design, Construction & Planning
356 Architecture Building
Gainesville, FL 32611
(352) 294-1400, patricde@dcp.ufl.edu

From: Armaghani, Bahar A <barmagh@ufl.edu>
Sent: Monday, November 30, 2020 7:56 PM
To: Martin, Timothy A <tamartin@ufl.edu>
Cc: Dejong, Patric E <patricde@dcp.ufl.edu>
Subject: RE: Course in SFRC undergraduate certificate

Dear Tim,
Hope all is well. If you have 3-5 students per year, I think it will be ok. The priority will always be given to SBE students to enroll as it is required and prerequisite course for their final capstone project.

I am copying Pat Dejong, our Director for Advising to be aware. I am not sure if they will need to go through Pat to register.
Your thoughts Pat?

Thank you.

Bahar Armaghani

Bahar Armaghani, LEED Fellow
Director, Sustainability and the Built Environment, and Lecturer
Director, UF Green Building Learning Collaborative

Sustainability and the Built Environment
College of Design, Construction and Planning

1480 Inner Road

Architecture Building
PO Box 115701
Gainesville, FL 32611-5701

PH: 352-294-1428

barmagh@ufl.edu

<http://www.dcp.ufl.edu>

Please consider supporting our program, [Make an Impact with Your Contribution](#)



Please consider the environment before printing this email.

From: Martin, Timothy A <tamartin@ufl.edu>
Sent: Monday, November 30, 2020 4:18 PM
To: Armaghani, Bahar A <barmagh@ufl.edu>
Subject: Course in SFRC undergraduate certificate

Dear Dr. Armaghani,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning an undergraduate certificate in Nature-Based Recreation that includes the following Sustainability and the Built Environment course in its curriculum:

DCP3200 Methods of Inquiry for Sustainability and the Built Environment

I do not anticipate this certificate to carry very large enrollments, and this course is part of a "choose one" type of menu, so I suspect "new" enrollment in this course due to this certificate would not exceed 3-5 students/year.

Do you anticipate that this course can accommodate that additional enrollment? If I should direct this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

From: [Lundy, Lisa Katherine](#)
To: [Myers, Brian E](#); [Martin, Timothy A](#)
Cc: [Cook, Becky](#)
Subject: Re: Courses in SFRC undergraduate certificate
Date: Tuesday, December 1, 2020 8:20:17 AM
Attachments: [image001.png](#)
[image002.png](#)

Hi Tim!

Thank you for your email. I've copied Becky Cook, our academic advisor, so she knows about these certificates. We are no longer offering AEC 4052 as it is being phased out of our curriculum. I think we could accommodate those students in AEC 4035 and AEC 4031 and we would welcome them in our classes. If you'd like to have a third class, a couple I would suggest are listed below.

AEC 3071: Social Media Strategy and Leadership for Agricultural and Life Sciences
AEC 3073: Intercultural Communication
AEC 3209: Instructional and Event Planning in Agricultural and Life Sciences
AEC 4036/5037: Advanced Agricultural Communication Production
AEC 4434: Communication and Leadership in Groups and Teams

Syllabi for these courses can be found at <https://aec.ifas.ufl.edu/undergraduate/courses/>

Please let me know if you have any questions.

Thank you,
Lisa

Lisa K. Lundy, Ph.D., APR | Professor & Undergraduate Coordinator
[Agricultural Education and Communication](#) | [University of Florida](#)
121E Bryant Space Science Center, PO Box 112060, Gainesville, FL 32611-2060
Phone: 352.273.2588 | Fax: 123.456.7890



AGRICULTURAL
EDUCATION AND
COMMUNICATION

From: "Myers, Brian E" <bmyers@ufl.edu>
Date: Monday, November 30, 2020 at 4:28 PM
To: "Martin, Timothy A" <tamartin@ufl.edu>
Cc: Lisa Lundy <lisalundy@ufl.edu>
Subject: RE: Courses in SFRC undergraduate certificate

I actually added Lisa to the email this time! Thank you for your patience.

Brian E. Myers | Professor and Chair
[Agricultural Education and Communication](#) | [University of Florida](#)
305 Rolfs Hall, PO Box 110540, Gainesville, FL 32611-0540
Phone: (352) 392-0502 | Fax: (352) 392-9585



From: Martin,Timothy A <tamartin@ufl.edu>
Sent: November 30, 2020 4:25 PM
To: Myers,Brian E <bmyers@ufl.edu>
Subject: RE: Courses in SFRC undergraduate certificate

Brian,
Thanks for the quick response. I'll wait to hear from Lisa.
Tim

From: Myers,Brian E <bmyers@ufl.edu>
Sent: Monday, November 30, 2020 4:18 PM
To: Martin,Timothy A <tamartin@ufl.edu>
Subject: RE: Courses in SFRC undergraduate certificate

Tim,

Thank you for reaching out. I've copied Lisa Lundy on this message. Lisa is one of our Ag Comm faculty members and is the AEC Undergraduate Coordinator. She is in the best position to address your question.

Thanks,

BEM

Brian E. Myers | Professor and Chair
[Agricultural Education and Communication](#) | [University of Florida](#)
305 Rolfs Hall, PO Box 110540, Gainesville, FL 32611-0540
Phone: (352) 392-0502 | Fax: (352) 392-9585



From: Martin,Timothy A <tamartin@ufl.edu>
Sent: November 30, 2020 4:02 PM
To: Myers,Brian E <bmyers@ufl.edu>
Subject: Courses in SFRC undergraduate certificate

Dear Dr. Myers,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning undergraduate certificates in Fire Ecology and Management and Nature-Based Recreation that include the following Agricultural Education and Communications courses in their curricula:

AEC4035 Communication Practices in Ag and Life Sciences
AEC4052 Communication Campaign Strategies in Ag and Life Sciences
AEC4031: The Communication Process in Agricultural and Life Sciences

I do not anticipate these certificates to carry very large enrollments, and these courses are part of “choose one” type menus, so I suspect “new” enrollment in these courses due to these certificates would not exceed 3-5 students/year.

Do you anticipate that these courses can accommodate that additional enrollment? If I should direct this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

From: [Williams,Claire C](#)
To: [Johnson,Steven Albert](#); [Hellgren,Eric C](#); [Martin,Timothy A](#)
Subject: RE: Courses in SFRC undergraduate certificate
Date: Monday, November 30, 2020 5:01:23 PM

Hi all,

I agree with Steve's comments. I think the Fire Ecology & Mgmt. certificate will be a popular choice with our majors, especially if they can double count courses between the major and the certificate. Be sure to send us copies of the final curriculum for both certificates. Our majors may also be very interested in the Nature-based Recreation certificate.

Claire

From: Johnson,Steven Albert <tadpole@ufl.edu>
Sent: Monday, November 30, 2020 4:52 PM
To: Hellgren,Eric C <hellgren@ufl.edu>; Martin,Timothy A <tamartin@ufl.edu>
Cc: Williams,Claire C <ccwillia@ufl.edu>
Subject: RE: Courses in SFRC undergraduate certificate

Hey Eric and Tim:

I am not sure about Nia's course, but Eric's response seems reasonable.

And I agree about the Habitat Management course. We are likely going to have to turn away our WEC majors at times. But maybe Marcus would be willing to offer an additional section, or maybe even teach the course again in Summer B or during another semester? This is his wheelhouse for sure.

Great news Tim, especially with the Fire Ecology and Management Cert. I suspect that may become a popular certificate.

Claire, your thoughts...

Steve

Dr. Steve A. Johnson (he, him, his), Associate Professor
Undergraduate Program Coordinator
Dept. of Wildlife Ecology & Conservation
University of Florida
110 Newins-Ziegler Hall
Gainesville, FL 32611
352.846.0557
tadpole@ufl.edu
<http://ufwildlife.ifas.ufl.edu/>

From: Hellgren, Eric C <hellgren@ufl.edu>
Sent: Monday, November 30, 2020 4:37 PM
To: Martin, Timothy A <tamartin@ufl.edu>
Cc: Johnson, Steven Albert <tadpole@ufl.edu>; Williams, Claire C <ccwillia@ufl.edu>
Subject: RE: Courses in SFRC undergraduate certificate

Hi Tim:

I am copying my response to Steve Johnson, WEC Undergraduate Coordinator, and Claire Williams, WEC Academic Advisor, for additional comment.

My thoughts are:

WIS4523 – probably can handle 3-5 extra students. Nia Morales is the instructor. It is taught annually in fall with a 30-35 enrollment.

WIS4427 – likely unable to handle non-WEC students unless we can add another section. Marcus Lashley is the instructor, and he is planning to teach the course annually at the beginning of summer A as a 1-week intensive field course and an enrollment cap of 15 students. He is willing to teach another section, but that scenario would require some additional teaching power elsewhere!

Cheers,

ECH

From: Martin, Timothy A <tamartin@ufl.edu>
Sent: Monday, November 30, 2020 4:22 PM
To: Hellgren, Eric C <hellgren@ufl.edu>
Subject: Courses in SFRC undergraduate certificate

Dear Dr. Hellgren,

I am the undergraduate coordinator in the School of Forest Resources and Conservation. We are planning undergraduate certificates in Nature-Based Recreation and Fire Ecology and Management that include the following Wildlife Ecology and Conservation courses in their curricula:

WIS4523 Human Dimension of Natural Resource Conservation
WIS4427C Wildlife Habitat Management

I do not anticipate these certificates to carry very large enrollments, and these courses are part of “choose one” type menus, so I suspect “new” enrollment in these courses due to these certificates would not exceed 3-5 students/year.

Do you anticipate that these courses can accommodate that additional enrollment? If I should direct

this question to someone else, please let me know.

Best regards,

Tim

==

Timothy A. Martin
Professor, Tree Physiology
School of Forest Resources and Conservation
University of Florida
Box 110410, Gainesville, FL , 32611-0410
352-846-0866

Nature-Based Recreation certificate

Prepares students to create and manage nature-based recreational opportunities. Includes management of recreational features and infrastructure, as well as education through programming. Graduates will be prepared to work for public agencies managing land which provides recreational opportunities, as well as private entities providing recreational opportunities such as guide services.

About this Program

- **College:** [Agricultural and Life Sciences](#)
- **Credits:** 15 | Completed with minimum grades of C
- **Contact:** [Email](#) | 352.846.0847

Certificates must contain at least nine credits of coursework that are unique to that program out of all other certificates and minors.

The School of Forest Resources & Conservation is a unit within the Institute of Food and Agricultural Sciences (IFAS) and the College of Agricultural and Life Sciences (CALS). The school is home to three distinct yet integrated program areas: [Fisheries and Aquatic Sciences](#), [Forest Resources and Conservation](#), and [Geomatics](#). The school's faculty, staff, and students conduct research, teaching, and extension that cuts across a wide range of environments and disciplines.

[Website](#)

CONTACT

[Email](#) | 352.846.0850 (tel) | 352.392.1707 (fax)

P.O. Box 110410
1745 McCarty Drive
136 NEWINS-ZIEGLER HALL
GAINESVILLE FL 32611-0410

[Map](#)

Requirements for admission

Students or professionals with appropriate academic and/or professional background in natural resources, natural resource management, or allied fields, as determined by the FRC/NRC Undergraduate Coordinator.

Curriculum

Students must have a high-school diploma or the equivalent and they must have completed all course prerequisites before enrolling in any course.

Required Courses

FOR 4664	Sustainable Ecotourism Development	3
Electives		12
Total Credits		15

Electives

Forestry (choose one)

FOR 2662	Forests for the Future	3
FOR 3004	Forests, Conservation, and People	3
FOR 3153C	Forest Ecology	3
FOR 4060	Global Forests	3

Choose three of the following groups and take one course from each

Wildlife

WIS 4523	Human Dimensions of Natural Resource Conservation	3
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Tourism

LEI 3843	Entrepreneurship in Tourism, Recreation, and Sport Management	3
LEI 3301	Principles of Travel and Tourism	3

Communication

AEC 4035	Communication Practices in Ag and Life Sciences	3
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Community Development

DCP 3200	Methods of Inquiry for Sustainability and the Built Environment	3
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Cover Sheet: Request 14789**Common Prerequisite Manual Change for AOM program****Info**

Process	Degree Change Common Prereqs
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Wendell Porter waporter@ufl.edu
Created	3/4/2020 1:29:08 PM
Updated	12/2/2020 10:13:27 AM
Description of request	Our request is to develop a separate track under 01.0103 that will allow us to keep our more rigorous set of tracking courses that the AOM has successfully used for many years.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural and Biological Engineering 60070000	Kati Migliaccio		12/2/2020
application-to-modify-currently-approved-common-prerequisites V1 WP.docx					3/4/2020
AOM CIP narrative with ladder.docx					3/4/2020
List of Universities with CIP Codes .xlsx					3/4/2020
College	Pending	CALS - College of Agricultural and Life Sciences			12/2/2020
No document changes					
Associate Provost for Undergrad Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Faculty Senate Steering Committee					
No document changes					
Faculty Senate					
No document changes					
Board of Trustees					
No document changes					
Board of Governors					
No document changes					
Academic Affairs Notified					
No document changes					
Articulation Coordinating Committee					
No document changes					

Step	Status	Group	User	Comment	Updated
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
Academic Assessment Committee Notified					
No document changes					
College Notified					
No document changes					

The Agricultural Operations Management (AOM) program is nearly forty years old in its current configuration. The early roots of the program came from the mechanized agriculture program that pre-dates World War II. Change was brought about from committee work sponsored by the American Society of Agricultural Engineers (now American Society of Agricultural and Biological Engineers) in the late 1970's. This work showed that while agricultural engineers were not needed to run America's increasingly large farms and ranches, the work was getting to be more and more technical in nature. From this conclusion the AOM program was developed. This degree combines both business and technical subjects to produce a student that is well prepared to work in and manage the widest possible variety of businesses and operations.

Since the driving force that developed this program stemmed from a national organization, other Universities throughout the US developed their own version of this degree program. These programs can broadly be divided into three different groups:

- Agribusiness based programs typically taught out of Resource Economics or related academic departments. Some examples of this would be the degree programs found at NCSU, Washington State University, Florida A&M, Tuskegee, etc. These programs have all been cataloged under the 01.0102 CIP code.
- Technical Management programs with a strong business and technical foundation. These degree programs typically have titles such as Agricultural Systems Management or Agricultural Technical Management and are more heavily weighted to the technical portion of the curriculum. Some of the older programs typically still rely strongly on course material that might be better suited to a more vocational style program. Most of these programs are cataloged under the 01.0201 CIP code.
- There are a number of other programs that fall under the 01.0103 and 01.0101 CIP code classifications and they are generally more related to the Resource Economics side of the curriculum. The notable exception to this is the University of Florida's AOM program.

The business foundation of the AOM degree is well recognized within UF and in the wider business community that employs our students. As an example, the Warrington School of Business calls out an AOM elective path for one of their core undergraduate degree programs. At the same time the department that provides the faculty for the AOM program also delivers the Biological Engineering curriculum. The strong business orientation of our AOM degree explains why our CIP code resides within the FRE home. However, this relationship has produced a disconnect that shows up in the Florida Common Prerequisite Manual. The AOM program has developed a more rigorous technical prerequisite path than is currently in place for the FRE degree program. As our program is both highly successful and growing we would like to create a separate track in the Common Prerequisite manual under the FRE CIP code. This track is attached. In summary, what separates our AOM program from nearly all others is the foundational courses in Physics, Biology, Mathematics and Chemistry. Most other programs do not include Physics and require much lower levels of the other classes, if at all.

Program: Agricultural Operations Management

CIP: 01.0103

Track: 1

Offered at: University of Florida

Program Length: 120 Cr. Hrs.

REVISED May 31, 2019

LOWER LEVEL COURSES

Existing Track	Credit Hours	New Track	Credit Hours
ACGX021	3	ACGX021	3
OR		OR	
ACGX001	3	ACGX001	3
&		&	
ACGX011	3	ACGX011	3
&		&	
BSCX005/X005L	4	BSCX010/X010L	4
OR		OR	
BSCX007/X007L	4	BOTX010C	3
&		&	
MACX233	3	CHMX045/X045L	4
&		&	
CHMX083	3	MACX147	3
OR		OR	
CHMX032/X032L	4	MACX140	3
OR		&	
CHMX025/X025L	4	MACX114	3
&		&	
STAX023	3	STAX023	3
OR		OR	
STAX014	3	STAX014	3
OR		OR	
STAX122	3	STAX122	3
&		&	
SPCX608	3	SPCX608	3
		&	
		PHYX004/X004L	4
		OR	
		PHYX053/X053L	4

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their degree area

Application to **Modify** Currently Approved Common Prerequisites

Degree Program Name: Agricultural Operations Management

CIP Code: 01.0103

Anticipated Degree Total Hours: 120

Are other degree programs under this name currently found in the Common

Prerequisite Manual (CPM)? Yes X, but similar No

If yes, under what CIP code: see attached spreadsheet

Institution Requesting Modification: University of Florida

Name of Contact Person: Wendell A. Porter

Email Address of Above: waporter@ufl.edu Phone Number: 352-294-6706

Please list the current common prerequisites and any corresponding approved alternative courses. Please add rows to the table as appropriate.

CIP: 01.0103

Track:

Current Primary Prerequisites	Current Alternative Course(s)
MAC1147	MAC1140 and MAC1114, MAC2233
CHM2045 +L	
PHY2004	
BSC2010 +L	BOT2010C
PSY2012	
ACG2012	
SPC2608	
ENC2210	

1. Does this modification of currently approved common prerequisites involve adding another track to the currently approved prerequisites within the *Common Prerequisite Manual*?

No Yes X

Maybe - depends upon Discipline Committee Recommendation

If yes or maybe above, please provide justification regarding the significant differences in your curriculum that would necessitate a new track with different common prerequisites: See attached documents

2. If adding a common prerequisite course or course substitute, please provide the following information. You can find details about individual courses at the hyperlink to the Statewide Course Numbering System ([SCNS](#)). Type in the prefix and four digit number of the proposed course. The hyperlink leads to a page with two worksheets: statewide course detail and institutions. Clicking on the institutions page will identify the institutions offering the course. Be aware that there may be institutions besides Florida College System (FCS) and State University System (SUS) institutions listed.

Add rows as necessary.

Proposed Course	Title of Proposed Course	# FCS Currently Offering Course	# SUS Currently Offering Course	Justification for the addition or deletion

3. If your request includes course(s) that are offered currently at 3 or less FCS institutions, please provide a justification as to why these courses are critical for a student's success in your upper division.

4. If your request includes courses that are offered currently only at your institution, do you have the same amount of elective credit hour space in your upper division so that the associate in arts transfer student is held harmless in excess hours and time?
 - a. Yes_____ b. No_____

5. If your request includes courses that are offered only at your institution, are you willing and able to offer these courses online or during the summer so that

transfer students may pick up the courses without delaying admission for the fall?

- a. Yes_____ b. No_____

6. Is the credit hour total for required work more than 24?

__X__No _____Yes

If yes, how do you anticipate students meeting general education requirement:

- a. _____ Course(s) are anticipated to be "core" general education;
- b. _____ Anticipate that institutions will have course(s) as part of their institution's general education program.
- c. _____ Other:

University
Alabama A&M
Auburn University
Tuskegee University
University of Arizona
California State University
Colorado State University
Florida A&M University
University of Idaho
Kentucky State University
Lousiana State University
Alcorn State University
University of Missouri
North Carolina State University
North Carolina A&T State University
North Dakota State University
University of Tennessee
Washington State
University of Wisconsin
Kansas State University

Comments
Doesn't apply
They have Agricultural Business and Economics with the CIP code 01.0103. https://web.auburn.edu/ir/factbook/acadinfo/acadprograms/offered.aspx
Agribusiness has the code 1.0102
1.0101Agribusiness Economics and MgmtBS
1.0103Agricultural and Resource EconomicsMS
1.0106Agricultural Technology Management and EducationBS
Agricultural Systems Management is under 01.0201
Agricultural and Farm Management - 01.0104 , Agricultural Systems Management 01.0201, Agricultural Economics 01.0103, and Agricultural Business 01.0102 (http://www.calstate.edu/app/documents/CSU-Codes-to-CIP2010.pdf)
01.0102 Bachelor of Science in Agribusiness, 14.0301 Bachelor of Science in Biological & Agricultural System Engineering
Agricultural Systems Management 1.0201 , Agriculture 1.0000
Agriculture Science 1.0000, Agribusiness 1.0101, Agribusiness 1.0101 , Agricultural Economics 1.0103, Applied Economics 1.0103
Agricultural Technology Management 01.0201, Agribusiness 01.0101, Agricultural Economics 01.0103,
Agricultural Business 01.0101, Food & Resource Economics 01.0103,
Agribusiness Management 01.0101
Agricultural Systems Management 01.0201
Agribusiness Management 01.0101, Agricultural Business Management 01.0102
Agriculture, Agriculture Operations, and Related Sciences 1.0103,
Agriculture Systems Management 01.0201
Food and Agricultural Business with concentrations in General Option (no concentration); Agricultural Production and Technology Management; Finance and Risk Management; Food Industry Management; and Law and Policy 01.0101
Agricultural Business and Management 01.0101, Agricultural Business Operations 01.0102, Agricultural Business Technology 01.0106, Agricultural Productions Operations 01.0301,
01.0103 AGRICULTURAL AND APPLIED ECONOMICS ,01.0101 AGRICULTURAL BUSINESS MANAGEMENT
Agribusiness 01.0101, Agricultural Economics 01.0103, Agricultural Technology Management 01.0201,

N/A

No CHM, no PHY, Ag Bus, 01.0103

unusable web system

BSC and CHM not core, College Algebra, No physics, ASM,
01.0201
No BSC, CHM, PHY, MAC1105 and MAC2233, Agribusiness,
01.0102

No core BSC, (BIOL in Society), Intro to CHM, College Algebra,
Dual enrollment (HS) PHY, ASM, 01.0201
No core Physics requirement, terminal math is Algebra, ATM,
01.0201
N/A

CHM, BSC, Trig, no Physics, ASM, 01.0201

Calculus, BSC, no CHM, no PHY Agribusiness Mgmt, 01.0102
No PHY, Ag Operations, 01.0103
No CHM, PHY, BSC, Agribusiness

No, CHM, BSC, or PHY, BS in Ag + Resource Eco. 01.0101

Tech program, no math, no physics, Ag Tech & Prod Mgmt,
01.0103

CHM, and Calc, no BSC or PHY
only one that is close, all core tracking courses are present in an
acceptable form, Math reqmnt is Calc instead of pre-calc, ATM,
01.0201