

**CALS Curriculum Committee Meeting**  
**March 26, 2021**  
**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 February 26, 2021 meeting**

**Dr. Brendemuhl: Update from UCC**

**Graduate New Course Proposals**

1. WIS 6XXX – Integrated Wildlife Forensic Genetics (req. #12954)
2. WIS 6XXX – Disease and Wildlife (req. #15942)

**Undergraduate New Course Proposals**

3. ALS 4XXX – Controlled Environment Plant Production (req. #15958)
4. WIS 4XXX – Disease and Wildlife (req. #15941)

**Undergraduate Course Change Proposals**

5. FYC 4427 – Non-Governmental Organizations (req. #15849)
6. FYC 4428 – Human Resource Management for Nonprofits (req. #15850)
7. WIS 4554 – Conservation Biology (req. #15853)

**Certificates**

8. Proposed Biosecurity and Biological Invasions Graduate Certificate (req. #15809)
9. Proposed Termination of the Family Life Educator Undergraduate Certificate (req. #15857)

## **Curriculum**

10. Proposed Soil and Water Sciences-Research Methods Graduate Concentration (req. #15272)

11. Proposed change to the Nonprofit Organizational Leadership Minor (req. #15851)

**CALS Curriculum Committee Meeting**  
**February 26, 2021**  
**Submitted by James Fant**

**Members Present:** S. Ahn, J. Brendemuhl, D. Coenen, M. Gillen, V. Hull, P. Inglett, J. Larkin, L. Lundy, T. Martin, G. Nunez, B. Pearson, W. Porter, J. Scheffler, M. Sharp, J. Weeks

**Guest:** Cameron Jack, Tracy Johns, Herschel Johnson, Swathi Nadakunduti, Lori Warren

**Call to Order:** The College of Agricultural and Life Sciences Curriculum Committee met via Zoom on February 26, 2021. Dr. Weeks called the meeting to order at 2:01 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 January 22, 2021 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](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](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 **FEBRUARY UCC** meeting; 1) **Changes to UG Certificate AAP** – Geomatics; 2) **New Course** – ALS 3XXXC-AI in Agricultural and Life Sciences; 3) **New Graduate Certificate** – Microbiome and Health; 4) **Course Revisions** – MCB 4503-General Virology; and 5) **Other** – Additional approvals of CALS UG 8-semester plans with the addition of Quest-2.

### **Graduate Course Proposals**

1. ENY 6XXX – Advanced Honey Bee Biology (req. #15626)

This item was viewed along with item #7. All comments apply to both items unless otherwise stated. **Please be sure to make any adjustments to both the syllabus and UCC form if necessary.** A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. Remove the word Advanced from the proposed course title for the graduate submission. The point totals in the grading schemes need to be corrected. The delivery method for the course needs to be moved to the top of each syllabus.

2. FYC 6XXX – Applied Data Analysis in FYCS (req. #15838)

**Please be sure to make any adjustments to both the syllabus and UCC form if necessary.** A motion was made by Dr. Gillen to approve this item with a small edit required. The motion was approved. Indicate Summer C Only above the weekly schedule of topics to avoid confusion.

3. HOS 6XXX – Principles and Applications of Omics Technologies to Advance Plant Biology (req. #15725)

**Please be sure to make any adjustments to both the syllabus and UCC form if necessary.** A motion was made by Dr. Sharp to approve this item with edits and additions required. The motion was approved. Please provide outside consultations from both the Biology and Agronomy departments assuring no significant overlap with existing courses. The committee suggests considering a shorter proposed course title. On the UCC form the repeatable credit field should read no and the weekly contact hours should be three. The course prerequisite section should not have specific prefixes and course numbers as this can impact registration for international and out-of-state students. The instructor can discuss expected prior knowledge during the first day of class. The course objectives need to be quantifiable. Please use the following link for assistance. [https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf).

### **Graduate Course Change Proposal**

4. FAS 5255C – Diseases of Warmwater Fish (req. #14645)

A motion was made by Dr. Porter to approve this item as submitted. The motion was approved.

### **Undergraduate Course Proposals**

5. ANS 2XXX – Survey of Veterinary Professions (req. #15678)

**Please make any adjustments to both the syllabus and the UCC form if necessary.** A motion was made by Dr. Inglett to approve this item with edits required. The motion was approved. The weekly schedule of topics needs to be 16 weeks and the possible points earned needs to be recalculated.

6. ANS 4XXXC – Discovery of Sustainable Cattle Systems (req. #15694)

**Please make any adjustments to both the syllabus and UCC form if necessary.** A motion was made by Dr. Porter to recycle this item back to the department for required edits and resubmission. The motion was approved. The committee requests the instructor to reconsider who the target audience is for this course. The UCC form has the course proposed at the 4000 level. The proposed syllabus shows the course as 3000 level. The committee wonders if the course should be at the 2000 level. If the proposed course level is anything other than 4000 advanced needs to be removed from the category of instruction on the UCC form. The possible point total in the syllabus needs to be recalculated.



7. ENY 4XXX – Honey Bee Biology (req. #15543)  
See item #1.

### **Curriculum**

8. Proposed Concentration for PhD Program in Youth Development and Family Science (req. #15832)

A motion was made by Dr. Porter to approve this item as submitted. The motion was approved.

9. Proposed Modification to Food Science Major Curriculum (req. #15842)

A motion was made by Dr. Porter to approve this item as submitted. The motion was approved.

10. Proposed Name Change to the Agricultural Communication Minor (req. #15844)

A motion was made by Dr. Porter to approve this item with the addition of an outside consultation from the School of Forest Resources and Conservation. The motion was approved.

### **Recycled item**

11. ANS 3079L – Relationship of Form to Function in Horses (req. #15551)

A motion was made by Dr. Inglett to approve this item with an edit required. The motion was approved. The course titles need to be removed from prerequisite section. Dr. Brendemuhl with take care of this in the approval system.

The meeting was adjourned at **3:20** p.m.

## Cover Sheet: Request 12954

### Integrated Wildlife Forensic Genetics

#### Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jason Byrd jhbyrd@ufl.edu
Created	8/20/2018 8:21:12 PM
Updated	3/2/2021 10:36:22 AM
Description of request	Create a capstone course for students completing a forensic genetics course sequence.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren		2/22/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			2/22/2021
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 12954

### Info

**Request:** Integrated Wildlife Forensic Genetics

**Description of request:** Create a capstone course for students completing a forensic genetics course sequence.

**Submitter:** Jason Byrd jhbyrd@ufl.edu

**Created:** 3/2/2021 10:34:25 AM

**Form version:** 4

### Responses

**Recommended Prefix** WIS

**Course Level** 6

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Integrated Wildlife Forensic Genetics

**Transcript Title** Int wildlife for gen

**Degree Type** Graduate

**Delivery Method(s)** Online

**Co-Listing** No

**Co-Listing Explanation** None

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** This is an integrative course to be taken by students who have completed the Introduction to Forensic Genetics for Companion Animals and Wildlife, and the Applied Wildlife Forensic Genetics courses. Throughout the course students will be required to set up procedures and/or follow procedures in their mock forensic laboratory

**Prerequisites** VME 6573 Applications of DNA for Companion Animal and Wildlife Cases

WIS XXX Applied Wildlife Forensic Genetics

**Co-requisites** None

**Rationale and Placement in Curriculum** The course serves as the final capstone course in a forensic genetics sequence.

**Course Objectives** • Explain how a wildlife forensic laboratory operates.

- Write and interpret Standard Operating Procedures (SOPs).
- Perform genetic testing while adhering to written SOPs.
- Interpret and explain the results obtained to genetic testing.
- Write a final report that documents and presents all testing procedures, analyses performed, and results obtained.
- Prepare all documentation required for possible court testimony.
- Utilize all knowledge learned about SOPs, species/sex identification, genetic analyses, and interpretation of results to assist in the process of expert witness testimony.

**Course Textbook(s) and/or Other Assigned Reading** Optional text: Wildlife Forensics, Methods and Applications, Jane E. Huffman and John R. Wallace, 2012 Wiley-Blackwell

### **Weekly Schedule of Topics**

- 1 Introduction and overview of class objectives
- 2 Quality Assurance/Quality Control, Validation and Bench notes
- 3 Receiving evidence, evidence storage, chain of custody, evidence submittal form and fee schedule
- 4 Case submittal
- 5 Sub sampling evidence
- 6 DNA quantification
- 7 Species Identification
- 8 Midterm
- 9 Sex Identification
- 10 Matching/Minimum number of animals
- 11 Matching/Minimum number of animals
- 12 Statistics
- 13 Report
- 14 Discovery
- 15 Final: Court testimony

**Links and Policies** No additional links other than those at [syllabus.ufl.edu](http://syllabus.ufl.edu)

### **Grading Scheme** Points breakdown:

Discussions: students will participate in weekly discussions led by the course instructor and based on articles posted by students; participation is worth 5 points per week Total: 75pts

Module assignments: At the end of each module (except module 1, midterm and final) students will turn in assignments based on the theme of the module Total: 12 modules, 15 pts each = 180 pts

Module quizzes: At the end of each module (except module 1, midterm and final) students will take a quiz based on the theme of the module Total: 12 modules, 5 pts each= 60 pts

Midterm: 40 pts

Final project: 45pts

Total Points: 400

### Point Assignments:

Discussions = 75 points total (18.75% of total)

Module Assessments (Assignments and Quizzes = 240 points total (20 points per week) (60% of total)

Midterm = 40 points (10% of total)

Final Project = 45 points (11.25% of total)

Total for the Course: 400 points

Grades will be assigned as follows:

100-93.4% A

93.3-90.0% A-

89.9-86.7% B+

86.6-83.4% B

83.3-80.0% B-

79.9-76.7% C+

76.6-73.4% C

73.3-70.0% C-

69.9-66.7% D+

66.6-63.4% D

63.3-60.0% D-

<59.9% and below = E

Registrar's Grade Policy regulations:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

**Instructor(s)** Kim Frazier, MS

# 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.**

JB 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/>.

JB 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 Submission of a course modification requires both the current version of the course syllabus and the proposed version.

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.

JB 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.

JB 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](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf) ). Do not use the words demonstrate or understand when listing learning objectives.

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

JB 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.

JB 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/ 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.

JB 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.

JB 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.

JB 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](mailto:brendj@ufl.edu)) for further instruction)

**Integrated Wildlife Forensic Genetics**  
**WIS – XXXX 3 Credits**  
*Course Syllabus*

**Instructor:** Kim Frazier

**Office:** Remote

**Office hours:** Contact instructor by email.

**Email:** frazier\_kimberly@hotmail.com

**Phone:** 307-761-0202

**Website:** <https://masters.wildlife.forensics.med.ufl.edu/>

**Prerequisite Courses:**

1. VME6573 Applications of DNA for Companion Animal and Wildlife Cases
2. WIS 6306 Applied Wildlife Forensic Genetics

**Text:**

Optional text: Wildlife Forensics, Methods and Applications, Jane E. Huffman and John R. Wallace, 2012 Wiley-Blackwell

Readings from relevant articles will be assigned in the appropriate modules. Students will also be asked to search for relevant articles and post in the discussion board.

**Examples of Relevant Articles:**

- What are Quality Assurance and Quality Control? <http://asq.org/learn-about-quality/quality-assurance-quality-control/overview/overview.html>
- The Art of Writing and Implementing Standard Operating Procedures (SOPs) for Laboratories in Low-Resource Settings: Review of Guidelines and Best Practices. <https://doi.org/10.1371/journal.pntd.0005053>
- Nielsen, Karsten, et al., Comparison of five DNA quantification method, Forensic Science International: Genetics, Volume 2, Issue 3, June 2008, pgs 226-230
- Linacre, Adrian and Tobe, Shanon, An overview to the investigative approach to species testing in wildlife forensic science, Investigative Genetics, 2011 2:2
- Dalton, Desire and Kotze, Antoinette, DNA barcoding as a tool for species identification in three forensic wildlife cases in South Africa, Forensic Science International, Volume 207, Issues 1-3, 15 April 2011, Pages e51-e54

**Course Description:**

This is an integrative course to be taken by students who have completed the Introduction to Forensic Genetics for Companion Animals and Wildlife, and the Applied Wildlife Forensic Genetics courses. Throughout the course students will be required to set up procedures and/or follow procedures in their mock forensic laboratory

**Detailed Course Description:**

This is an integrative course to be taken by students who have completed the Introduction to Forensic Genetics for Companion Animals and Wildlife, and the Applied Wildlife Forensic Genetics courses. Students will start this course by opening a mock forensic laboratory for either wildlife or companion animals. Throughout the course students will be required to set up procedures and/or follow procedures in their mock forensic laboratory for all analyses the lab will perform. Analyses will start with receiving cases and ending with report writing and expert witness testimony. Students will receive a mock case and various results of analyses for interpretation. Analyses will include species identification, sex identification and matching or minimum number of animals. Students will be required to write a final report, gather their SOPs, results, bench notes etc. for discovery, write qualifying questions and answer questions on appropriate court appearance, procedure and other questions about their analyses. Students will be asked to post thoughts on relevant topics and/or relevant forensic science articles in the discussion board as part of their weekly discussion. The idea is to give students a working knowledge of real wildlife forensic case analyses if they are unable to complete an intern program in a wildlife forensic laboratory.

**Course Learning Objectives:**

Upon completion of this course students understand how to:

- Explain how a wildlife forensic laboratory operates.
- Write and interpret Standard Operating Procedures (SOPs).
- Perform genetic testing while adhering to written SOPs.
- Interpret and explain the results obtained to genetic testing.
- Write a final report that documents and presents all testing procedures, analyses performed, and results obtained.
- Prepare all documentation required for possible court testimony.
- Utilize all knowledge learned about SOPs, species/sex identification, genetic analyses, and interpretation of results to assist in the process of expert witness testimony.

**Course Topics:**

Week	Module/Lecture	Assignment
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1 Week of May 10, 2021	Introduction and overview of class objectives. Importance of properly written SOPs, QA/QC, and validation.	Post to discussion board thoughts on why SOPs, QA/QC, and validation are important. Due: May 17, 2021
2 Week of May 17, 2021	Quality assurance/quality control, validation, and bench notes	Quality Assurance/Quality Control, Validation, and Bench Notes/Quiz 1-Post to discussion board thoughts/articles on why bench notes are important Due: May 24, 2021
3 Week of May 24, 2021	Receiving evidence, evidence storage, chain of custody, evidence submittal form and fee schedule-Lecture	Review how to receive, log in and track evidence. The importance of chain of custody and evidence submittal forms. Quiz 2-Post relevant thoughts/articles on discussion board-specifically discussing the importance of chain of custody. Due: May 31, 2021
4 Week of May 31, 2021	Case submittal- Lecture	Students will receive their mock case and follow the appropriate procedure to properly receive and track evidence. Turn in written procedure on how the case was received and evidence was tracked. Quiz 3-Post relevant thoughts/articles on discussion board. Due: June 7, 2021
5 Week of June 7, 2021	Sub sampling evidence and extractions-Lecture	Students will write their procedure for sub sampling evidence and appropriate extraction methods based on evidence type. Quiz 4- Post relevant thoughts/articles on discussion board. Due: June 14, 2021

6 Week of June 14, 2021	DNA quantification-Lecture	Mock results will be provided for student interpretation. Quiz 5- Post relevant thoughts/articles on discussion board Due: June 21, 2021
7 Week of June 21, 2021	Species Identification-Lecture will touch on sequencing, morphology, and serology	Students will receive the results of a species ID analyses and will have to interpret their results to determine the species of the unknown sample. Quiz 6- Post relevant thoughts/articles on discussion board Due: June 28, 2021
8 Week of June 28, 2021	Midterm Sex Identification-Lecture on analyses for sex identification	Results will be provided for student interpretation. Quiz 7- Post relevant thoughts/articles on discussion board. Due: July 5, 2021
9 Week of July 5, 2021	Matching/Minimum number of animals-Lecture	Students will search literature for appropriate primers for their species of interest. Students will explain how they will validate the primers in their mock lab. Quiz 8- Post relevant thoughts/articles on discussion board. Due: July 12, 2021
10 Week of July 12, 2021	Matching/Minimum number of animals-Lecture on different platforms	Students will be provided with results for interpretation. Quiz 9- Post relevant thoughts/articles on discussion board. Due: July 19, 2021
11 Week of July 19, 2021	Statistics-Lecture on different statistical analyses	A database will be provided for students to perform an assigned statistical calculation. Quiz 10- Post relevant thoughts/articles on discussion board. Due: July 26, 2021
12	Report- Lecture on the requirements of a final report	Students will be given the required information to write a final report.

Week of July 26		Quiz 11- Post relevant thoughts/articles on discussion board. Due: Aug. 2, 2021
13 Week of Aug. 2	Discovery-Lecture Final: Court testimony-Discussion on qualifying questions and court testimony.	Quiz 12- Post relevant thoughts/articles on discussion board. Students will write and answer questions that will qualify them as an expert. Students will answer various questions based on their analyses as if they were offering expert witness testimony. Due: Aug. 6, 2021

### **Grading:**

Students will be graded on twelve quizzes, twelve module assignments, weekly discussions, one midterm assignment and one final assignment. The weekly discussions will account for 18.75% quizzes will account for 15%, midterm project will account for 10%, assignments will account for 45%, the midterm will account for 10%, and the final project will account for 11.25% of the student's final grade. Students will receive individual feedback on points lost on the assignments.

The comments of the professor can be viewed on the assignment submission page for the corresponding module found on the last page of each module. Students can check their progress in the course by viewing their grade records via the course interface. Students will be graded based on a combination of their participation in weekly discussion boards, module assessments, midterm and a final project. All written answers must be completed in your own words. Copying from other sources is not acceptable and may be considered plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of 0 (zero) for the assignment. If you lose your internet connection during your exam time and scores are not recorded simply email the instructor for assistance. Always include your name when communicating with the course instructor. Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module found on the last page of each module. Students can check their progress in the course by viewing their grade records via the course interface.

**Final Project:** The final project will be an accumulation of the casework performed throughout the semester. Students will have to prepare a discovery package of SOPs, analyses, results, bench notes etc. to provide to the court. They will be required to write a list of questions that will qualify them as an expert and provide answers to these questions. They will be required to answer additional questions based on their chosen case as if they were offering expert witness testimony.

### **Points breakdown:**

**Discussions:** students will participate in weekly discussions led by the course instructor and based on thought and/or articles posted by students; participation is worth 5 points per week **Total: 75pts**

Module assignments: At the end of each module (except module 1, midterm and final) students will turn in assignments based on the theme of the module **Total: 12 modules, 15 pts each = 180 pts**

Module quizzes: At the end of each module (except module 1, midterm and final) students will take a quiz based on the theme of the module **Total: 12 modules, 5 pts each= 60 pts**

Midterm: **40 pts**

Final project: **45pts**

**Total Points: 400**

### **Point Assignments:**

Discussions = 75 points total (18.75% of total)

Module Assessments (Assignments and Quizzes = 240 points total (20 points per week) (60% of total)

Midterm = 40 points (10% of total)

Final Project = 45 points (11.25% of total)

Total for the Course: 400 points

Grades will be assigned as follows:

100-93.4% A

93.3-90.0% A-

89.9-86.7% B+

86.6-83.4% B

83.3-80.0% B-

79.9-76.7% C+

76.6-73.4% C

73.3-70.0% C-

69.9-66.7% D+

66.6-63.4% D

63.3-60.0% D-

<59.9% and below = E

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

### **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 with Recorded Materials: Privacy Statement**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **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.aa.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](http://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/](http://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 15942

### Disease and Wildlife

#### Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kuttichantran Subramaniam kuttichantran@ufl.edu
Created	3/8/2021 12:34:50 PM
Updated	3/9/2021 10:30:06 AM
Description of request	We (Drs. Waltzek and Subramaniam) are requesting a permanent number for WIS6934.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren		3/8/2021
Disease and Wildlife Syllabus 2020-2021 WIS6934_Graduate.pdf					3/8/2021
CALS CC Checklist.pdf					3/8/2021
College	Pending	CALS - College of Agricultural and Life Sciences			3/8/2021
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 15942

### Info

**Request:** Disease and Wildlife

**Description of request:** We (Drs. Waltzek and Subramaniam) are requesting a permanent number for WIS6934.

**Submitter:** Joel H Brendemuhl brendj@ufl.edu

**Created:** 3/23/2021 1:19:13 PM

**Form version:** 2

### Responses

**Recommended Prefix** WIS

**Course Level** 6

**Course Number** XXX

**Category of Instruction** Joint (Ugrad/Grad)

**Lab Code** None

**Course Title** Disease and Wildlife

**Transcript Title** Disease and Wildlife

**Degree Type** Graduate

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

**Co-Listing** Yes

**Co-Listing Explanation** 1. Additional readings will be recommended for the graduate students.  
2. Graduate students will be required to write a term paper and do a presentation on a particular wildlife disease (instructor approved).

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3.0

**Course Description** This course will provide an overview of the importance of wildlife diseases in the context of disease management using an ecological framework. Diseases will be discussed for each of the major terrestrial and aquatic groups of animals. Guest lectures will be provided by experts in their fields.

**Prerequisites** None

**Co-requisites** N/A

**Rationale and Placement in Curriculum** The proposed course will provide an overview of the importance of wildlife diseases in the context of disease management using an ecological framework. At the end of the course students will be able to identify important infectious and non-infectious diseases of various wildlife species in the southeastern United States and beyond, including diseases transmissible to domestic animals and humans. This course will be a good introductory course for students interested in wildlife management, conservation, veterinary care, and public health.

**Course Objectives** • Describe common disease processes

- Recognize normal and abnormal appearance of various wildlife species
- Identify important infectious and non-infectious diseases of various wildlife species in the southeastern United States and beyond, including diseases transmissible to domestic animals and humans
- Outline wildlife disease outbreak investigations and describe methods of diagnosis, prevention, and control of wildlife diseases

- Integrate wildlife diseases into principles of wildlife management, conservation, veterinary care, and public health

**Course Textbook(s) and/or Other Assigned Reading** Parasites and Disease of Wild Mammals in Florida, Don J. Forrester, 1992, University of Florida Press, ISBN: 9780813010724

Parasites and Diseases of Wild Birds in Florida, Donald J. Forrester, Marilyn Spalding, 2003, University Press of Florida, ISBN: 0813025605

Tyson-Pello SJ, Olsen GH. 2020. Emerging Diseases of Avian Wildlife. Veterinary Clinics of North America: Exotic Animal Practice 23: 383-395.

Gleeson M, Petritz OA. 2020. Emerging Infectious Diseases of Rabbits. Veterinary Clinics of North America: Exotic Animal Practice 23: 249-261.

Latney LV, Klaphake E. 2020. Selected Emerging Infectious Diseases of Amphibians. Veterinary Clinics of North America: Exotic Animal Practice 23: 397-412.

Wray AK, Bell DA, Dramer P, Taylor M. 2016. Waterbird Susceptibility to Avian Cholera at Hayward Marsh, California, USA. Journal of Wildlife Diseases 52: 699-704.

Herbert B, Jones JB, Mohan CV, Perera RP. 2019. Impacts of epizootic ulcerative syndrome on subsistence fisheries and wildlife. Revue Scientifique et Technique 38: 459-475.

Salkeld DJ. 2017. Vaccines for Conservation: Plague, Prairie Dogs & Black-Footed Ferrets as a Case Study. EcoHealth 14: 432–437.

#### **Weekly Schedule of Topics Week 1**

Lecture 1: The Nature and Significance of Disease

Lecture 2: The Nature and Significance of Disease

Lecture 2: The Nature and Significance of Disease

#### **Week 2**

Lecture 3: The Disease Process

Lecture 4: The Disease Process

Lecture 4: The Disease Process

#### **Week 3**

Lecture 5: Introduction to Infectious Diseases/ Take Home Quiz 1

Lecture 6: Diseases of Fish / Take Home Quiz 1 Due

Lecture 7: Diseases of Fish

#### **Week 4**

Lecture 8: Amphibian Diseases

Lecture 9: Reptile Diseases

Lecture 10: Fibropapillomatosis in Sea Turtles

#### **Week 5**

Lecture 12: Florida Freshwater Turtle Mortality Event

Lecture 12: Aquazoonoses

Lecture 13: Marine Mammal Diseases

#### **Week 6**

Lecture 14: Marine Mammal Diseases

Lecture 15: Diseases of Fish

Lecture 16: Aquatic Toxicology / Take Home Quiz 2

#### **Week 7**

Lecture 17: Diseases of Galliformes / Take Home Quiz 2 Due

Lecture 18: Diseases of Raptors

Lecture 19: Diseases of Raptors

#### Week 8

Lecture 20: Diseases of Columbiformes

Lecture 21: Diseases of Passerines

Lecture 22: Diseases of Passerines

#### Week 9

Lecture 23: Waterfowl Diseases

Lecture 24: Waterfowl Diseases

Lecture 25: Waterfowl Diseases / Take Home Quiz 3

#### Week 10

Lecture 26: Diseases of Mustelids / Take Home Quiz 3 Due

Lecture 27: Diseases of Lagomorphs and Rodents

Lecture 28: Diseases of Lagomorphs and Rodents

#### Week 11

Lecture 29: Diseases of Ungulates

Lecture 30: Diseases of White-tailed Deer

Lecture 31: Diseases of Florida the Florida Panther

#### Week 12

Lecture 32: Diseases of Black Bear

Lecture 33: Diseases of Marsupials, Armadillos, and Bats / Take Home Quiz 4

Lecture 34: Introduction to Non-infectious Diseases

#### Week 13

Lecture 35: Graduate Student Presentations/ Take Home Quiz 4 Due

Lecture 36: Graduate Student Presentations

**Grading Scheme** Students will be graded based on their performance on four take home quizzes, attendance and class participation, term paper, and a final presentation. All written quiz answers must be completed in student's own words. For take home quizzes, students are permitted to use their notes from the course, textbooks, and online resources. Copying from other sources is not acceptable and will be considered plagiarism and receive a score of 0 (zero) for that quiz. Completed take home quizzes will be collected at the beginning of the next class. Students earn points for attending and participating in each class. Additionally, students are required to write a term paper and complete a final presentation on a particular wildlife disease (instructor approved). Each student will research and develop a 20 min PowerPoint lecture on their chosen subject and present their topic in class.

#### Points breakdown:

Quizzes (22.5 pts/quiz x 4 quizzes = 90 pts)

Attendance and participation (0.25 pts/class x 40 classes = 10 pts)

Term paper = 5 pts

Final presentation = 10 pts

Total Points = 115

#### Grades will be assigned as follows:

100.0-93.0% A

92.9-90.0% A-

89.9-87.0% B+

86.9-83.0% B

82.9-80.0% B-

79.9-77.0% C+

76.9-73.0% C

72.9-70.0% C-

69.9-67.0% D+

66.9-63.0% D

62.9-60.0% D-

<60.9% and below = E

**Instructor(s)** Course coordinator: Thomas Waltzek, MS, DVM, PhD; [tbwaltzek@ufl.edu](mailto:tbwaltzek@ufl.edu)  
Course co-coordinator: Kuttichantran Subramaniam, MS, PhD; [kuttichantran@ufl.edu](mailto:kuttichantran@ufl.edu)

**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.**

VH 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/>.

VH 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.

VH 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.

VH 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.

VH 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](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf) ). Do not use the words demonstrate or understand when listing learning objectives.

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

VH 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.

VH 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>.

VH 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.

VH 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.

VH 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.

VH 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](mailto:brendj@ufl.edu)) for further instruction)

**DISEASE AND WILDLIFE**  
**WIS4934**  
**3 credits**

**Instructors:**

Course coordinator: Thomas Waltzek, MS, DVM, PhD; [tbwaltzek@ufl.edu](mailto:tbwaltzek@ufl.edu)

Course co-coordinator: Kuttichantran Subramaniam, MS, PhD; [kuttichantran@ufl.edu](mailto:kuttichantran@ufl.edu)

**Course Prerequisites:** Junior standing

**Time:** 3:00 - 3.50 PM

**Location:** 100 McCarty C Building

**Office hours:** By appointment via Zoom

**Recommended Texts**

Parasites and Disease of Wild Mammals in Florida, Don J. Forrester, 1992, University of Florida Press, ISBN: 9780813010724

Parasites and Diseases of Wild Birds in Florida, Donald J. Forrester, Marilyn Spalding, 2003, University Press of Florida, ISBN: 0813025605

**Course Description:**

This course will provide an overview of the importance of wildlife diseases in the context of disease management using an ecological framework. Diseases will be discussed for each of the major terrestrial and aquatic groups of animals. Guest lectures will be provided by experts in their fields.

**Course Learning Objectives:**

- Describe common disease processes
- Recognize normal and abnormal appearance of various wildlife species
- Identify important infectious and non-infectious diseases of various wildlife species in the southeastern United States and beyond, including diseases transmissible to domestic animals and humans
- Outline wildlife disease outbreak investigations and describe methods of diagnosis, prevention, and control of wildlife diseases
- Integrate wildlife diseases into principles of wildlife management, conservation, veterinary care, and public health

**Topics:**

Date	Topic
Friday, August 28, 2020	Registration
<b>UNIT 1</b>	
Monday, August 31, 2020	Lecture 1: The Nature and Significance of Disease - Waltzek
Wednesday, September 2, 2020	Lecture 2: The Nature and Significance of Disease - Waltzek
Friday, September 4, 2020	Lecture 2: The Nature and Significance of Disease - Waltzek
Monday, September 7, 2020	Holiday
Wednesday, September 9, 2020	Lecture 3: The Disease Process - Waltzek
Friday, September 11, 2020	Lecture 4: The Disease Process - Waltzek
Monday, September 14, 2020	Lecture 4: The Disease Process - Waltzek
Wednesday, September 16, 2020	Lecture 5: Introduction to Infectious Diseases - Waltzek / <b>Take Home Quiz 1</b>
<b>UNIT 2</b>	
Friday, September 18, 2020	Lecture 6: Diseases of Fish - Waltzek/ <b>Take Home Quiz 1 Due</b>
Monday, September 21, 2020	Lecture 7: Diseases of Fish - Subramaniam
Wednesday, September 23, 2020	Lecture 8: Amphibian Diseases - Ossiboff
Friday, September 25, 2020	Lecture 9: Reptile Diseases - Ossiboff
Monday, September 28, 2020	Lecture 10: Fibropapillomatosis in Sea Turtles - Brian
Wednesday, September 30, 2020	Lecture 12: Florida Freshwater Turtle Mortality Event - Waltzek
Friday, October 2, 2020	Lecture 12: Aquazoonoses - Waltzek
Monday, October 5, 2020	Lecture 13: Marine Mammal Diseases – Waltzek
Wednesday, October 7, 2020	Lecture 14: Marine Mammal Diseases – Waltzek
Friday, October 9, 2020	Lecture 15: Diseases of Fish - Cody
Monday, October 12, 2020	Lecture 16: Aquatic Toxicology - Martyniuk/ <b>Take Home Quiz 2</b>
<b>UNIT 3</b>	
Wednesday, October 14, 2020	Lecture 17: Diseases of Galliformes - Waltzek/ <b>Take Home Quiz 2 Due</b>
Friday, October 16, 2020	Lecture 18: Diseases of Raptors - Viadanna
Monday, October 19, 2020	Lecture 19: Diseases of Raptors - Viadanna
Wednesday, October 21, 2020	Lecture 20: Diseases of Columbiformes - Waltzek
Friday, October 23, 2020	Lecture 21: Diseases of Passerines - Viadanna
Monday, October 26, 2020	Lecture 22: Diseases of Passerines - Viadanna
Wednesday, October 28, 2020	Lecture 23: Waterfowl Diseases - Shender
Friday, October 30, 2020	Lecture 24: Waterfowl Diseases - Subramaniam



Monday, November 2, 2020	Lecture 25: Waterfowl Diseases - Subramaniam/ <b>Take Home Quiz 3</b>
<b>UNIT 4</b>	
Wednesday, November 4, 2020	Lecture 26: Diseases of Mustelids - Wisely/ <b>Take Home Quiz 3 Due</b>
Friday, November 6, 2020	Lecture 27: Diseases of Lagomorphs and Rodents - Subramaniam
Monday, November 9, 2020	Lecture 28: Diseases of Lagomorphs and Rodents - Subramaniam
Wednesday, November 11, 2020	Holiday
Friday, November 13, 2020	Lecture 29: Diseases of Ungulates - Campos
Monday, November 16, 2020	Lecture 30: Diseases of White-tailed Deer - Cunningham
Wednesday, November 18, 2020	Lecture 31: Diseases of Florida the Florida Panther - Cunningham
Friday, November 20, 2020	Lecture 32: Diseases of Black Bear - Cunningham
Monday, November 23, 2020	Lecture 33: Diseases of Marsupials, Armadillos, and Bats - Waltzek/ <b>Take Home Quiz 4</b>
Wednesday, November 25, 2020	Holiday
Friday, November 27, 2020	Holiday
Monday, November 30, 2020	Lecture 34: Introduction to Non-infectious Diseases - Subramaniam
Wednesday, December 2, 2020	<b>Lecture 35: Graduate Student Presentations/ Take Home Quiz 4 Due</b>
Friday, December 4, 2020	<b>Lecture 36: Graduate Student Presentations</b>

### Grading:

Students will be graded based on their performance on four take home quizzes, attendance, and class participation. All written quiz answers must be completed in student's own words. For take home quizzes, students are permitted to use their notes from the course, textbooks, and online resources. Copying from other sources is not acceptable and will be considered plagiarism and receive a score of 0 (zero) for that quiz. Completed take home quizzes will be collected at the beginning of the next class. Students earn points for attending and participating in each class.

### Points breakdown:

Quizzes (22.5 pts/quiz x 4 quizzes = **90 pts**)

Attendance and participation (0.25 pts/class x 40 classes = **10 pts**)

**Total Points = 100**

Grades will be assigned as follows:

100.0-93.0% A

92.9-90.0% A-

89.9-87.0% B+

86.9-83.0% B

82.9-80.0% B-

79.9-77.0% C+

76.9-73.0% C  
72.9-70.0% C-  
69.9-67.0% D+  
66.9-63.0% D  
62.9-60.0% D-  
<60.9% and below = E

**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/>.

**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 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.](#)

For online course with recorded materials a statement informing students of privacy related issues such as:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **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.aa.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/>.

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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:**

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### **Services for Students with Disabilities**

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

Additional information

Instructors may choose to clarify in their syllabus their teaching philosophy, expectations for classroom behavior, utilization of e-learning, and other information that will help students succeed in the course.

**DISEASE AND WILDLIFE**  
**WIS6934**  
**3 credits**

**Instructors:**

Course coordinator: Thomas Waltzek, MS, DVM, PhD; [tbwaltzek@ufl.edu](mailto:tbwaltzek@ufl.edu)

Course co-coordinator: Kuttichantran Subramaniam, MS, PhD; [kuttichantran@ufl.edu](mailto:kuttichantran@ufl.edu)

**Course Prerequisites:** None

**Time:** 3:00 - 3.50 PM

**Location:** 100 McCarty C Building

**Office hours:** By appointment via Zoom

**Recommended Texts:**

Parasites and Disease of Wild Mammals in Florida, Don J. Forrester, 1992, University of Florida Press, ISBN: 9780813010724

Parasites and Diseases of Wild Birds in Florida, Donald J. Forrester, Marilyn Spalding, 2003, University Press of Florida, ISBN: 0813025605

Tyson-Pello SJ, Olsen GH. 2020. Emerging Diseases of Avian Wildlife. *Veterinary Clinics of North America: Exotic Animal Practice* 23: 383-395.

Gleeson M, Petritz OA. 2020. Emerging Infectious Diseases of Rabbits. *Veterinary Clinics of North America: Exotic Animal Practice* 23: 249-261.

Latney LV, Klaphake E. 2020. Selected Emerging Infectious Diseases of Amphibians. *Veterinary Clinics of North America: Exotic Animal Practice* 23: 397-412.

Wray AK, Bell DA, Dramer P, Taylor M. 2016. Waterbird Susceptibility to Avian Cholera at Hayward Marsh, California, USA. *Journal of Wildlife Diseases* 52: 699-704.

Herbert B, Jones JB, Mohan CV, Perera RP. 2019. Impacts of epizootic ulcerative syndrome on subsistence fisheries and wildlife. *Revue Scientifique et Technique* 38: 459-475.

Salkeld DJ. 2017. Vaccines for Conservation: Plague, Prairie Dogs & Black-Footed Ferrets as a Case Study. *EcoHealth* 14: 432-437.

**Course Description:**

This course will provide an overview of the importance of wildlife diseases in the context of disease management using an ecological framework. Diseases will be discussed for

each of the major terrestrial and aquatic groups of animals. Guest lectures will be provided by experts in their fields.

### Course Learning Objectives:

- Describe common disease processes
- Recognize normal and abnormal appearance of various wildlife species
- Identify important infectious and non-infectious diseases of various wildlife species in the southeastern United States and beyond, including diseases transmissible to domestic animals and humans
- Outline wildlife disease outbreak investigations and describe methods of diagnosis, prevention, and control of wildlife diseases
- Integrate wildlife diseases into principles of wildlife management, conservation, veterinary care, and public health

### Topics:

Date	Topic
Friday, August 28, 2020	Registration
<b>UNIT 1</b>	
Monday, August 31, 2020	Lecture 1: The Nature and Significance of Disease - Waltzek
Wednesday, September 2, 2020	Lecture 2: The Nature and Significance of Disease - Waltzek
Friday, September 4, 2020	Lecture 2: The Nature and Significance of Disease - Waltzek
Monday, September 7, 2020	Holiday
Wednesday, September 9, 2020	Lecture 3: The Disease Process - Waltzek
Friday, September 11, 2020	Lecture 4: The Disease Process - Waltzek
Monday, September 14, 2020	Lecture 4: The Disease Process - Waltzek
Wednesday, September 16, 2020	Lecture 5: Introduction to Infectious Diseases - Waltzek / <b>Take Home Quiz 1</b>
<b>UNIT 2</b>	
Friday, September 18, 2020	Lecture 6: Diseases of Fish - Waltzek/ <b>Take Home Quiz 1 Due</b>
Monday, September 21, 2020	Lecture 7: Diseases of Fish - Subramaniam
Wednesday, September 23, 2020	Lecture 8: Amphibian Diseases - Ossiboff
Friday, September 25, 2020	Lecture 9: Reptile Diseases - Ossiboff
Monday, September 28, 2020	Lecture 10: Fibropapillomatosis in Sea Turtles - Brian
Wednesday, September 30, 2020	Lecture 12: Florida Freshwater Turtle Mortality Event - Waltzek

Friday, October 2, 2020	Lecture 12: Aquazoonoses - Waltzek
Monday, October 5, 2020	Lecture 13: Marine Mammal Diseases – Waltzek
Wednesday, October 7, 2020	Lecture 14: Marine Mammal Diseases – Waltzek
Friday, October 9, 2020	Lecture 15: Diseases of Fish - Cody
Monday, October 12, 2020	Lecture 16: Aquatic Toxicology - Martyniuk/ <b>Take Home Quiz 2</b>
<b>UNIT 3</b>	
Wednesday, October 14, 2020	Lecture 17: Diseases of Galliformes - Waltzek/ <b>Take Home Quiz 2 Due</b>
Friday, October 16, 2020	Lecture 18: Diseases of Raptors - Viadanna
Monday, October 19, 2020	Lecture 19: Diseases of Raptors - Viadanna
Wednesday, October 21, 2020	Lecture 20: Diseases of Columbiformes - Waltzek
Friday, October 23, 2020	Lecture 21: Diseases of Passerines - Viadanna
Monday, October 26, 2020	Lecture 22: Diseases of Passerines - Viadanna
Wednesday, October 28, 2020	Lecture 23: Waterfowl Diseases - Shender
Friday, October 30, 2020	Lecture 24: Waterfowl Diseases - Subramaniam
Monday, November 2, 2020	Lecture 25: Waterfowl Diseases - Subramaniam/ <b>Take Home Quiz 3</b>
<b>UNIT 4</b>	
Wednesday, November 4, 2020	Lecture 26: Diseases of Mustelids - Wisely/ <b>Take Home Quiz 3 Due</b>
Friday, November 6, 2020	Lecture 27: Diseases of Lagomorphs and Rodents - Subramaniam
Monday, November 9, 2020	Lecture 28: Diseases of Lagomorphs and Rodents - Subramaniam
Wednesday, November 11, 2020	Holiday
Friday, November 13, 2020	Lecture 29: Diseases of Ungulates - Campos
Monday, November 16, 2020	Lecture 30: Diseases of White-tailed Deer - Cunningham
Wednesday, November 18, 2020	Lecture 31: Diseases of Florida the Florida Panther - Cunningham
Friday, November 20, 2020	Lecture 32: Diseases of Black Bear - Cunningham
Monday, November 23, 2020	Lecture 33: Diseases of Marsupials, Armadillos, and Bats - Waltzek/ <b>Take Home Quiz 4</b>
Wednesday, November 25, 2020	Holiday
Friday, November 27, 2020	Holiday
Monday, November 30, 2020	Lecture 34: Introduction to Non-infectious Diseases - Subramaniam
Wednesday, December 2, 2020	<b>Lecture 35: Graduate Student Presentations/ Take Home Quiz 4 Due</b>
Friday, December 4, 2020	<b>Lecture 36: Graduate Student Presentations</b>

**Grading:**



Students will be graded based on their performance on four take home quizzes, attendance and class participation, term paper, and a final presentation. All written quiz answers must be completed in student's own words. For take home quizzes, students are permitted to use their notes from the course, textbooks, and online resources. Copying from other sources is not acceptable and will be considered plagiarism and receive a score of 0 (zero) for that quiz. Completed take home quizzes will be collected at the beginning of the next class. Students earn points for attending and participating in each class. Additionally, students are required to write a term paper and complete a final presentation on a particular wildlife disease (instructor approved). Each student will research and develop a 20 min PowerPoint lecture on their chosen subject and present their topic in class.

**Points breakdown:**

Quizzes (22.5 pts/quiz x 4 quizzes = **90 pts**)

Attendance and participation (0.25 pts/class x 40 classes = **10 pts**)

Term paper = **5 pts**

Final presentation = **10 pts**

**Total Points = 115**

Grades will be assigned as follows:

100.0-93.0% A

92.9-90.0% A-

89.9-87.0% B+

86.9-83.0% B

82.9-80.0% B-

79.9-77.0% C+

76.9-73.0% C

72.9-70.0% C-

69.9-67.0% D+

66.9-63.0% D

62.9-60.0% D-

<60.9% and below = E

**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/>.

**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 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](#).

For online course with recorded materials a statement informing students of privacy related issues such as:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat

will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **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.aa.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](http://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/](http://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-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

### **Additional information**

Instructors may choose to clarify in their syllabus their teaching philosophy, expectations for classroom behavior, utilization of e-learning, and other information that will help students succeed in the course.

## Cover Sheet: Request 15958

# 3

New course: ALS 4XXX

### Info

Process	Course New Ugrad/Pro
Status	Pending at CALS - Agricultural and Life Sciences - General 60030000
Submitter	Ying Zhang yingzhang409@ufl.edu
Created	3/11/2021 9:30:37 AM
Updated	3/11/2021 9:36:09 AM
Description of request	Request for new course offered through CALS

### Actions

Step	Status	Group	User	Comment	Updated
Department	Pending	CALS - Agricultural and Life Sciences - General 60030000			3/11/2021
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|New for request 15958

### Info

**Request:** New course: ALS 4XXX

**Description of request:** Request for new course offered through CALS

**Submitter:** Ying Zhang yingzhang409@ufl.edu

**Created:** 3/3/2021 1:38:56 PM

**Form version:** 1

### Responses

**Recommended Prefix** ALS

**Course Level** 4

**Course Number** xxx

**Category of Instruction** Advanced

**Lab Code** None

**Course Title** Controlled Environment Plant Production

**Transcript Title** Ctd. Env. Plant Prod.

**Degree Type** Baccalaureate

**Delivery Method(s)** Online

**Co-Listing** No

**Effective Term** Fall

**Effective Year** 2022

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 2.5

**Course Description** This course covers foundational information on the principles of controlled environment plant production. Students are introduced to concepts describing the interactions between plants and their microenvironments created by different production systems and climate control strategies. Engineering aspects of environmental control will be discussed. Current technologies and practices for indoor plant production are reviewed. Students are presented with current trends in the controlled environment i

**Prerequisites** Junior Standing and 1st year physics

**Co-requisites** N/A

**Rationale and Placement in Curriculum** This course aims at providing undergraduates with basic knowledge in controlled environment plant production, including the interaction between plant physiology, environment modification and management, and agricultural economics. Undergraduates will have acquired a basic methodological preparation that allows them to use skills in fields as plant production, system design, and economic analysis.

**Course Objectives** Students, upon completing this course, will be able to:

1. Describe environmental parameters that will affect plant growth and productivity in controlled environments
2. Compare environmental sensors for plant production
3. Interpret environmental and crop data obtained in the production environment
4. Describe canopy environments with energy balance equations
5. Identify moist air properties and analyze psychrometric processes

6. Explain advanced climate control methods and technologies
7. Apply essential business functions and plan for financial success
8. Integrate sound economic principles into a controlled environment plant production operation
9. Evaluate optimal output to achieve profitability

**Course Textbook(s) and/or Other Assigned Reading** No required course textbook. Lecture notes will be provided as handouts and made available in Canvas. Students will have assigned readings (peer reviewed journal articles). Examples are listed below:

Banerjee, C., & Adenaeuer, L. (2014). Up, Up and Away! The Economics of Vertical Farming. *Journal of Agricultural Studies*, 2(1), 40. <https://doi.org/10.5296/jas.v2i1.4526>

Both, A. J., Bugbee, B., Kubota, C., Lopez, R. G., Mitchell, C., Runkle, E. S., & Wallace, C. (2017). Proposed product label for electric lamps used in the plant sciences. *HortTechnology*, 27(4), 544–549. <https://doi.org/10.21273/HORTTECH03648-16>

Folta, K. M. (2019). Breeding new varieties for controlled environments. *Plant Biology*, 21, 6–12. <https://doi.org/10.1111/plb.12914>

Franco, A., Valera, D. L., & Peña, A. (2014). Energy efficiency in greenhouse evaporative cooling techniques: Cooling boxes versus cellulose pads. *Energies*, 7(3), 1427–1447. <https://doi.org/10.3390/en7031427>

Frantz, J. M., Ritchie, G., Cometti, N. N., Robinson, J., & Bugbee, B. (2004). Exploring the limits of crop productivity: Beyond the limits of tipburn in lettuce. *Journal of the American Society for Horticultural Science*, 129(3), 331–338. <https://doi.org/10.21273/jashs.129.3.0331>

Graamans, L., Baeza, E., van den Dobbelsteen, A., Tsafaras, I., & Stanghellini, C. (2018). Plant factories versus greenhouses: Comparison of resource use efficiency. *Agricultural Systems*, 160(November), 31–43. <https://doi.org/10.1016/j.agsy.2017.11.003>

Graamans, L., van den Dobbelsteen, A., Meinen, E., & Stanghellini, C. (2017). Plant factories; crop transpiration and energy balance. *Agricultural Systems*, 153, 138–147. <https://doi.org/10.1016/j.agsy.2017.01.003>

Kurihara, S., Ishida, T., Suzuki, M., & Maruyama, A. (2014). Consumer Evaluation of Plant Factory Produced Vegetables. *Focusing on Modern Food Industry*, 3(0), 1. <https://doi.org/10.14355/fmfi.2014.0301.01>

Nelson, J. A., & Bugbee, B. (2015). Analysis of environmental effects on leaf temperature under sunlight, high pressure sodium and light emitting diodes. *PLoS ONE*, 10(10), 1–13. <https://doi.org/10.1371/journal.pone.0138930>

Specht, K., Siebert, R., Hartmann, I., Freisinger, U. B., Sawicka, M., Werner, A., Thomaier, S., Henckel, D., Walk, H., & Dierich, A. (2014). Urban agriculture of the future: An overview of sustainability aspects of food production in and on buildings. *Agriculture and Human Values*, 31(1), 33–51. <https://doi.org/10.1007/s10460-013-9448-4>

Zaini, A., Maqshuddi, I., & J. (2018). The Income Analysis Of Vegetables Farming With Hydroponic System In Samarinda City, Indonesia. *Advances in Social Sciences Research Journal*, 5(3), 163–169. <https://doi.org/10.14738/assrj.53.4270>

Zhang, Y., Yasutake, D., Hidaka, K., Kitano, M., & Okayasu, T. (2020). CFD analysis for evaluating and optimizing spatial distribution of CO<sub>2</sub> concentration in a strawberry greenhouse under different CO<sub>2</sub> enrichment methods. *Computers and Electronics in Agriculture*, 179(September), 105811. <https://doi.org/10.1016/j.compag.2020.105811>

**Weekly Schedule of Topics**

Week	Module
1	Module 1: Introduction to Controlled Environments



2	Module 2: Light
3	Module 3: Gases
4	Module 4: Thermal Radiation
5	Module 5: Considerations for Indoor Plant Production
6	Module 6: Leaf and Canopy Environment
7	Module 7: Psychrometrics
8	Module 8: System Components
9	Module 9: HVAC Systems
10	Module 10: Advanced Technologies
11	Module 11: Planning for Production
12	Module 12: Budgeting for Controlled Environment Plant Production
13	Module 13: Business and Output Decisions
14	Module 14: Marketing Methods of Horticultural and Ornamental Plants
15	Module 15: Measures of Business Success
16	Final Exam Week

## Grading Scheme

Component Percent

Discussion Posts 20%

Quizzes 20%

Exam 1 20%

Exam 2 20%

Exam 3 20%

Discussion Posts (100 pts. each). Every module, you will be required to review an article or book chapter selected by your instructors that corresponds to an assigned module. In Part A, students will write a three-sentence summary of the article followed by a 150-word reaction piece. In addition, each student must provide one question about the article to prompt discussions (due by Wednesday each week). In Part B, students must comment on at least two reaction pieces from different classmates. At least one comments should attempt to answer a question raised by another student (due by Sunday each week). Both Part A and Part B are to be submitted in the Discussions tab in canvas. For the final course grade, discussion posts will be weighted at 20% of the final grade. Participation in the discussion will be graded on a weekly basis using rubrics in the Syllabus.

Important note: The reaction piece is not supposed to be another summary. It should instead focus on your impression or past experience regarding the main topic of the article. Late posts for part A will not receive credit.

Weekly quizzes (100 pts. each). Each quiz will be worth 100 points and there will be 15 quizzes during the semester, one for each module. Quizzes will become available on Friday at 5:00 PM, and they will be due Sunday at 11:59 pm. Each quiz will be timed to 60 minutes, and it can only be taken once. Each quiz will consist of a mix of multiple-choice, true false, as well as short, open-ended, essay-style questions. Students can refer to personal notes, websites, or any reference materials to complete the quiz. However, each student must work individually. Make up quizzes will be provided in accordance with the policy described below. For the final course grade, quizzes will be weighted at 20%.

Exams (100 pts. each). Each module will conclude with a comprehensive take-home exam. In Exam 1, students will be presented with different scenarios and asked to select among available technologies, strategies, and tradeoffs to optimize indoor plant production. In Exam 2, students will be asked to analyze different indoor production systems using engineering principles. In Exam 3, students will be tasked with applying economic principles to achieve success in the operation. Exams will be posted at the end of each five-module unit and students will have 48 hours to complete each



exam. Exams can be submitted as a .doc or .pdf file in Canvas. Students can use reference materials (class slides, textbooks, etc.), but they must work individually and cite their sources as appropriate. For the final course grade, exams will be weighted at 20%.

**Grading Scale:**

A [100.00 – 93.00%]

A- [92.99 – 90.00%]

B+ [89.99 – 87.00%]

B [86.99 – 83.00%]

B- [82.99 – 80.00%]

C+ [79.99 – 77.00%]

C [76.99 – 73.00%]

C- [72.99 – 70.00%]

D+ [69.99 – 67.00%]

D [66.99 – 63.00%]

D- [62.99 – 60.00%]

E [59.99 – 0.00%]

Students who have questions about their grades should contact their professor by e-mail. Do NOT contact the TA about grades assigned.

For information on current UF policies for assigning grade points, see the Grades and Grading Policies section of the UF Undergraduate Catalog.

**Assignments:** Assignments will be marked down for a sloppy presentation and, if excessive, they may be returned un-graded. All assignments must be typed and are due one week from when assigned. Assignments must be submitted via Canvas by 11:59 PM of due date. Assignments submitted late, but before 5:00 PM on the day following the due date, will be marked down 10 points. Assignments returned late, before 5:00 PM on the second day following the due date will be marked down 50 points. No assignments will be accepted after 5:00 PM on the third day following the due date.

**Instructor(s)** Celina Gomez, Ying Zhang, & Adam Watson

**Attendance & Make-up** Yes

**Accommodations** Yes

**UF Grading Policies for assigning Grade Points** Yes

**Course Evaluation Policy** Yes

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

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	
_____	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	
_____	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	
_____	

# 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.**

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/>.

YZ 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 Submission of a course modification requires both the current version of the course syllabus and the proposed version.

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.

YZ 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.

YZ 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](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf) ). Do not use the words demonstrate or understand when listing learning objectives.

YZ 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.

YZ 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>.

YZ 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.

YZ 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.

YZ 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.

YZ 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](mailto:brendj@ufl.edu)) for further instruction)

## **ALS 4XXX CONTROLLED ENVIRONMENT PLANT PRODUCTION**

### **FALL 202X; 3 CREDITS**

#### **Course Format:**

This course is taught through online lectures delivered through Canvas. Lectures, learning materials, and assessments go “live” at 9 am every Monday during the semester. Most assignments in this course are due at 11:59PM on Sundays.

#### **Catalog Description:**

This course covers foundational information on the principles of controlled environment plant production. Students are introduced to concepts describing the interactions between plants and their microenvironments created by different production systems and climate control strategies. Engineering aspects of environmental control will be discussed. Current technologies and practices for indoor plant production are reviewed. Students are presented with current trends in the controlled environment industry, and are asked to identify costs, develop budgets, and make decisions that impact profitability, output, and marketing methods in plant-production supply chains.

#### **Instructors:**

##### **Dr. Celina Gómez**

- a. Office location: 2543 Fifield Hall
- b. Telephone: 352-273-4568
- c. E-mail address: [cgomezv@ufl.edu](mailto:cgomezv@ufl.edu)
- d. Course site: Canvas e-Learning
- e. Office hours: Thursdays 4-5pm (Zoom) or by appointment

##### **Dr. Ying Zhang**

- a. Office location: 103 Frazier Rogers Hall
- b. Telephone: 352-294-6864
- c. E-mail address: [yingzhang409@ufl.edu](mailto:yingzhang409@ufl.edu)
- d. Course site: Canvas e-Learning
- e. Office hours: Thursdays 4-5pm (Zoom) or by appointment

##### **Dr. Adam Watson**

- a. Office location: 263 Frazier Rogers Hall
- b. Telephone: 352-294-6740
- c. E-mail address: [jaw7385@ufl.edu](mailto:jaw7385@ufl.edu)
- d. Course site: Canvas e-Learning
- e. Office hours: Thursdays 4-5pm (Zoom) or by appointment

#### **Teaching assistants (TA):**

TBD

When contacting us, please allow up to 48 hours for a response, not including weekends or holidays.

**Pre-requisites and Co-requisites:** Senior standing and 1<sup>st</sup> year physics

#### **Course Objectives:**

Students, upon completing this course, will be able to:

- a. Describe environmental parameters that will affect plant growth and productivity in controlled environments
- b. Compare environmental sensors for plant production
- c. Interpret environmental and crop data obtained in the production environment
- d. Describe canopy environments with energy balance equations
- e. Identify moist air properties and analyze psychrometric processes
- f. Explain advanced climate control methods and technologies
- g. Apply essential business functions and plan for financial success
- h. Integrate sound economic principles into a controlled environment plant production operation
- i. Evaluate optimal output to achieve profitability

**Class/Laboratory Schedule:** This course is available online in asynchronous weekly format. There are 15 modules made available Monday of each week starting the first week of class. You are responsible for watching all lectures, completing weekly online discussion and quizzes, as well completing exams. Activities, due dates, and key events are available in the course Canvas Calendar page.

Your instructors will be available each week to answer questions or discuss course material. Please visit navigate to **Zoom each Thursday at 4:00PM** by visiting: Zoom URL (TBD) or by navigating to the Zoom Conferences tab in Canvas and selecting the appropriate meeting date.

**Note: Zoom meetings in this course, require a password that will be sent to you through Canvas announcements. Please be sure to set your Canvas notification preferences so that you receive these messages.**

**Material and Supply Fees:** None

**Textbooks and Software Required:** Handouts and online material will be provided to you that will serve as a text.

**Recommended Reading:** None

#### **Course Outline:**

<b><u>WEEK</u></b>	<b><u>TOPICS/ASSIGNMENTS &amp; EXAMS</u></b>
Week 1	Introduction to controlled environments /discussion posts & weekly quiz
Week 2	Light /discussion posts & weekly quiz
Week 3	Gases / discussion posts & weekly quiz
Week 4	Thermal radiation / discussion posts & weekly quiz
Week 5	Considerations for indoor plant production / discussion posts & weekly quiz
Week 6	Leaf and canopy environment / discussion posts & weekly quiz & Exam 1
Week 7	Psychrometrics / discussion posts & weekly quiz
Week 8	System components / discussion posts & weekly quiz
Week 9	HVAC systems / discussion posts & weekly quiz
Week 10	Advanced technologies / discussion posts & weekly quiz
Week 11	Planning for production / discussion posts & weekly quiz & Exam 2
Week 12	Budgeting / discussion posts & weekly quiz
Week 13	Output decisions / discussion posts & weekly quiz

Week 14	Marketing methods of horticultural and ornamental plants / discussion posts & weekly quiz
Week 15	Evaluating financial performance / discussion posts & weekly quiz
Week 16	Exam 3

**Attendance, Expectations, and Exam Make-up Policy:** As this is an online class, attendance is not taken. However, students are expected to participate in the course by watching and reading all assigned material, engaging in the online discussion board, and completing assignments. It is the responsibility of the student to contact the instructors if assignments have been missed.

**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/>.

No make-up assignments including quizzes and exams will be given except in extenuating circumstances as in the case of valid medical reasons or unless prior arrangements have been made.

In the event you do miss assignments for valid medical reasons, your instructors require letter-head documentation from either a physician (NOT health clinic), an academic advisor, or the UF Dean of Student's Office (UF email will suffice) within 24 hours of an assignment deadline. Please note that letterhead documentation does NOT mean a note from your Mom (or Dad or Aunt, Uncle, cousin, Uncle who is a lawyer, best friend, boss, etc.). Letterhead documentation does NOT refer to a note scribbled on a prescription pad from a walk-in clinic or the Student Health Center the day an assignment is due because you had a cold, or pleading that you overslept, had computer problems, or a job interview on a due date...these types of excuses do not satisfy the criteria for extenuating circumstances and cannot be accepted. Letterhead documentation DOES mean the submission of a formal, business letter on letterhead (or a UF email from advisor or UF Dean of Students) including relevant dates for the excuse within 24 hours of a missed assignment.

Additional information and UF policies related to attendance, expectations, make-up exams can be found in the [Undergraduate Catalog](#).

#### Grading:

Component	Percent
Discussion Posts	20%
Quizzes	20%
Exam 1	20%
Exam 2	20%
Exam 3	20%

*Discussion Posts (100 pts. each).* Every module, you will be required to review an article or book chapter selected by your instructors that corresponds to an assigned module. In Part A, students will write a three-sentence summary of the article followed by a 150-word reaction piece. In addition, each student must provide one question about the article to prompt discussions (**due by Wednesday each week**). In

Part B, students must comment on at least two reaction pieces from different classmates. At least one comments should attempt to answer a question raised by another student (**due by Sunday each week**). Both Part A and Part B are to be submitted in the Discussions tab in canvas. For the final course grade, discussion posts will be weighted at 20% of the final grade. Participation in the discussion will be graded on a weekly basis using the following rubric:

Total	Points	20 - 25	10 - 19	1 - 9	0
25	Quality of post	Appropriate comments; thoughtful, reflective and respect of other's postings	Appropriate comments and respectful of other's postings	Responds with minimum of effort; states thoughts/opinions without supporting content	No posting
25	Relevance of post	Post related to discussion topic and prompts further discussion	Post related to discussion topic	Post not related to discussion content	No posting
25	Response to others	Responds thoughtfully to specified number of posts (2 each week); prompts further discussion	Responds thoughtfully to specified number of posts (2 each week) with minimal effort	Responds to one post with minimal effort	Does not respond to other posts
25	Grammar/Mechanics/ Word Count	Summary meets word requirement (250 words +/- 50 words); free of noticeable grammar, spelling, or punctuation errors	No more than 50 words above/below the word requirement; some noticeable grammar, spelling, or punctuation errors	No more than 50 words above/below word requirement; multiple noticeable grammar, spelling, or punctuation errors	No post

**Important note:** The reaction piece is not supposed to be another summary. It should instead focus on your impression or past experience regarding the main topic of the article. Late posts for part A will not receive credit.

The assignment of discussion posts in each module is designed 1) to deepen students' understanding of the topic covered by assigning a corresponding literature to read, 2) to develop students' scholarly skills of literature review by asking students to summarize complex readings, 3) to establish students' critical thinking skill of issue analysis and identification by asking students to identify one course-related arguable issue and post one questions, and 4) to promote communication skills through explaining and discussing issues and their possible solutions with peers.

*Weekly quizzes (100 pts. each).* Each quiz will be worth 100 points and there will be 15 quizzes during the semester, one for each module. **Quizzes will become available on Friday at 5:00 PM, and they will**



**be due Sunday at 11:59 pm.** Each quiz will be timed to 60 minutes, and it can only be taken once. Each quiz will consist of a mix of multiple-choice, true false, as well as short, open-ended, essay-style questions. Students can refer to personal notes, websites, or any reference materials to complete the quiz. However, each student must work individually. Make up quizzes will be provided in accordance with the policy described below. For the final course grade, quizzes will be weighted at 20%.

*Exams (100 pts. each).* Each module will conclude with a comprehensive take-home exam. In Exam 1, students will be presented with different scenarios and asked to select among available technologies, strategies, and tradeoffs to optimize indoor plant production. In Exam 2, students will be asked to analyze different indoor production systems using engineering principles. In Exam 3, students will be tasked with applying economic principles to achieve success in the operation. **Exams will be posted at the end of each five-module unit and students will have 48 hours to complete each exam.** Exams can be submitted as a .doc or .pdf file in Canvas. Students can use reference materials (class slides, textbooks, etc.), but they must work individually and cite their sources as appropriate. For the final course grade, exams will be weighted at 20%.

#### **Grading Scale:**

- A [100.00 – 93.00%]
- A- [92.99 – 90.00%]
- B+ [89.99 – 87.00%]
- B [86.99 – 83.00%]
- B- [82.99 – 80.00%]
- C+ [79.99 – 77.00%]
- C [76.99 – 73.00%]
- C- [72.99 – 70.00%]
- D+ [69.99 – 67.00%]
- D [66.99 – 63.00%]
- D- [62.99 – 60.00%]
- E [59.99 – 0.00%]

Students who have questions about their grades should contact their professor by e-mail. Do NOT contact the TA about grades assigned.

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

**Assignments:** Assignments will be marked down for a sloppy presentation and, if excessive, they may be returned un-graded. All assignments must be typed and are due one week from when assigned. Assignments must be submitted via Canvas by 11:59 PM of due date. Assignments submitted late, but before 5:00 PM on the day following the due date, will be marked down 10 points. Assignments returned late, before 5:00 PM on the second day following the due date will be marked down 50 points. No assignments will be accepted after 5:00 PM on the third day following the due date

**Online Course Evaluation Process:** 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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Honorlock Requirement:** Honorlock will proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection. To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at [www.honorlock.com/extension/install](http://www.honorlock.com/extension/install). When you are ready to test, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device. Honorlock support is available 24/7/365. If you encounter any issues, you may contact them via live chat.

**Academic Honesty Policy:** All students admitted to the University of Florida have signed a statement of academic honesty committing themselves to be honest in all academic work and understanding that failure to comply with this commitment will result in disciplinary action. This statement is a reminder to uphold your obligation as a UF student and to be honest in all work submitted and exams taken in this course and all others. All work must be original and completed individually.

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 [View the Student Conduct and Honor Codes.](#)

**Recorded Course Content and Student Privacy:** Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The

chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**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, [Disability Resource Center](#)

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

[University Counseling & Wellness Center](#), 3190 Radio Road, 352-392-1575,

Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Wellness Coaching

*U Matter We Care*, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)

[Career Resource Center](#), First Floor JWRU, 392-1601

**Student Complaints:**

Residential course: Dean of Students Office [UF Complaints Policy](#)

Online course: Distance Learning [Student Complaint Process](#)

**Software Use:** All faculty, staff and student 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.

## Cover Sheet: Request 15941

### Disease and Wildlife

#### Info

Process	Course New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kuttichantran Subramaniam kuttichantran@ufl.edu
Created	3/8/2021 12:28:09 PM
Updated	3/9/2021 10:29:21 AM
Description of request	We (Drs. Waltzek and Subramaniam) are requesting a permanent number for WIS 4934.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren		3/8/2021
Disease and Wildlife Syllabus 2020-2021 WIS4934_Undergraduate.pdf					3/8/2021
CALS CC Checklist.pdf					3/8/2021
College	Pending	CALS - College of Agricultural and Life Sciences			3/8/2021
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 15941

### Info

**Request:** Disease and Wildlife

**Description of request:** We (Drs. Waltzek and Subramaniam) are requesting a permanent number for WIS 4934.

**Submitter:** Joel H Brendemuhl brendj@ufl.edu

**Created:** 3/23/2021 1:21:25 PM

**Form version:** 2

### Responses

**Recommended Prefix** WIS

**Course Level** 4

**Course Number** XXX

**Category of Instruction** Joint (Ugrad/Grad)

**Lab Code** None

**Course Title** Disease and Wildlife

**Transcript Title** Disease and Wildlife

**Degree Type** Baccalaureate

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

**Co-Listing** Yes

**Co-Listing Explanation** 1. Additional readings will be recommended for the graduate students.  
2. Graduate students will be required to write a term paper and do a presentation on a particular wildlife disease (instructor approved).

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3.0

**Course Description** This course will provide an overview of the importance of wildlife diseases in the context of disease management using an ecological framework. Diseases will be discussed for each of the major terrestrial and aquatic groups of animals. Guest lectures will be provided by experts in their fields.

**Prerequisites** Junior standing

**Co-requisites** N/A

**Rationale and Placement in Curriculum** The proposed course will provide an overview of the importance of wildlife diseases in the context of disease management using an ecological framework. At the end of the course students will be able to identify important infectious and non-infectious diseases of various wildlife species in the southeastern United States and beyond, including diseases transmissible to domestic animals and humans. This course will be a good introductory course for students interested in wildlife management, conservation, veterinary care, and public health.

**Course Objectives** • Describe common disease processes

- Recognize normal and abnormal appearance of various wildlife species
- Identify important infectious and non-infectious diseases of various wildlife species in the southeastern United States and beyond, including diseases transmissible to domestic animals and humans
- Outline wildlife disease outbreak investigations and describe methods of diagnosis, prevention, and control of wildlife diseases

- Integrate wildlife diseases into principles of wildlife management, conservation, veterinary care, and public health

**Course Textbook(s) and/or Other Assigned Reading** Parasites and Disease of Wild Mammals in Florida, Don J. Forrester, 1992, University of Florida Press, ISBN: 9780813010724

Parasites and Diseases of Wild Birds in Florida, Donald J. Forrester, Marilyn Spalding, 2003, University Press of Florida, ISBN: 0813025605

#### **Weekly Schedule of Topics** Week 1

Lecture 1: The Nature and Significance of Disease  
Lecture 2: The Nature and Significance of Disease  
Lecture 2: The Nature and Significance of Disease

#### Week 2

Lecture 3: The Disease Process  
Lecture 4: The Disease Process  
Lecture 4: The Disease Process

#### Week 3

Lecture 5: Introduction to Infectious Diseases/ Take Home Quiz 1  
Lecture 6: Diseases of Fish / Take Home Quiz 1 Due  
Lecture 7: Diseases of Fish

#### Week 4

Lecture 8: Amphibian Diseases  
Lecture 9: Reptile Diseases  
Lecture 10: Fibropapillomatosis in Sea Turtles

#### Week 5

Lecture 12: Florida Freshwater Turtle Mortality Event  
Lecture 12: Aquazoonoses  
Lecture 13: Marine Mammal Diseases

#### Week 6

Lecture 14: Marine Mammal Diseases  
Lecture 15: Diseases of Fish  
Lecture 16: Aquatic Toxicology / Take Home Quiz 2

#### Week 7

Lecture 17: Diseases of Galliformes / Take Home Quiz 2 Due  
Lecture 18: Diseases of Raptors  
Lecture 19: Diseases of Raptors

#### Week 8

Lecture 20: Diseases of Columbiformes  
Lecture 21: Diseases of Passerines  
Lecture 22: Diseases of Passerines

#### Week 9

Lecture 23: Waterfowl Diseases  
Lecture 24: Waterfowl Diseases  
Lecture 25: Waterfowl Diseases / Take Home Quiz 3

#### Week 10

Lecture 26: Diseases of Mustelids / Take Home Quiz 3 Due  
Lecture 27: Diseases of Lagomorphs and Rodents  
Lecture 28: Diseases of Lagomorphs and Rodents

#### Week 11

Lecture 29: Diseases of Ungulates

Lecture 30: Diseases of White-tailed Deer  
Lecture 31: Diseases of Florida the Florida Panther

**Week 12**

Lecture 32: Diseases of Black Bear  
Lecture 33: Diseases of Marsupials, Armadillos, and Bats / Take Home Quiz 4  
Lecture 34: Introduction to Non-infectious Diseases

**Week 13**

Lecture 35: Graduate Student Presentations/ Take Home Quiz 4 Due  
Lecture 36: Graduate Student Presentations

**Grading Scheme** Students will be graded based on their performance on four take home quizzes, attendance, and class participation. All written quiz answers must be completed in student's own words. For take home quizzes, students are permitted to use their notes from the course, textbooks, and online resources. Copying from other sources is not acceptable and will be considered plagiarism and receive a score of 0 (zero) for that quiz. Completed take home quizzes will be collected at the beginning of the next class. Students earn points for attending and participating in each class.

Points breakdown:

Quizzes (22.5 pts/quiz x 4 quizzes = 90 pts)

Attendance and participation (0.25 pts/class x 40 classes = 10 pts)

Total Points = 100

Grades will be assigned as follows:

100.0-93.0% A

92.9-90.0% A-

89.9-87.0% B+

86.9-83.0% B

82.9-80.0% B-

79.9-77.0% C+

76.9-73.0% C

72.9-70.0% C-

69.9-67.0% D+

66.9-63.0% D

62.9-60.0% D-

<60.9% and below = E

**Instructor(s)** Course coordinator: Thomas Waltzek, MS, DVM, PhD; [tbwaltzek@ufl.edu](mailto:tbwaltzek@ufl.edu)

Course co-coordinator: Kuttichantran Subramaniam, MS, PhD; [kuttichantran@ufl.edu](mailto:kuttichantran@ufl.edu)

**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.**

VH 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/>.

VH 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.

VH 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.

VH 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.

VH 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](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf)). Do not use the words demonstrate or understand when listing learning objectives.

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



VH 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.

VH 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>.

VH 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.

VH 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.

VH 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.

VH 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](mailto:brendj@ufl.edu)) for further instruction)

**DISEASE AND WILDLIFE**  
**WIS4934**  
**3 credits**

**Instructors:**

Course coordinator: Thomas Waltzek, MS, DVM, PhD; [tbwaltzek@ufl.edu](mailto:tbwaltzek@ufl.edu)

Course co-coordinator: Kuttichantran Subramaniam, MS, PhD; [kuttichantran@ufl.edu](mailto:kuttichantran@ufl.edu)

**Course Prerequisites:** Junior standing

**Time:** 3:00 - 3.50 PM

**Location:** 100 McCarty C Building

**Office hours:** By appointment via Zoom

**Recommended Texts**

Parasites and Disease of Wild Mammals in Florida, Don J. Forrester, 1992, University of Florida Press, ISBN: 9780813010724

Parasites and Diseases of Wild Birds in Florida, Donald J. Forrester, Marilyn Spalding, 2003, University Press of Florida, ISBN: 0813025605

**Course Description:**

This course will provide an overview of the importance of wildlife diseases in the context of disease management using an ecological framework. Diseases will be discussed for each of the major terrestrial and aquatic groups of animals. Guest lectures will be provided by experts in their fields.

**Course Learning Objectives:**

- Describe common disease processes
- Recognize normal and abnormal appearance of various wildlife species
- Identify important infectious and non-infectious diseases of various wildlife species in the southeastern United States and beyond, including diseases transmissible to domestic animals and humans
- Outline wildlife disease outbreak investigations and describe methods of diagnosis, prevention, and control of wildlife diseases
- Integrate wildlife diseases into principles of wildlife management, conservation, veterinary care, and public health

**Topics:**

Date	Topic
Friday, August 28, 2020	Registration
<b>UNIT 1</b>	
Monday, August 31, 2020	Lecture 1: The Nature and Significance of Disease - Waltzek
Wednesday, September 2, 2020	Lecture 2: The Nature and Significance of Disease - Waltzek
Friday, September 4, 2020	Lecture 2: The Nature and Significance of Disease - Waltzek
Monday, September 7, 2020	Holiday
Wednesday, September 9, 2020	Lecture 3: The Disease Process - Waltzek
Friday, September 11, 2020	Lecture 4: The Disease Process - Waltzek
Monday, September 14, 2020	Lecture 4: The Disease Process - Waltzek
Wednesday, September 16, 2020	Lecture 5: Introduction to Infectious Diseases - Waltzek / <b>Take Home Quiz 1</b>
<b>UNIT 2</b>	
Friday, September 18, 2020	Lecture 6: Diseases of Fish - Waltzek/ <b>Take Home Quiz 1 Due</b>
Monday, September 21, 2020	Lecture 7: Diseases of Fish - Subramaniam
Wednesday, September 23, 2020	Lecture 8: Amphibian Diseases - Ossiboff
Friday, September 25, 2020	Lecture 9: Reptile Diseases - Ossiboff
Monday, September 28, 2020	Lecture 10: Fibropapillomatosis in Sea Turtles - Brian
Wednesday, September 30, 2020	Lecture 12: Florida Freshwater Turtle Mortality Event - Waltzek
Friday, October 2, 2020	Lecture 12: Aquazoonoses - Waltzek
Monday, October 5, 2020	Lecture 13: Marine Mammal Diseases – Waltzek
Wednesday, October 7, 2020	Lecture 14: Marine Mammal Diseases – Waltzek
Friday, October 9, 2020	Lecture 15: Diseases of Fish - Cody
Monday, October 12, 2020	Lecture 16: Aquatic Toxicology - Martyniuk/ <b>Take Home Quiz 2</b>
<b>UNIT 3</b>	
Wednesday, October 14, 2020	Lecture 17: Diseases of Galliformes - Waltzek/ <b>Take Home Quiz 2 Due</b>
Friday, October 16, 2020	Lecture 18: Diseases of Raptors - Viadanna
Monday, October 19, 2020	Lecture 19: Diseases of Raptors - Viadanna
Wednesday, October 21, 2020	Lecture 20: Diseases of Columbiformes - Waltzek
Friday, October 23, 2020	Lecture 21: Diseases of Passerines - Viadanna
Monday, October 26, 2020	Lecture 22: Diseases of Passerines - Viadanna
Wednesday, October 28, 2020	Lecture 23: Waterfowl Diseases - Shender
Friday, October 30, 2020	Lecture 24: Waterfowl Diseases - Subramaniam

Monday, November 2, 2020	Lecture 25: Waterfowl Diseases - Subramaniam/ <b>Take Home Quiz 3</b>
<b>UNIT 4</b>	
Wednesday, November 4, 2020	Lecture 26: Diseases of Mustelids - Wisely/ <b>Take Home Quiz 3 Due</b>
Friday, November 6, 2020	Lecture 27: Diseases of Lagomorphs and Rodents - Subramaniam
Monday, November 9, 2020	Lecture 28: Diseases of Lagomorphs and Rodents - Subramaniam
Wednesday, November 11, 2020	Holiday
Friday, November 13, 2020	Lecture 29: Diseases of Ungulates - Campos
Monday, November 16, 2020	Lecture 30: Diseases of White-tailed Deer - Cunningham
Wednesday, November 18, 2020	Lecture 31: Diseases of Florida the Florida Panther - Cunningham
Friday, November 20, 2020	Lecture 32: Diseases of Black Bear - Cunningham
Monday, November 23, 2020	Lecture 33: Diseases of Marsupials, Armadillos, and Bats - Waltzek/ <b>Take Home Quiz 4</b>
Wednesday, November 25, 2020	Holiday
Friday, November 27, 2020	Holiday
Monday, November 30, 2020	Lecture 34: Introduction to Non-infectious Diseases - Subramaniam
Wednesday, December 2, 2020	<b>Lecture 35: Graduate Student Presentations/ Take Home Quiz 4 Due</b>
Friday, December 4, 2020	<b>Lecture 36: Graduate Student Presentations</b>

### Grading:

Students will be graded based on their performance on four take home quizzes, attendance, and class participation. All written quiz answers must be completed in student's own words. For take home quizzes, students are permitted to use their notes from the course, textbooks, and online resources. Copying from other sources is not acceptable and will be considered plagiarism and receive a score of 0 (zero) for that quiz. Completed take home quizzes will be collected at the beginning of the next class. Students earn points for attending and participating in each class.

### Points breakdown:

Quizzes (22.5 pts/quiz x 4 quizzes = **90 pts**)

Attendance and participation (0.25 pts/class x 40 classes = **10 pts**)

**Total Points = 100**

Grades will be assigned as follows:

100.0-93.0% A

92.9-90.0% A-

89.9-87.0% B+

86.9-83.0% B

82.9-80.0% B-

79.9-77.0% C+

76.9-73.0% C  
72.9-70.0% C-  
69.9-67.0% D+  
66.9-63.0% D  
62.9-60.0% D-  
<60.9% and below = E

**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/>.

**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 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.](#)

For online course with recorded materials a statement informing students of privacy related issues such as:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **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.aa.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](http://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/](http://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-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Additional information

Instructors may choose to clarify in their syllabus their teaching philosophy, expectations for classroom behavior, utilization of e-learning, and other information that will help students succeed in the course.



**DISEASE AND WILDLIFE**  
**WIS6934**  
**3 credits**

**Instructors:**

Course coordinator: Thomas Waltzek, MS, DVM, PhD; [tbwaltzek@ufl.edu](mailto:tbwaltzek@ufl.edu)

Course co-coordinator: Kuttichantran Subramaniam, MS, PhD; [kuttichantran@ufl.edu](mailto:kuttichantran@ufl.edu)

**Course Prerequisites:** None

**Time:** 3:00 - 3.50 PM

**Location:** 100 McCarty C Building

**Office hours:** By appointment via Zoom

**Recommended Texts:**

Parasites and Disease of Wild Mammals in Florida, Don J. Forrester, 1992, University of Florida Press, ISBN: 9780813010724

Parasites and Diseases of Wild Birds in Florida, Donald J. Forrester, Marilyn Spalding, 2003, University Press of Florida, ISBN: 0813025605

Tyson-Pello SJ, Olsen GH. 2020. Emerging Diseases of Avian Wildlife. *Veterinary Clinics of North America: Exotic Animal Practice* 23: 383-395.

Gleeson M, Petritz OA. 2020. Emerging Infectious Diseases of Rabbits. *Veterinary Clinics of North America: Exotic Animal Practice* 23: 249-261.

Latney LV, Klaphake E. 2020. Selected Emerging Infectious Diseases of Amphibians. *Veterinary Clinics of North America: Exotic Animal Practice* 23: 397-412.

Wray AK, Bell DA, Dramer P, Taylor M. 2016. Waterbird Susceptibility to Avian Cholera at Hayward Marsh, California, USA. *Journal of Wildlife Diseases* 52: 699-704.

Herbert B, Jones JB, Mohan CV, Perera RP. 2019. Impacts of epizootic ulcerative syndrome on subsistence fisheries and wildlife. *Revue Scientifique et Technique* 38: 459-475.

Salkeld DJ. 2017. Vaccines for Conservation: Plague, Prairie Dogs & Black-Footed Ferrets as a Case Study. *EcoHealth* 14: 432-437.

**Course Description:**

This course will provide an overview of the importance of wildlife diseases in the context of disease management using an ecological framework. Diseases will be discussed for

each of the major terrestrial and aquatic groups of animals. Guest lectures will be provided by experts in their fields.

### Course Learning Objectives:

- Describe common disease processes
- Recognize normal and abnormal appearance of various wildlife species
- Identify important infectious and non-infectious diseases of various wildlife species in the southeastern United States and beyond, including diseases transmissible to domestic animals and humans
- Outline wildlife disease outbreak investigations and describe methods of diagnosis, prevention, and control of wildlife diseases
- Integrate wildlife diseases into principles of wildlife management, conservation, veterinary care, and public health

### Topics:

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Friday, September 4, 2020	Lecture 2: The Nature and Significance of Disease - Waltzek
Monday, September 7, 2020	Holiday
Wednesday, September 9, 2020	Lecture 3: The Disease Process - Waltzek
Friday, September 11, 2020	Lecture 4: The Disease Process - Waltzek
Monday, September 14, 2020	Lecture 4: The Disease Process - Waltzek
Wednesday, September 16, 2020	Lecture 5: Introduction to Infectious Diseases - Waltzek / <b>Take Home Quiz 1</b>
<b>UNIT 2</b>	
Friday, September 18, 2020	Lecture 6: Diseases of Fish - Waltzek/ <b>Take Home Quiz 1 Due</b>
Monday, September 21, 2020	Lecture 7: Diseases of Fish - Subramaniam
Wednesday, September 23, 2020	Lecture 8: Amphibian Diseases - Ossiboff
Friday, September 25, 2020	Lecture 9: Reptile Diseases - Ossiboff
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Friday, October 2, 2020	Lecture 12: Aquazoonoses - Waltzek
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Wednesday, October 7, 2020	Lecture 14: Marine Mammal Diseases – Waltzek
Friday, October 9, 2020	Lecture 15: Diseases of Fish - Cody
Monday, October 12, 2020	Lecture 16: Aquatic Toxicology - Martyniuk/ <b>Take Home Quiz 2</b>
<b>UNIT 3</b>	
Wednesday, October 14, 2020	Lecture 17: Diseases of Galliformes - Waltzek/ <b>Take Home Quiz 2 Due</b>
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Friday, October 30, 2020	Lecture 24: Waterfowl Diseases - Subramaniam
Monday, November 2, 2020	Lecture 25: Waterfowl Diseases - Subramaniam/ <b>Take Home Quiz 3</b>
<b>UNIT 4</b>	
Wednesday, November 4, 2020	Lecture 26: Diseases of Mustelids - Wisely/ <b>Take Home Quiz 3 Due</b>
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Wednesday, November 25, 2020	Holiday
Friday, November 27, 2020	Holiday
Monday, November 30, 2020	Lecture 34: Introduction to Non-infectious Diseases - Subramaniam
Wednesday, December 2, 2020	<b>Lecture 35: Graduate Student Presentations/ Take Home Quiz 4 Due</b>
Friday, December 4, 2020	<b>Lecture 36: Graduate Student Presentations</b>

**Grading:**

Students will be graded based on their performance on four take home quizzes, attendance and class participation, term paper, and a final presentation. All written quiz answers must be completed in student's own words. For take home quizzes, students are permitted to use their notes from the course, textbooks, and online resources. Copying from other sources is not acceptable and will be considered plagiarism and receive a score of 0 (zero) for that quiz. Completed take home quizzes will be collected at the beginning of the next class. Students earn points for attending and participating in each class. Additionally, students are required to write a term paper and complete a final presentation on a particular wildlife disease (instructor approved). Each student will research and develop a 20 min PowerPoint lecture on their chosen subject and present their topic in class.

**Points breakdown:**

Quizzes (22.5 pts/quiz x 4 quizzes = **90 pts**)

Attendance and participation (0.25 pts/class x 40 classes = **10 pts**)

Term paper = **5 pts**

Final presentation = **10 pts**

**Total Points = 115**

Grades will be assigned as follows:

100.0-93.0% A

92.9-90.0% A-

89.9-87.0% B+

86.9-83.0% B

82.9-80.0% B-

79.9-77.0% C+

76.9-73.0% C

72.9-70.0% C-

69.9-67.0% D+

66.9-63.0% D

62.9-60.0% D-

<60.9% and below = E

**Grades and Grade Points:**

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**Attendance and Make-Up Work:**

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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 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](#).
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will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **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.aa.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/>.

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

### **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

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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.

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Counseling Services  
Groups and Workshops  
Outreach and Consultation  
Self-Help Library  
Wellness Coaching
- U Matter We Care, [www.umatter.ufl.edu/](http://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-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

### **Additional information**

Instructors may choose to clarify in their syllabus their teaching philosophy, expectations for classroom behavior, utilization of e-learning, and other information that will help students succeed in the course.

## Cover Sheet: Request 15849

5

### Request to change prerequisites to FYC4427

#### Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	2/15/2021 2:18:35 PM
Updated	3/17/2021 3:08:30 PM
Description of request	Requesting to change the prerequisites to FYC4427 by adding a pre/co-requisite of FYC4409 to facilitate timely completion of students in the minor. This course was previously developed as a study abroad course and could be taught on campus in the future. It has not been taught since summer 2019.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		2/15/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			2/15/2021
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 15849

### Info

**Request:** Request to change prerequisites to FYC4427

**Description of request:** Requesting to change the prerequisites to FYC4427 by adding a pre/co-requisite of FYC4409 to facilitate timely completion of students in the minor.

This course was previously developed as a study abroad course and could be taught on campus in the future. It has not been taught since summer 2019.

**Submitter:** Kathryn Ivey kbeaty@ufl.edu

**Created:** 2/15/2021 2:14:13 PM

**Form version:** 1

### Responses

**Current Prefix** FYC

**Course Level** 4

**Number** 427

**Lab Code** None

**Course Title** Non-Governmental Organizations

**Effective Term** Summer

**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?** 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** junior or senior standing.

**Proposed Prerequisites** FYC4409 serves as the basis and foundation of the nonprofit organizational leadership minor. To facilitate timely completion of students in the minor, we added FYC4409 as a Co-Requisite or Prerequisite.

**Change Co-requisites?** Yes

**Current Co-requisites** None

**Proposed Co-requisites** FYC4409 serves as the basis and foundation of the nonprofit organizational leadership minor. To facilitate timely completion of students in the minor, we added FYC4409 as a Co-Requisite or Prerequisite.

**Rationale** Requesting to change the prerequisites to FYC4427 by adding a Co-requisite of FYC4409 to facilitate timely completion of students in the minor.

**UF in INDIA & NEPAL: NGOs & Development**  
**FYC 4427 NON-GOVERNMENTAL ORGANIZATIONS (NGOs) <sup>1</sup>**  
(3 Credits) Summer B, 2019

**Program Director & Instructor: Muthusami Kumaran, Ph.D.**  
Associate Professor of Nonprofit Management & Community Organizations  
Department of Family, Youth & Community Sciences, CALS/IFAS

Instructor Contact Information:

Email: kumaran@ufl.edu

Office: 3025 MCCD

Phone: 352-273-3524

Office Hours: TBD

**Teaching Assistant:**

**DRAFT Syllabus**

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**Chennai (June 24-July 1 & July 25-29); Delhi (July 2-6); Kathmandu (July 7-11);  
Jaipur (July 12-16); Pondicherry (Jul 17-20) & Karaikudi (July 21-24)**

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**Course Description:** This course explores the nature, roles, operations, and impacts of Non-Governmental Organizations and INGOs across the globe. The course will provide the student with a foundation in understanding NGOs within the geographical, social, political and economic realities under which they operate. The course relies heavily on class lectures, readings, assignments, student presentations on NGO/INGO operations, and class discussions.

**Pre/Co-requisite: FYC4409**

**Course Goals: The goals of this course are to:**

1. Provide the student with basic knowledge on the status and operation of NGOs and INGOs around the world
2. Improve the student's capacity to analyze the roles and impacts of NGOs based on their missions and client needs.
3. Facilitate the student's understanding of the operations of selected NGOs through case studies.

**Course Objectives:** After completing this course students will be able to:

- Discuss the variety and size of NGO sectors in various continents and countries.
- Define the mission, clients, roles and responsibilities of NGOs and INGOs.
- Explain the governance and management practices of NGOs.
- Explain the process of developing and assessing NGO programs
- Identify the linkages between NGOs and the public (government) sectors.
- Discuss the availability and mobilization of resources for NGOs.
- Discuss the current trends in NGO and INGO collaboration.

**Required Text:** Students are required to buy the following two text books and bring them to India for the entire duration of the program:

Edwards, M., & Fowler, A.(Eds.). (2002). *The Earthscan Reader on NGO Management*. Sterling, VA: Earthscan (ISBN: 978-1-85383-848-4).

Cherian, Mathew. (2014). *A Million Missions - The Nonprofit Sector in India*. New Delhi, India: Feel Books. (ISBN: 978-93-84439-00-2). Available online from Amazon. Go to <http://www.amillionmissions.com/> and click on "Amazon US" to buy the book.

**Program Binder:** Students are required to bring their program binder & nametag to India and

use them throughout the program. The binder must have all the hard copy documents provided during the orientations including: course syllabus, additional required readings, assignment instructions & samples, and PowerPoint slides of all course lectures.

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<sup>1</sup> The Instructor reserves the right to change any aspect of this syllabus and to make appropriate updates.

## COURSE SCHEDULE

**Important note: You are required to complete assignments 1 & 2 before your travel to India.**

Session #	Topics	Reading Assignments & Discussion Lead Persons
<i>Session 1</i>	Syllabus, Course Overview & The World of NGOs	<b>Donnellan:</b> Standards for International NGOs
<i>Session 2</i>	Grassroots NGOs	<b>Edwards &amp; Fowler:</b> ch.17(Isabel) & 19(Alberto) <b>Cherian:</b> pages:1- 24(Valeria)
<i>Session 3</i>	Development NGOs	<b>E&amp;F:</b> ch. 4(Nickou) & 5(Seth) chs.26 & 27(Juliana) <b>C:</b> p. 25 - 49(Chole)
<i>Session 4</i>	International NGOs	<b>E&amp;F:</b> ch.2(Melanie) & 10(Rebekah) <b>C:</b> p. 50 - 74(Valentina)
<i>Session 5</i>	NGO Governance, Accountability & Transparency	<b>E&amp;F:</b> chs. 11&12(Melanie) chs. 13&20(Jamuri) <b>C:</b> p. 75 - 99(Abigail)
<i>Session 6</i>	NGO Resource Mobilization and Sustainability	<b>E&amp;F:</b> chs.8(Gabby) & 23(Seth) ch.24(Marie) & 25(Zyreshia) <b>C:</b> p. 100 - 124(Emily)
<i>Session 7</i>	Leadership, Human Resources & Volunteer Management in NGOs	<b>E&amp;F:</b> ch.29(Emma) & 30(Diego) <b>C:</b> p. 125 - 149(Kylie)
<i>Session 8</i>	NGO Capacity Building, Strategic Growth & Risk Management	<b>E&amp;F:</b> chs.3&22(Katherine) ch.9(Heliosa) & 15(Faith) <b>C:</b> p. 150 -180 (Paige)
<i>Session 9</i>	NGOs' Impacts: Environment & Disaster Management	<b>Dr.K &amp; Torris:</b> Role of NGOs in Tsunami Relief & <b>Dr.K:</b> Roles of NGOs in Addressing Climate Change
<i>Session 10</i>	Current trends & Future Directions of NGOs	<b>E&amp;F:</b> chs.1(Annie) & 21(Binh)
<i>Session 11</i>	Course debrief & discussions	All!
<i>Session 12</i>	Final course presentations	All!
<i>Session 13</i>	Personalizing lessons of 2019 UF in India & Nepal	All!

### **Notes:**

1. Each session will have a lecture (about an hour-and-a-half), discussions on assigned readings led by students (5 minutes each), NGO case study presentations (10 minutes each) & follow-up discussions. These sessions will take place at various locations throughout the group's travel in India. In addition, there will be 18 brief lectures/presentations by local NGO leaders during field studies.
2. Final schedule on day/time of each session & NGO visits will be posted separately in the document "Program Schedule" on Canvas by mid-May.
3. All course materials will also be posted on the course Canvas by mid-May.

**Grading Scale:**

Letter Grade	Points
A	950+
A-	900-949
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
E	<600

**Course Assignments:** Grades will be based on the following:

Websites field trip report	150 points
NGO case study	250 points
Final Paper on NGO management	350 points
Lead reading assignment discussion	100 points
Class participation & discussions	150 points
<b>TOTAL</b>	<b>1000 points</b>

**ASSIGNMENTS**

**1. INGO & NGO websites field trip report (150 points):** Each student will complete a report on one major International NGO and a related NGO website ‘field trip.’ Based on personal interests, the student can choose any INGO through online search. The student, then, will choose the website of an NGO that also provides same/similar services as the chosen INGO. The ‘websites field trip report’ (no less than 5 typed pages, double spaced) will be based on the student’s review of both the websites. Detailed instructions for completing this assignment are provided. Due to the online search involved, students are expected to complete this assignment before the trip. You are required to submit the electronic copy of your assignment 1 via Canvas on or before June 15, and bring two hard copies of the assignment to India.

**2. NGO case study (250 points):** Students will be required to choose any one actual NGO (not the same NGO chosen for the ‘website field trip report’) operating in an assigned continent, and learn about its mission, clients, operations, and impacts. Based on the information collected, the student will develop a written case study report (no less than 5 typed pages, double spaced) and a corresponding PowerPoint presentation. Each student will also make the PowerPoint presentation on her/his NGO case study on a pre-assigned class schedule. It will be a 10 minute presentation using hardcopy of PowerPoint slides, followed by Q & A. Detailed instructions for completing this assignment are provided. The written report will be worth 100 points and the presentation will be worth 150 points. Due to the online search involved, students are expected to complete this assignment before the trip. You are required to submit the electronic copies of your NGO case study report and your presentation PowerPoint slides on Canvas on or before June 15, and bring two hard copies of both to India.

***Continent assigned for the NGO case study for each student:***

Africa: Anna, Gaby, Kylie, Binh, Chloe & Seth

Asia (except India): Jamauri, Emily, Katherine, Valentina, Melonie &

Valeria Europe: Abi, Diego, Annie, Rebekah & Isabel

South America: Marie, Emma, Faith, Diego, Nikou & Julianna

**NGO case study presentation (10 minutes each) schedule:**

Session 2: Anna, Jamauri & Abi  
 Session 3: Marie, Zyreshia & Gaby  
 Session 4: Emili, Diego & Emma  
 Session 5: Heloisa, Kylie & Katherine  
 Session 6: Annie, Faith & Paige  
 Session 7: Binh, Valentina & Rebekah  
 Session 8: Chloe, Melonie & Julianna  
 Session 9: Nikou, Seth & Valeria  
 Session 10: Isabel & Alberto

**3. Final course paper on NGO Management (350 points):** Students will be required to complete a final paper on their overall understanding on NGO management. This paper (no less than 12 pages, hand written or typed double-spaced) will have six sections: roles, types & approaches of NGOs (2 pages); governance, accountability & transparency (11/2 pages); resource development (11/2 pages); leadership & HR (1 page); strategic growth (1 page); and a case study on assigned NGO that the group will, visit, reflecting all above sections (5 pages). The list of assigned NGOs for this case study is provided in the table below. There will be two components to the final paper: the written paper (200 points) and the 10 minute presentation of your paper to the class and a wider audience (150 points) on July 26 at Soka Ikeda College for Women, Chennai. Details of the final paper & presentation will be discussed during the Program.

NAME	NGO	website
1. Emily	Sethu Bhaskara Schools	<a href="http://www.sethubhaskara.in/">http://www.sethubhaskara.in/</a>
3. Rebekah & Seth	Dakshina Chitra	<a href="http://dakshinachitra.net/">http://dakshinachitra.net/</a>
3. Anna & Katherine	Sevalaya	<a href="http://sevalaya.org/">http://sevalaya.org/</a>
4. Abi & Paige	SOS Village	<a href="http://www.soschildrensvillages.in/">http://www.soschildrensvillages.in/</a>
5. Emma & Valerie	HelpAge India HQ	<a href="https://www.helpageindia.org/">https://www.helpageindia.org/</a>
6. Nikou & Zyreshia	Bharat Soka Gakkai	<a href="https://www.bharatsokagakkai.org/">https://www.bharatsokagakkai.org/</a>
7. Binh	TERI Technology Park	<a href="http://teriin.org">http://teriin.org</a>
8. Faith	PISC-Nepal	<a href="http://piscnepal.org.np/bk/demo/contact-us.php">http://piscnepal.org.np/bk/demo/contact-us.php</a>
9. Julianna	YPARD-Nepal	<a href="https://ypard.net/country/nepal">https://ypard.net/country/nepal</a>
10. Chloe & Valentina	CECOEDECON HQ	<a href="http://www.cecoedecon.org.in/">http://www.cecoedecon.org.in/</a>
11. Heloisa	CECOEDECON villages	<a href="http://www.cecoedecon.org.in/">http://www.cecoedecon.org.in/</a>
12. Jamauri & Isabel	CUTS International	<a href="http://www.cuts-international.org/">http://www.cuts-international.org/</a>
13. Annie & Diego	Barefoot College	<a href="https://www.barefootcollege.org/">https://www.barefootcollege.org/</a>
14. Gaby	Auroville	<a href="http://www.auroville.org/">http://www.auroville.org/</a>
15. Alberto	Athmasangha	<a href="http://www.auroville.org/">http://www.auroville.org/</a>
16. Terry	HelpAge India - Field	<a href="https://www.helpageindia.org/">https://www.helpageindia.org/</a>
17. Melonie	Sethu Bhaskara Agricultural College	<a href="http://www.sethubhaskaraagri.in/index.html">http://www.sethubhaskaraagri.in/index.html</a>
18. Kylie	Soka Ikeda College for Women	<a href="http://www.sokaikedacollege.in/">http://www.sokaikedacollege.in/</a>

*Note:* Number represents the NGO visit provided in final program schedule

**4. Study Circle lead & discussion (100 points):** After each course lecture session, students will lead the class in a 10-minute discussion on the assigned reading. Schedule for this activity is provided in the Course Schedule. The student will give an overview of the topic(s) covered in the readings (about 5 minutes) and initiate a discussion by asking a series of questions. All students are expected to complete assigned readings in a timely manner and actively participate during study circles. Leading the study circle is worth 50 points and active participation of discussion on readings is worth 50 points.

**5. Participation in class & small group discussions (150 points):** Students are expected to actively participate during lecture sessions by the instructor, local academics, and NGO leaders throughout the program. They also need to and actively participate in class discussions and small group discussions on various NGO topics.

## UFIC POLICIES

**Early Departure/Evacuation** is departing from a program after the start date and before the end date of a program, and may or may not result in cancellation. Early departure, or evacuation from a program must be approved in writing by the faculty leader, UF Study Abroad Director, and/or Program Provider. In accordance with UF policy, early departure or evacuation from a program may be approved for excused reasons such as illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, and court-imposed legal obligations. Participants who withdraw or cancel must submit to UFIC a signed [Notice of Withdrawal form](#). Verbal withdrawal requests will not be accepted.

Students are responsible for any additional travel and related costs that may be incurred. Refund of program fees for medical evacuation, will be based on UF and UFIC refund policies for Medical withdrawal. Refunds will not be issued for early departure or cancellation from a program for unexcused reasons.

Early withdrawal from a program may have financial aid implications. Students on financial aid must contact financial aid directly.

In accordance with the [UF Attendance policy](#), reasonable accommodations for coursework missed may be made for UF Sponsored programs. In such cases, students should make



arrangements with the UF faculty program leader to make up coursework missed due to early departure or evacuation.

**No Show, Failure to Participate** - Attendance is mandatory for Study Abroad programs. Students who fail to show in the host country for their program or fail to participate may be canceled from the program and withdrawn from the course. See [UF Attendance policy](#) for more information. There are no refunds for failure to show for a program. Students must communicate their intent with the faculty program leader, program provider, and Study Abroad Advisor in writing by submitting the [Notice of Withdrawal form](#) to the International Center. Excessive Absence may result in a failing grade. See [UF Attendance policy](#).

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/>

## UF POLICIES

### Grades and Grade Points

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

### 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.aa.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.bluera.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 wellbeing are encouraged to utilize the university's counseling resources.

- **The Counseling & Wellness Center** provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.
  - **University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu](http://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/](http://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>**

**Additional information** Instructors may choose to clarify in their syllabus their teaching philosophy, expectations for classroom behavior, utilization of e-learning, and other information that will help students succeed in the course.

# 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.**

   **MK** 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/>.

   **MK** 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.

   **MK** Submission of a course modification requires both the current version of the course syllabus and the proposed version.

   **NA** 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.

   **MK** 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.

   **MK** 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](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf) ). Do not use the words demonstrate or understand when listing learning objectives.

\_\_MK\_\_ 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>.

\_\_MK\_\_ 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.

\_\_MK\_\_ 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.

\_\_MK\_\_ 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.

\_\_MK\_\_ 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](mailto:brendj@ufl.edu)) for further instruction)

## Cover Sheet: Request 15850

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### Request to change prerequisite to FYC4428

#### Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	2/15/2021 2:22:01 PM
Updated	3/17/2021 3:22:27 PM
Description of request	Requesting to change the prerequisites to FYC4428 by adding a Co-requisite of FYC4409 to facilitate timely completion of students in the minor.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		2/15/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			2/15/2021
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 15850

### Info

**Request:** Request to change prerequisite to FYC4428

**Description of request:** Requesting to change the prerequisites to FYC4428 by adding a Co-requisite of FYC4409 to facilitate timely completion of students in the minor.

**Submitter:** Kathryn Ivey kbeaty@ufl.edu

**Created:** 2/15/2021 2:19:06 PM

**Form version:** 1

### Responses

**Current Prefix** FYC

**Course Level** 4

**Number** 428

**Lab Code** None

**Course Title** Human Resource Management for Nonprofits

**Effective Term** Summer

**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?** 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** junior or senior standing.

**Proposed Prerequisites** FYC4409 serves as the basis and foundation of the nonprofit organizational leadership minor. To facilitate timely completion of students in the minor, we added FYC4409 as a Co-Requisite or Prerequisite.

**Change Co-requisites?** Yes

**Current Co-requisites** None

**Proposed Co-requisites** FYC4409 serves as the basis and foundation of the nonprofit organizational leadership minor. To facilitate timely completion of students in the minor, we added FYC4409 as a Co-Requisite or Prerequisite.

**Rationale** Requesting to change the prerequisites to FYC4428 by adding a Co-requisite of FYC4409 to facilitate timely completion of students in the minor.

# CALS Curriculum Committee

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\_\_KW\_\_ Submission of a course modification requires both the current version of the course syllabus and the proposed version.

\_\_NA\_\_ 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.

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\_\_KW\_\_ 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>.

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\_\_KW\_\_ 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](mailto:brendj@ufl.edu)) for further instruction)

**Nonprofit Human Resource Management (3 Credits)**  
**FYC 4428 – Spring 2021**

**Instructor:** Kimberly Wiley, Ph.D.  
**Email:** [kimberlywiley@ufl.edu](mailto:kimberlywiley@ufl.edu) or email through Canvas  
**Phone:** (352) 273-3557 Office; (850) 566-7130 Cell  
**Research Lab:** <https://fyics.ifas.ufl.edu/research/wiley-lab/>  
**Social Media:** Twitter: @kwileyfl  
<https://www.linkedin.com/in/kimberly-wiley/>  
**Office Hours:** Tuesdays, 10:00-11:30am or by appointment via Zoom  
<https://ufl.zoom.us/my/drkimwiley>  
**Class Meetings:** Section 4429 No class meetings.  
Section 4428 Tuesdays, Period 7 (1:55 PM - 2:45 PM) FAC 0127  
and Thursday, Period 7 - 8 (1:55 PM - 3:50 PM) CSE E220

**Course Communications:** Email Dr. Wiley via the Canvas Inbox.

**Required or Recommended Textbooks:**

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- Some online movie rentals may be required.

**Course Description:** This course presents the various human resource management (HRM) activities such as recruitment, testing, selection, performance management, labor relations, volunteer management, compensation and training, for more effective nonprofit management. Experiential exercises will be used to simulate personnel/HRM tasks and issues that managers face in nonprofit organizations, such as conflict and leadership.

**Guiding Assumption:** This course operates under the assumption that every student will one day have the opportunity to exercise leadership within the context of nonprofit organizations. This may include functioning as a senior leader, board member, core volunteer, or major donor. It may also, for those students who pursue careers in the government or for-profit sectors, include roles of policy-making or corporate social responsibility.

**E-Learning:** Class material, announcements, and resources will be available online via Canvas. All students are expected to check Canvas regularly: <http://elearning.ufl.edu>

**Course Objectives**

During this course, students will learn how to:

- Explain how human resource processes and practices in both formal and informal nonprofit organizations are different from the experience in public and for-profit organizations

- List and describe principles of strategic human resources management and their use in a nonprofit context and implications for recruitment, supervision, motivation, engagement, retention and development of paid and unpaid staff
- Identify dimensions of individual and organizational diversity within the nonprofit sector and their implications for effective human resource management
- Define the role, value and dynamics of volunteerism in carrying out the work and fulfilling the missions of nonprofit organizations
- Interpret standards and codes of conduct that are appropriate for paid and unpaid staff working in philanthropy and the nonprofit sector

**Instructional Methods:** To develop and enhance leadership decision-making skills, students will have the opportunity to (1) interpret scholarship and trade reports, (2) develop perspective-taking abilities, and (3) recognize and reconcile competing values. This class uses a combination of audio lecture, online discussion, individual assignments, and team-based activities. **Students are expected to participate in online discussion** and to bring a sincere curiosity to the material.

#### **Course Policies:**

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**Course Schedule:**  
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Last update: 12/18/2020

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**Research Lab:** <https://fyics.ifas.ufl.edu/research/wiley-lab/>  
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Last update: 12/18/2020

## Cover Sheet: Request 15853

7

update prerequisites for WIS 4554

### Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Vanessa Hull vhull@ufl.edu
Created	2/15/2021 9:16:32 PM
Updated	3/17/2021 5:55:51 PM
Description of request	prerequisites need to be updated for this course due to changes in the available prerequisite course offerings

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren		2/16/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			2/16/2021
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 15853

### Info

**Request:** update prerequisites for WIS 4554

**Description of request:** prerequisites need to be updated for this course due to changes in the available prerequisite course offerings

**Submitter:** Vanessa Hull vhull@ufl.edu

**Created:** 2/14/2021 5:25:42 PM

**Form version:** 1

### Responses

**Current Prefix** WIS

**Course Level** 4

**Number** 554

**Lab Code** None

**Course Title** Conservation Biology

**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** (PCB 3063 or WIS 3553C) & (FOR 3153C or PCB 3034C or PCB 3601C or PCB 4044C) & WIS 3401

**Proposed Prerequisites** (PCB 3063 or WIS 3553C) & (FOR 3153C or PCB 3601C or PCB 4043C or WIS 3404) & WIS 3401

**Change Co-requisites?** No

**Rationale** PCB 3034C or PCB 4044C are no longer offered at UF, they have been combined into one new course called PCB 4043C

WIS 3404 (Natural Resource Ecology) is now a recommended course that can also fulfill the same ecology requirement as the other ecology courses listed (FOR 3153C or PCB 3601C or PCB 4043C)

# 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.**

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VH 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](mailto:brendj@ufl.edu)) for further instruction)



# Conservation Biology

## WIS 4554

Fall semesters

Tues/Thurs 8:55-10:25 am

NZ 112

3 credits

### Instructor:

Vanessa Hull

Email: [vhull@ufl.edu](mailto:vhull@ufl.edu)

Phone: 352-846-0638

Office: 310 Newins-Ziegler

Office Hours: Tues/Thurs 10:30 am-11:30 pm (or by appointment)

She/her/hers

Course Prerequisites: FOR 3153C, PCB 3601C, PCB 4043C, or WIS 3404; and WIS 3401

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### Course Description:

Welcome to Conservation biology! Conservation biology is an interdisciplinary science designed to address the causes and consequences of the global biodiversity crisis. This mission-driven field also seeks to provide effective tools to protect biodiversity against mounting threats in the current human-dominated era. Conservation biology is an exciting field because it is constantly evolving and is relevant to current events happening all around us. This course should be enjoyable and it should enrich your passion for contributing to a conservation-related field.

### Course Learning Objectives

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

1. Articulate sources of variation in biodiversity at species, community, and ecosystem levels
2. Explain intrinsic and extrinsic factors contributing to extinction risk
3. Construct and interpret concept maps of key biodiversity concepts
4. Understand and communicate how biodiversity values vary across different cultures and places
5. Articulate and provide examples of the variety of human threats to biodiversity at local and global scales
6. Evaluate the efficacy of real-world conservation strategies in different socio-ecological contexts
7. Use multimedia tools to effectively explain conservation issues to others

\*\*\**International Scholars Program*: This course fulfills one of the curriculum requirements of the International Scholars Program. Learn more about how you can obtain a graduation medallion and diploma [here \(Links to an external site.\)](#).

**Student mental health and wellness** are important to me. Please let me know how I can better meet your needs in this course. **Diversity and inclusion** are also important to me. I want to maintain a course environment where everyone feels safe to express their views and be themselves.

### **Course components:**

This course relies heavily on active student participation. Class attendance is therefore an essential part of succeeding in this course. Attendance will be taken at the start of each class period via a sign-in sheet. Please email me regarding any absence. You will be allowed 4 absences with no explanation. Each absence beyond these 4 will result in a 5-point deduction each time unless there is an excusable reason for missing (i.e. illness, research trip, or family emergency).

#### *Course Webpage*

The course will be maintained on the Canvas E-learning website <https://elearning.ufl.edu/>. All course materials (including lectures, readings, and assignments) will be posted on this website. Lecture slides will be posted here prior to each class meeting. Grades will also be maintained on the website. Please turn in any assignments via the submission buttons on the website.

#### *Readings*

Readings will be assigned and should be completed prior to each class period. They will be made available on the course webpage. You do not need to purchase a textbook for this course.

#### *Quizzes*

There will be 5 quizzes throughout the semester which will each include short answer questions directly addressing content in the readings and in-class material. These questions will be straightforward to answer if you have done the readings and been in class. Quizzes will be administered on Canvas and are open book/notes and not timed.

#### *Concept Map Assignment*

Students will choose any key concept discussed in the first section of the course and create a concept map to illustrate how the concept can be applied in a specific example (e.g., species or ecosystem). The map can be either digital (e.g., powerpoint, bubble.us) or hand-drawn.

#### *Wakelet Assignment*

Students will create a Wakelet on a chosen “hot topic” in conservation biology. Wakelets are online information portals that summarize content on a given issue. They include embedded links to a wide variety of online content including articles, blogs, images, twitter, and youtube.

### *Virtual Tour Assignment*

Students will create a Virtual Tour in Google Earth on a chosen conservation strategy. Students will complete this assignment in groups of 5 or 6 people. Students will take viewers on a tour of the world to learn about how this conservation strategy plays out differently in different places.

### *Take-home Exam*

A take-home (open book/open notes/un-timed) exam will take place at the end of the course. The exam should be completed individually (not in groups). The exam consists of two open-ended essay questions. The exam is designed to synthesize information learned during the semester.

### *Extra credit Meme*

There will be a competition for students to create the best original conservation biology-related meme in the last week of class. Students can get 10 extra credit points for submitting a meme. There will also be small prizes given out for the best ones in different categories (voted on by the students).

### **Grading:**

Grades will be calculated as follows:

A (90% or greater), B+ (87%-89.99%), B (80%-86.99%), C+ (77%-79.99%), C (70%-76.99%), D+ (67%-69.99%), D (63%-66.99%), D- (60%-62.99%), E (<60%)

<b>Item</b>	<b>Points</b>
Attendance	100
Quizzes (5, 10 pts each)	50
Concept Map	50
Wakelet	100
Virtual tour	100
Take-home exam	100
<b>Total</b>	<b>500</b>

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

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/>

### Class Schedule

Date and Topic	Assignments
Week 1 What is Conservation Biology?	
Week 2 Extinctions	Quiz 1
Week 3 Sources/Sinks and Communities	Concept Map due
Week 4 Valuing Biodiversity	Quiz 2
Week 5 Habitat fragmentation/destruction	
Week 6 Climate change	Wakelet due
Week 7 Wildlife harvesting/trade	Quiz 3
Week 8 Chasing coral	
Week 9 Invasive species	
Week 10 Protected areas	Quiz 4
Week 11 Restoration/Reintroduction	Virtual Tour due
Week 12 Racism/Inclusion in Conservation	
Week 13 Science Communication	Quiz 5
Week 14 Virtual Tours	
Week 15 Agenda for the Future	Memes due
Finals	Take home exam due

## Reading List

### Week 1

- Ch 1 and Ch 2. Primack, Richard B. *Essentials of conservation biology*. Vol. 23. Sunderland: Sinauer Associates, 2006.

### Week 2

- Ch 7 and Ch 8. Primack, Richard B. *Essentials of conservation biology*. Vol. 23. Sunderland: Sinauer Associates, 2006.

### Week 3

- Pulliam, H. Ronald. "Sources, sinks, and population regulation." *The American Naturalist* 132.5 (1988): 652-661.
- Pace, Michael L., et al. "Trophic cascades revealed in diverse ecosystems." *Trends in ecology & evolution* 14.12 (1999): 483-488.

### Week 4

- Cardinale et al. "The Many Values of Biodiversity". Ch 5 In: *Conservation Biology*. 1<sup>st</sup> edition (2020).

### Week 5

- Laurance, William F. "Habitat destruction: death by a thousand cuts." *Conservation biology for all* 1.9 (2010): 73-88.

### Week 6

- Scheffers, Brett R., et al. "The broad footprint of climate change from genes to biomes to people." *Science* 354.6313 (2016): aaf7671.

### Week 7

- Blair, Mary E., et al. "The importance of an interdisciplinary research approach to inform wildlife trade management in Southeast Asia." *BioScience* 67.11 (2017): 995-1003.
- Carter, Neil H., et al. "A conceptual framework for understanding illegal killing of large carnivores." *Ambio* 46.3 (2017): 251-264.

### Week 8

- Eakin, C.M., Sweatman, H.P.A. & Brainard, R.E. The 2014–2017 global-scale coral bleaching event: insights and impacts. *Coral Reefs* 38, 539–545 (2019).

### Week 9

- Havel, John E., et al. "Aquatic invasive species: challenges for the future." *Hydrobiologia* 750.1 (2015): 147-170.
- Early, Regan, et al. "Global threats from invasive alien species in the twenty-first century and national response capacities." *Nature communications* 7.1 (2016): 1-9.

### Week 10

- Kalamandeen, Michelle, and Lindsey Gillson. "Demything “wilderness”: implications for protected area designation and management." *Biodiversity and Conservation* 16.1 (2007): 165-182.

#### **Week 11**

- Perino, Andrea, et al. "Rewilding complex ecosystems." *Science* 364.6438 (2019).

#### **Week 12**

- Murphy. 2020. “Conservation’s Biggest Challenge? The Legacy of Colonialism”.  
<https://www.livescience.com/65507-conservation-colonialism-legacy.html>

#### **Week 13**

- Martinez-Conde, Susana, and Stephen L. Macknik. "Opinion: Finding the plot in science storytelling in hopes of enhancing science communication." *Proceedings of the National Academy of Sciences* 114.31 (2017): 8127-8129.

#### **Week 14-15**

- None, prepare for projects and exam

## COVID Response Statements

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](#).

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

## 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.aa.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](http://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/](http://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-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

## Cover Sheet: Request 15809

### Biosecurity and Biological Invasions

#### Info

Process	Certificate New Grad Revised
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Tolulope Agunbiade agunbiade@ufl.edu
Created	2/8/2021 10:36:45 AM
Updated	3/18/2021 9:53:22 AM
Description of request	New graduate certificate

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Entomology and Nematology 60140000	Heather Mcauslane		2/15/2021
Tolulope Agunbiade Letter of Support.pdf					2/8/2021
Adam Dale Letter of Support.pdf					2/8/2021
Nathan Burkett-Cadena Letter of Support.pdf					2/8/2021
Amanda Hodges Letter of Support .pdf					2/11/2021
Phillip Koehler Letter of Support.pdf					2/11/2021
College	Pending	CALS - College of Agricultural and Life Sciences			2/15/2021
No document changes					
OIPR					
No document changes					
Graduate Council					
No document changes					
Graduate School Notified					
No document changes					
University Curriculum Committee Notified					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Academic Assessment Committee Notified					
No document changes					
Student Academic Support System					
No document changes					

Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					

## Certificate|New for request 15809

### Info

**Request:** Biosecurity and Biological Invasions  
**Description of request:** New graduate certificate  
**Submitter:** Tolulope Agunbiade agunbiade@ufl.edu  
**Created:** 2/16/2021 12:50:23 PM  
**Form version:** 3

### Responses

**Certificate Name** Biosecurity and Biological Invasions

**Transcript Title** Biosecurity and Biological Invasions

**Credits** 12

**Level** Graduate

**CIP Code** 26.0702

**Degree Program** Entomology and Nematology

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Certificate Description** This certificate program is designed to equip students with the skill set necessary for the detection, surveillance, and management of agricultural and medical threats. Students will acquire critical thinking skills for the assessment, management, and communication of the biosecurity risks and challenges facing the 21st century.

**Requirements for Admission** Applicants for this certificate program must have taken:

1. Integrated Principles of Biology 1 and Laboratory (BSC 2010 and 2010L), and Integrated Principles of Biology 2 and Laboratory (BSC 2011 and 2011L), OR
2. two semesters of introductory biology courses from an accredited higher institution

**Requirements for Completion** The minimum requirements for completion of the certificate course are 12 credits taken as follows:

Required Courses (8 credits)

1. ALS 6166, Exotic Species and Biosecurity Issues, 3 credits
2. ALS 6935, Consequences of Biological Invasions, 3 credits
3. ALS 6921, Colloquium of Plant Pests of Regulatory Significance, 1 credit
4. ENY 6905, Internship, 1 credit

Elective Courses (4 - 5 credits)

1. ENY 6206, Ecology of Vector-Borne Diseases, 2 credits
2. IPM 6021, Insect Pest and Vector Management, 3 credits
3. ENY 5226C, Principles of Urban Pest Management, 3 credits
4. ENY 5516, Turf and Ornamental Entomology, 3 credits
5. FAS 6932, Invasion Ecology of Aquatic Animals, 3 credits
6. PLP 6105, Applied Disease Management, 3 credits
7. FOS 5205, Current Issue in Food Safety, 3 credits
8. SWS 5308, Ecology of Waterborne Pathogens, 3 credits

**Rationale and Place in Curriculum** The current drive for globalization, increased travel and trade in food and agricultural products, emerging infectious diseases, and the threat of bioterrorism makes the field of biosecurity an area of major and widespread importance. Biosecurity involves a strategic and integrated approach to excluding, eradicating, and managing threats to human, animal and plant life and health, the environment, and global trade. The overall goal of this certificate program is to equip students with the skill set necessary for the detection, surveillance, and management of agricultural and medical threats. Students will acquire critical thinking skills for the assessment, management, and communication of the biosecurity risks and challenges facing the 21st century. The biosecurity certificate is designed to meet the career and professional needs of those interested in, or already in industry, public health, homeland security, international security, quarantine and pest management, and organizations involved in emergency preparedness, and general threat management.

**Student Learning Outcomes** Student Learning Outcome Type Student Learning Outcome

Associated Courses Assessment Type Assessment Method

Content knowledge 1. Assess the biosecurity challenges facing the 21st century

2. Evaluate the attributes and characteristics that make particular animals, plants, and microorganisms biosecurity threats
3. Describe the principles of pest exclusion, eradication, and management as it relates to biosecurity
4. Assess risk assessment, risk management, and risk communication in biosecurity measures
5. Evaluate the structure and roles of federal, state, and local governments, and international organizations in biosecurity issues ALS 6166, ALS 6935, ALS 6921  
Course-related exams, assignments and term paper Single faculty member  
Critical thinking
6. Develop critical thinking skills for the detection, surveillance, and assessment of biosecurity risks
7. Conduct risk assessment and develop risk management strategies ALS 6166, ALS 6935, ALS 6921  
Course-related exams, assignments and term paper Single faculty member  
Communication
8. Relate knowledge gained in the classroom to real world biosecurity issues
9. Develop hands-on communication and professional skills through interactions with researchers working in the field of biosecurity ENY 6905 Student evaluation by on-site supervisor or mentor 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.**

\_\_\_ 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/>.

\_\_\_ 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.

\_\_\_ Submission of a course modification requires both the current version of the course syllabus and the proposed version.

\_\_\_ 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.

\_\_\_ 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](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.

\_\_\_\_ 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>.

\_\_\_\_ 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.

\_\_\_\_ 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.

\_\_\_\_ 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.

\_\_\_\_ 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](mailto:brendj@ufl.edu)) for further instruction)

**Subject:** Re: Graduate Biosecurity Certificate  
**Date:** Monday, February 8, 2021 at 2:24:23 PM Eastern Standard Time  
**From:** Dale,Adam G  
**To:** Agunbiade,Tolulope

Hi Tolu,

I am more than happy for my course to be included as an elective for the Biosecurity Certificate. Please let me know if you need any additional information from me.

Thank you,  
Adam

Adam Dale, Ph.D.  
Assistant Professor  
University Term Professor  
Entomology & Nematology Dept.  
University of Florida, Gainesville  
Ph: 352-273-3976  
Em: agdale@ufl.edu  
Web: <https://dalelab.org>  
Twitter: @adamGdale

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**From:** Agunbiade,Tolulope <agunbiade@ufl.edu>  
**Sent:** Monday, February 8, 2021 1:55 PM  
**To:** Dale,Adam G <agdale@ufl.edu>  
**Subject:** Graduate Biosecurity Certificate

Good day Dr. Dale,

I am Tolulope Agunbiade, a Lecturer in the Entomology and Nematology Department, University of Florida. I am working on a graduate Biosecurity certificate and I am pleased to inform you that one of the elective courses being considered for the certificate program is a 3 credits course that you teach in Fall (ENY 5516 – Turf and Ornamental Entomology). Please I would need your acknowledgement of the inclusion of your course in the certificate. Please respond with an email acknowledging your support for the inclusion of the course as one of the elective courses for the certificate. I hope to read from you soon concerning this. Thank you.

Best Regards,  
Tolulope Agunbiade, Ph.D.



**Subject:** RE: Graduate Biosecurity Certificate

**Date:** Tuesday, February 9, 2021 at 1:20:18 PM Eastern Standard Time

**From:** Hodges,Amanda C

**To:** Agunbiade,Tolulope

Dr. Agunbiade:

I would be pleased for my spring course (ALS 6921-Colloquium of Plant Pests of Regulatory Significance) to be included in the graduate Biosecurity certificate. Let me know if you have any further questions related to this that require my attention.

Sincerely,

Amanda

Amanda Hodges, PhD  
Doctor of Plant Medicine (DPM) Director  
Entomology and Nematology Department  
University of Florida, IFAS  
1881 Natural Area Dr.  
Gainesville, FL 32611  
Office: (352) 273-3957  
Mobile: (352) 359-9118

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**From:** Agunbiade,Tolulope <agunbiade@ufl.edu>

**Sent:** Monday, February 8, 2021 2:04 PM

**To:** Hodges,Amanda C <achodges@ufl.edu>

**Subject:** Graduate Biosecurity Certificate

Good day Dr. Hodges,

I am Tolulope Agunbiade, a Lecturer in the Entomology and Nematology Department, University of Florida. I am working on a graduate Biosecurity certificate and I am pleased to inform you that one of the elective courses being considered for the certificate program is a 1 credit course that you teach in Spring (ALS 6921 – Colloquium of Plant Pests of Regulatory Significance). Please I would need your acknowledgement of the inclusion of your course in the certificate. Please respond with an email acknowledging your support for the inclusion of the course as one of the elective courses for the certificate. I hope to read from you soon concerning this. Thank you.

Tolulope Agunbiade, PhD  
Department of Entomology and Nematology  
University of Florida  
352-294-6792

**Subject:** Re: Graduate Biosecurity Certificate  
**Date:** Thursday, February 18, 2021 at 2:37:10 PM Eastern Standard Time  
**From:** Hill,Jeffrey Eugene  
**To:** Agunbiade,Tolulope

Hi Tolulope.

Yes, I am happy to have the course included in the graduate Biosecurity certificate.

Best regards,  
Jeff

Jeffrey E. Hill, Ph.D.  
Professor  
Tropical Aquaculture Laboratory  
Program of Fisheries and Aquatic Sciences  
School of Forest Resources and Conservation  
Institute of Food and Agricultural Sciences  
University of Florida  
1408 24th St. SE  
Ruskin, FL 33570

phone: 813-671-5230 ext 118  
fax: 813-671-5234  
email: [jeffhill@ufl.edu](mailto:jeffhill@ufl.edu)

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**From:** Agunbiade,Tolulope <[agunbiade@ufl.edu](mailto:agunbiade@ufl.edu)>  
**Sent:** Monday, February 15, 2021 3:37 PM  
**To:** Hill,Jeffrey Eugene <[jeffhill@ufl.edu](mailto:jeffhill@ufl.edu)>  
**Subject:** Graduate Biosecurity Certificate

Good day Dr. Hill,

I am Tolulope Agunbiade, a Lecturer in the Entomology and Nematology Department, University of Florida. I am working on a graduate Biosecurity certificate and I am pleased to inform you that one of the elective courses being considered for the certificate program is a 3 credits course that you teach in Spring (FAS 6932 – Invasion Ecology of Aquatic Animals). Please I would need your acknowledgement of the inclusion of your course in the certificate. Please respond with an email acknowledging your support for the inclusion of the course as one of the elective courses for the certificate. I hope to read from you soon concerning this. Thank you.

Tolulope Agunbiade, PhD  
Department of Entomology and Nematology  
University of Florida  
352-294-6792

**Subject:** Re: Graduate Biosecurity Certificate

**Date:** Tuesday, February 16, 2021 at 11:30:42 AM Eastern Standard Time

**From:** Meyer,Julie

**To:** Agunbiade,Tolulope

Dear Dr. Agunbiade,

I approve the inclusion of the graduate course SWS5308, Ecology of Waterborne Pathogens for the graduate Biosecurity certificate in the Department of Entomology and Nematology. Thank you very much for your consideration.

Julie Meyer  
Assistant Professor  
Soil and Water Sciences  
University of Florida  
Gainesville, FL  
(352) 273-8189

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**From:** Agunbiade,Tolulope <agunbiade@ufl.edu>

**Sent:** Monday, February 15, 2021 3:41 PM

**To:** Meyer,Julie <juliemeyer@ufl.edu>

**Subject:** Graduate Biosecurity Certificate

Good day Dr. Meyer,

I am Tolulope Agunbiade, a Lecturer in the Entomology and Nematology Department, University of Florida. I am working on a graduate Biosecurity certificate and I am pleased to inform you that one of the elective courses being considered for the certificate program is a 3 credits course that you teach in Spring (SWS 5308 – Ecology of Waterborne Pathogens). Please I would need your acknowledgement of the inclusion of your course in the certificate. Please respond with an email acknowledging your support for the inclusion of the course as one of the elective courses for the certificate. I hope to read from you soon concerning this. Thank you.

Tolulope Agunbiade, PhD  
Department of Entomology and Nematology  
University of Florida  
352-294-6792

**Subject:** Re: Graduate Biosecurity Certificate

**Date:** Tuesday, February 16, 2021 at 12:46:09 PM Eastern Standard Time

**From:** Schneider,Keith R

**To:** Agunbiade,Tolulope

Tolulope,

Yep, sounds good. Look forward to seeing the students in the fall and years to come,

Keith

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**From:** "Agunbiade,Tolulope" <agunbiade@ufl.edu>

**Date:** Tue, February 16, 2021 at 12:41 PM

**To:** Keith Schneider <keiths29@ufl.edu>

**Subject:** Re: Graduate Biosecurity Certificate

Good day Dr. Schneider,

I am pleased to inform you that the undergraduate certificate in Biosecurity and Biological Invasions has been approved, and one of the elective courses being considered for the certificate program is a 3 credits course that you teach in Fall (FOS 5205 – Current Issue in Food Safety). I understand that this is taught in person, but it will be a great course for the certificate. Please I would need your acknowledgement of the inclusion of your course in the certificate. Please respond with an email acknowledging your support for the inclusion of the course as one of the elective courses for this graduate certificate. I hope to read from you soon concerning this. Thank you.

Tolulope Agunbiade, PhD  
Department of Entomology and Nematology  
University of Florida  
352-294-6792

**Subject:** Re: Graduate Biosecurity Certificate

**Date:** Monday, February 8, 2021 at 2:07:22 PM Eastern Standard Time

**From:** Burkett-Cadena,Nathan Daniel

**To:** Agunbiade,Tolulope

Dear Tolulope Agunbiade,

Great to hear from you.

I acknowledge of the inclusion of my course (ENY 6206 – Ecology of Vector-Borne Disease) as one of the elective courses in the graduate Biosecurity certificate.

Thank you.

Nathan Burkett-Cadena, PhD  
Associate Professor  
University of Florida | IFAS  
Florida Medical Entomology Laboratory  
200 9th St. SE  
Vero Beach, FL 32962  
(772) 226-6617

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**From:** Agunbiade,Tolulope <agunbiade@ufl.edu>

**Sent:** Monday, February 8, 2021 2:00 PM

**To:** Burkett-Cadena,Nathan Daniel <nburkettcadena@ufl.edu>

**Subject:** Graduate Biosecurity Certificate

Good day Dr. Burkett-Cadena,

I am Tolulope Agunbiade, a Lecturer in the Entomology and Nematology Department, University of Florida. I am working on a graduate Biosecurity certificate and I am pleased to inform you that one of the elective courses being considered for the certificate program is a 2 credits course that you teach in Fall (ENY 6206 – Ecology of Vector-Borne Diseases). Please I would need your acknowledgement of the inclusion of your course in the certificate. Please respond with an email acknowledging your support for the inclusion of the course as one of the elective courses for the certificate. I hope to read from you soon concerning this. Thank you.

Tolulope Agunbiade, PhD  
Department of Entomology and Nematology  
University of Florida  
352-294-6792

**Subject:** Re: Graduate Biosecurity Certificate

**Date:** Tuesday, February 16, 2021 at 11:07:47 AM Eastern Standard Time

**From:** Dufault,Nicholas S

**To:** Agunbiade,Tolulope

Hello Dr. Agunbiade,

I apologize for my delayed response. I did not realize that my course was up for consideration with this certificate. However, I am willing to be included in this certificate program. I am changing course timing, so it will now be in Summer C instead of Summer A. But it will remain online.

Please let me know if you need anything else from me.

Regards,  
Nick

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**From:** Agunbiade,Tolulope <agunbiade@ufl.edu>

**Sent:** Monday, February 15, 2021 3:39 PM

**To:** Dufault,Nicholas S <nsdufault@ufl.edu>

**Subject:** Graduate Biosecurity Certificate

Good day Dr. Dufault,

I am Tolulope Agunbiade, a Lecturer in the Entomology and Nematology Department, University of Florida. I am working on a graduate Biosecurity certificate and I am pleased to inform you that one of the elective courses being considered for the certificate program is a 3 credits course that you teach in Summer (PLP 6105 – Applied Disease Management). Please I would need your acknowledgement of the inclusion of your course in the certificate. Please respond with an email acknowledging your support for the inclusion of the course as one of the elective courses for the certificate. I hope to read from you soon concerning this. Thank you.

Tolulope Agunbiade, PhD  
Department of Entomology and Nematology  
University of Florida  
352-294-6792

**Subject:** RE: Graduate Biosecurity Certificate

**Date:** Tuesday, February 9, 2021 at 1:20:37 PM Eastern Standard Time

**From:** Koehler,Philip G

**To:** Agunbiade,Tolulope

Dear Dr. Agunbiade,

Thank you for your email and your work on establishing a Certificate in Biosecurity. I agree that the courses ENY3225C and ENY5226C would be beneficial for those students. I fully support the inclusion of the course in the certificate curriculum.

Please let me know if you need any additional information.

Phil Koehler

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**From:** Agunbiade,Tolulope <agunbiade@ufl.edu>

**Sent:** Tuesday, February 9, 2021 1:14 PM

**To:** Koehler,Philip G <pgk@ufl.edu>

**Subject:** FW: Graduate Biosecurity Certificate

Good day Dr. Koehler,

I am Tolulope Agunbiade, a Lecturer in the Entomology and Nematology Department, University of Florida. I am working on a graduate Biosecurity certificate and I am pleased to inform you that one of the elective courses being considered for the certificate program is a 3 credits course that you teach in Spring (odd years) and Summer (ENY 5226C – Principles of Urban Pest Management). Please I would need your acknowledgement of the inclusion of your course in the certificate. Please respond with an email acknowledging your support for the inclusion of the course as one of the elective courses for the certificate. I hope to read from you soon concerning this. Thank you.

Tolulope Agunbiade, PhD  
Department of Entomology and Nematology  
University of Florida  
352-294-6792

## **Biosecurity Graduate Certificate**

Good day,

I currently teach the following courses:

1. ALS 6166 – Exotic Species and Biosecurity Issues
2. ALS 6935 – Consequences of Biological Invasions
3. IPM 6021 – Insect Pest and Vector Management

I am pleased to have these courses on the graduate biosecurity certificate. Thank you.

Tolulope Agunbiade, PhD  
Department of Entomology and Nematology  
University of Florida  
352-294-6792



## Cover Sheet: Request 15857

### Termination of Family Life Educator certificate

#### Info

Process	Certificate Close/Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	2/18/2021 11:00:42 AM
Updated	2/18/2021 12:44:30 PM
Description of request	<p>There is a national certificate in Family Life Educator from the National Council on Family Relations (NCFR). Students confuse the UF certificate as equivalent to the national certificate despite our best efforts to advise. Given this certificate is 39 credits and nearly all students who pursue this certificate are FYCS students, we will continue to offer the courses as they are part of the FYCS curriculum and students can elect to complete national requirements via the FYCS undergraduate degree program.</p> <p>Our evidence in support of these changes come from faculty and administrative review of issues associated with continuing to offer the UF certificate.</p>

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		2/18/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			2/18/2021
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					

Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					

## Certificate|Close-Modify for request 15857

### Info

**Request:** Termination of Family Life Educator certificate

**Description of request:** There is a national certificate in Family Life Educator from the National Council on Family Relations (NCFR). Students confuse the UF certificate as equivalent to the national certificate despite our best efforts to advise. Given this certificate is 39 credits and nearly all students who pursue this certificate are FYCS students, we will continue to offer the courses as they are part of the FYCS curriculum and students can elect to complete national requirements via the FYCS undergraduate degree program.

Our evidence in support of these changes come from faculty and administrative review of issues associated with continuing to offer the UF certificate.

**Submitter:** Kathryn Ivey kbeaty@ufl.edu

**Created:** 2/18/2021 10:51:37 AM

**Form version:** 1

### Responses

**Current Certificate Name** Family Life Educator

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Requested Action** Terminate Certificate

**Current Transcript Name** Family Life Educator

**Assessment Data Review** There is a national certificate in Family Life Educator from the National Council on Family Relations (NCFR). Students confuse the UF certificate as equivalent to the national certificate despite our best efforts to advise. Given this certificate is 39 credits and nearly all students who pursue this certificate are FYCS students, we will continue to offer the courses as they are part of the FYCS curriculum and students can elect to complete national requirements via the FYCS undergraduate degree program.

Our evidence in support of these changes come from faculty and administrative review of issues associated with continuing to offer the UF certificate.

**Cover Sheet: Request 15272****Soil and Water Sciences-Research Methods Concentration****Info**

Process	Concentration New/Modify/Close Grad/Pro/Interdisciplinary
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Patrick Wilson pcwilson@ufl.edu
Created	9/17/2020 1:11:00 PM
Updated	3/4/2021 1:42:34 PM
Description of request	We are proposing to develop a "Research Methods" concentration for thesis-bound MS students.

**Actions**

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Soil and Water Science 60210000	Matthew Whiles		10/14/2020
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Approved by CALS CC.	10/23/2020
No document changes					
Graduate Council	Recycled	GRAD - Graduate Council	Stacy Wallace	We are recycling this proposal to the college-level as requested.	3/4/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			3/4/2021
No document changes					
Graduate Council					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

## Concentration|New for request 15272

### Info

**Request:** Soil and Water Sciences-Research Methods Concentration

**Description of request:** We are proposing to develop a "Research Methods" concentration for thesis-bound MS students.

**Submitter:** Patrick Wilson pcwilson@ufl.edu

**Created:** 3/9/2021 1:47:54 PM

**Form version:** 2

### Responses

**Proposed Action** Create a Concentration

**Degree Level** M - Master's Degree

**Thesis or Non-Thesis** Thesis

**Concentration Name** Research Methods

**Credits** 9

**Effective Term** Earliest Available

**Effective Year** 2021

**Students** 30

**Percentage of Credits Available Fully Online** 50-99%

**Percentage of Credits Available Off-Campus** 50% or more

**Is this an additional (secondary) concentration?** No

**All Department/Degree/Majors Adding Concentration** Soil and Water Sciences: M.S. in Soil and Water Sciences

**Rationale for Proposed Concentration** Our department currently offers a M.S degree in Soil and Water Sciences with thesis and non-thesis options. Students enrolled in the non-thesis option usually are professionals who are place-bound due to employment and family obligations. These students are seeking further professional development (beyond BS) but are not necessarily interested in the traditional research process associated with developing and conducting a research project and writing/defending a thesis. In contrast, students enrolled in the thesis option are interested in learning and applying research methods for generating new knowledge to address problems. These students develop hands-on research skills in the traditional sense of developing a project and defending their resulting thesis. Both groups of students have access to the same academic training through coursework, but the non-thesis students are required to take more courses in lieu of the hands-on research that thesis students encounter. Given the differences in student experiences between the thesis and non-thesis tracks, our faculty feel that we need to provide an option for recognizing the more in-depth training in research methods associated with the thesis option. We are proposing to develop a "Research Methods" concentration for our MS-thesis option. Under this concentration, students will be required to take 7 credit hours of core coursework and 2-3 credit hours of elective coursework. The core courses will include 3 credits of graduate level statistics, 3 credits of SWS-6971 (Master's Research), and 1 credit of SWS-6931 (Seminar). Students will be required to take the 1 credit of seminar in their last semester before graduation to present their research to the department. The 2-3 credits for the elective will be selected from methods-based course offerings with consent of the advisor. The major benefit of developing this "Research Methods" concentration is that it will highlight the fact that the student has verifiable research development experience that resulted in a defensible thesis and hopefully peer-reviewed publications. This information is especially useful for research-oriented employers and universities considering applications for entrance into PhD programs.

**Impacts on Other Programs** This change should not have any impacts since the program already exists.

## Cover Sheet: Request 15851

### Proposed change to Nonprofit Organizational Leadership minor

#### Info

Process	Minor Modify/Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	2/15/2021 3:04:06 PM
Updated	2/15/2021 3:28:39 PM
Description of request	Removal and addition of courses to be consistent with other minors at UF as well as adding pre and co-requisite course to all core requirements. Removed required grade of B or better from FYC4409 to a C to be consistent with departmental requirements.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		2/15/2021
Nonprofit Minor Changes.docx					2/15/2021
College	Pending	CALS - College of Agricultural and Life Sciences			2/15/2021
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
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					

## Minor|Modify for request 15851

### Info

**Request:** Proposed change to Nonprofit Organizational Leadership minor

**Description of request:** Removal and addition of courses to be consistent with other minors at UF as well as adding pre and co-requisite course to all core requirements. Removed required grade of B or better from FYC4409 to a C to be consistent with departmental requirements.

**Submitter:** Kathryn Ivey kbeaty@ufl.edu

**Created:** 2/15/2021 2:33:50 PM

**Form version:** 1

### Responses

**Name** Nonprofit Organizational Leadership

**Code** NON

**Effective Term** Summer

**Effective Year** 2022

**Proposed Changes** Changing from 18-19 credits to 15-16 credits.

Proposing a new core of FYC4409, FYC4408, FYC4410 and FYC4428

Adding FYC4409 as either a prerequisite or co-requisite to FYC4410, FYC4427, and FYC4428.

Adding FYC4409 adding as a prerequisite to FYC4408

Eliminating the junior or senior standing from FYC4408, FYC4410, FYC4427 and FYC4428.

Removing FYC4941 from the list of required courses

Changing electives from seven options to 11.

Changing GPA from 2.5 to a 2.0.

Removing the required B grade from FYC4409 and from the description.

Removing the statement of "must be added before a student completes 90 credits" from the description

**Pedagogical Rationale/Justification** An 18 credit minor is larger than most minors which are typically 15 credits. The request to change now make this minor consistent with other minors at the university in terms of credit hours.

FYC4409 serves as the basis and foundation of the nonprofit organizational leadership minor. To facilitate timely completion of students in the minor, we added FYC4409 as a Co-Requisite or Prerequisite to the required courses and FYC4426 and FYC4427 which are considered part of the nonprofit portion of the total FYCS curriculum, even though they are electives within the minor.

Removal of FYC4941--Practicum in FYCS, was important as it was one of only a very few minors that require students to complete a practicum as part of its curriculum. With that, added FYC4905--Individual Study in FYCS, as an option for students who would like to pursue an internship in the nonprofit sector.

Added courses to the list of electives to provide students with additional options.

Changed GPA from 2.5 to a 2.0 to be consistent with departmental grade requirements of C or better.

Changed required grade in FYC4409 from B to C to be consistent with departmental grade requirements of C or better.

Removing the statement of "must be added before a student completes 90 credits" from the description as it is not consistent with university standard for minors.

**Impact on Other Programs** We do not find any impacts on other departments or programs.

Modification to the minor affects the order in which students take the FYCS prefixed courses. The additional electives only adds options for students.

**Catalog Copy** Yes

## Nonprofit Minor Changes

- College: Agricultural and Life Sciences
- Credits: ~~18-19~~ Change to 15-16 credits | Completed with minimum grades of C and an overall 2.52.0 GPA for courses in the minor

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## REQUIRED COURSES

Code	Title	Credits
<u>FYC 4409</u>	<u>Working with Nonprofit Organizations in Community Settings (to be completed first)</u>	<u>3</u>
<u>FYC 4428</u> <u>FYC 4408</u> or <u>FYC 4428</u>	<u>Human Resource Management for Nonprofits</u> <u>Organizational Leadership for Nonprofits</u> <u>Human Resource Management for Nonprofits</u>	<u>3</u> <u>3</u>
<u>FYC 4409</u>	<u>Working with Nonprofit Organizations in Community Settings</u>	<u>3</u>
<u>FYC 4410</u>	Fund Raising for Community Nonprofit Organizations	3
<u>FYC 4408</u>	<u>Organizational Leadership for Nonprofits (to be taken last; prereq of FYC4409)</u>	<u>3</u>
<u>FYC 4426</u> or <u>FYC 4622</u>	<u>Risk Management in Nonprofit Organizations</u> <u>Planning and Evaluating Family, Youth and Community Science Programs</u>	<u>3</u> <u>3</u>
<u>FYC 4941</u>	Practicum in Family, Youth and Community Sciences	3
Approved elective		3-4
<b>Total Credits</b>		<del>18-</del> <u>15-16</u>
Course List		

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## APPROVED ELECTIVES

Code	Title	Credits
<a href="#"><u>ACG 2021</u></a>	Introduction to Financial Accounting	4
<a href="#"><u>AEB 4126</u></a>	Agricultural and Natural Resource Ethics	3
<a href="#"><u>AEB 4424</u></a>	Human Resources Management in Agribusiness	3
<a href="#"><u>FYC 4114</u></a>	Ethical Issues in Family, Youth and Community Sciences*	3 <a href="#"><u>3</u></a>
<a href="#"><u>FYC4426</u></a>	<a href="#"><u>Risk management for Nonprofits*</u></a>	
<a href="#"><u>FYC 4427</u></a>	Non-Governmental Organizations*	3 <a href="#"><u>3</u></a>
<a href="#"><u>FYC4622</u></a>	<a href="#"><u>Planning and Evaluation of FYCS Programs</u></a>	<a href="#"><u>3</u></a>
<a href="#"><u>FYC4905</u></a>	<a href="#"><u>Externship**</u></a>	
<a href="#"><u>MAR3023</u></a>	<a href="#"><u>Principles of Marketing</u></a>	<a href="#"><u>3</u></a>
<a href="#"><u>POS 3263</u></a>	Policy, Ethics and Public Leadership	3

Code	Title	Credits
<u>SDS 4410</u>	Interpersonal Communication Skills	3
<p>* <u>these courses are not offered routinely.</u></p> <p>**<u>option for non-FYCS students who want a practical experience within a nonprofit organization. Must have a commitment from an FYCS instructor, not the Practicum Coordinator, to supervise the instruction of the Externship.</u></p> <p><u>Course List</u></p>		