CALS Curriculum Committee Meeting
August 27, 2021
2:00 p.m.

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

Members: S. Ahn, J. Brendemuhl, D. Coenen, M. Dvorak, D. Gabriel, M. Gillen, V. Hull, P. Inglett, J. Larkin, L. Lietzenmayer, L. Lundy, T. Martin, G. Nunez, B. Pearson, C. Prince, J. Scheffler, M. Sharp, A. Watson, J. Weeks (Chair), A. Wysocki

Agenda and Index for Materials

Approve Minutes from April 23, 2021 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposals

1. DIE 6XXX – Community Nutrition Practicum (req. #16166)

2. FOR 6XXX – Visualization in the Era of Big Ecological Data (req. #16397)

3. FYC 6XXX – Professional Development Seminar in YDFS (req. #16089)

4. WIS 6XXX – Negative Findings and Small Samples in Forensic Research (req. #16414)

Graduate Course Change Proposal

5. FAS 6355C – Fisheries Management (req. #16317)

Undergraduate Course Change Proposals

6. AEC 4035 – Advanced Agricultural Communication Writing (req. #16193)

7. FYC 3101 – Parenting and Family Development (req. #16420)

8. FYC 4408 – Organizational Leadership for Nonprofits (req. #15846)

9. FYC 4410 – Fund Raising for Community Nonprofit Organizations (req. #15847)

10. FYC 4426 – Risk Management in Nonprofit Organizations (req. #15848)

11. SUR 4949 – Co-Op Work Experience (req. #16257)

Certificates

12. Proposed Beekeeping Graduate Certificate (req. #16278)

13. Proposed Modification to Applications in AI-based SmartAg Systems Graduate Certificate (req. #16120)

14. Proposed Beekeeping Undergraduate Certificate (req. #16279)

Curriculum

15. Proposed MS Interdisciplinary Concentration in Domestic Animal Genomics (req. #16264)

16. Proposed PhD Interdisciplinary Concentration in Domestic Animal Genomics (req. #16265)

17. Proposed Change to Nonprofit Organizational Leadership Minor (req. #16291)

Recycled items

18. FAS 6XXX – Spatial Sciences for Marine Environmental Characterization (req. #12897) Item first reviewed 8/17/2018. Comments as follows: A motion was made by C. Prince to recycle this item back to the department for required changes and resubmission. The motion was approved. Provide an outside consultation from Soil and Water Science to ensure there is no excessive overlap with any existing courses. The citations for the required readings on the UCC form need to be listed the like they are in the syllabus (all information included).

19. FAS 6XXX – Invasion Ecology of Aquatic Animals (req. #12896)
Item first reviewed 8/17/2018. Comments as follows: A motion was made by Dr. Nunez to recycle this item back to the department for required changes and resubmission. The motion was approved. Please provide external consults from other departments which may offer courses involving invasion ecology to ensure there is no excessive overlap with any existing courses. There is concern that the proposed title is too broad. The learning outcome section on the UCC form and in the syllabus have no mention of aquatic animals. In topic review and data paper section of the syllabus explain what is included in a data set. The grading scale on the UCC form and in the syllabus should contain decimal points (A 94-100%, A- 90-93.99, B+ 86-89.99, etc.). This will help avoid any confusion or discussion regarding the rounding up of final grades. Lastly, the committee suggests considering this course as a possible co-taught Graduate (6000 level) and Undergraduate (4000 level) option.

20. ALS 4XXX – Controlled Environment Plant Protection (req. #15958)

Item first reviewed 3/26/2021. Comments as follows: A motion was made by Dr. Porter to recycle this item back to the department for required updates and resubmission. The motion was approved. The prerequisite section on the UCC form does not match the syllabus (Junior vs. Senior standing). Also, first year physics needs to be replaced with an appropriate prefix and course number, possibly PHY2004. Weekly contact hours need to be changed to 3. The point structure is confusing. The entire course description is not showing on the UCC form. If there is not enough space provided the description should be shortened. Add the Honorlock information from the syllabus to the UCC form. An outside consult is requested from Horticultural Sciences.

21. ANS4XXXC – Discovery of Sustainable Cattle Systems (req. #15694)

Item first submitted 2/26/2021. Comments as follows: 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.

22. FYC 4428 – Human Resource Management for Nonprofits (req. #15850)

Item first reviewed 3/26/2021. Comments as follows: **.** A motion was made by Dr. Inglett to recycle this item back to the department for required updates and resubmission. The motion was approved. As with the previous item, FYC4409 cannot be both a prerequisite and corequisite. Provide both a current and proposed version of the syllabus for FYC4428. In the rationale, explain in more detail the need for FYC4409 as a prerequisite or corequisite for this course, how it will facilitate timely completion of the minor and why this is currently a problem. A copy of the current syllabus for FYC4409 was also requested for this item. The version sent with item #5 will be sufficient. The current version of the CALS Syllabus Statements boiler plate needs to be included at the end of the proposed syllabus. This information can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf.

CALS Curriculum Committee Meeting
April 23, 2021
Submitted by James Fant

Members Present: D. Coenen, D. Gabriel, V. Hull, J. Larkin, L. Lundy, T. Martin, G. Nunez, B. Pearson, W. Porter, M. Sharp, J. Weeks, C. Wilson, A. Wysocki

Visitors: Kate Fogerty, Philip Hahn, Lisa House, Ricky Telg

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met via Zoom on April 23, 2021. Dr. Weeks called the meeting to order at 2:04 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 March 26, 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
Absences & Make-Ups – https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
Writing Learning Objectives - https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf.

Update from UCC: There was no update provided due to Dr. Brendemuhl's absence.

Graduate New Course Proposals

1. AEB 7XXX – Agricultural Trade Policy and Welfare Economics (req. #16078)

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 edits required. The motion was approved. The research paper needs to have an indication as to its required minimum length due to the attached point value. All the links in the syllabus need to be formatted correctly to assure they are working.

2. AEB 7XXX – Applied Valuation Methods (req. #16083)

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 edits required. The motion was approved. The prerequisites on both the syllabus and UCC form must match. All the links in the syllabus need to be formatted correctly to assure they are working.

3. AEB 7XXX – Applied Microeconometrics (req. #16084)

Please be sure to make any adjustments to both the syllabus and UCC form if necessary. A motion was made by Dr. Coenen to approve this item with edits required. The motion was approved. The weekly schedule must be 16 weeks. All the links in the syllabus need to be formatted correctly to assure they are working.

4. AEB 7XXX – Econometrics Seminar in Discrete Choice Methods (req. #16085)

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 edits required. The motion was approved. All the links in the syllabus need to be formatted correctly to assure they are working.

5. AEB 7XXX – Mathematical Statistics for Applied Econometrics (req. #16086)

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 edits required. The motion was approved. **Correctly** and **Properly** need to be replaced as learning verbs in the course objectives. All the links in the syllabus need to be formatted correctly to assure they are working.

6. AEC 5XXX – Digital Media Production in Agriculture and Natural Resources (req. #15981)

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

7. FYC 6XXX – Human Resource Management for Nonprofits (req. #15977)

A motion was made by Dr. Porter to approve this item with the addition of an outside consultation. The motion was approved. An outside consultation from Food and Resource Economics is required to address the human resources aspect of the course.

8. FYC 6XXX – Thesis/Dissertation Proposal Writing (req. #16088)

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 edits required. The motion was approved. It was suggested to add “in Family, Youth, and Community Sciences” to the course title. Remove the second course objective, Apply the scientific method to the thesis or dissertation topic, as this is too vague. Change the main course goals to not look so much like the course objectives. This can best be accomplished by putting the goals in paragraph from.

9. FYC 6XXX – Youth and Family Relationships (req. #16090)

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 required. The motion was approved. The points between an A- and an A need to be fixed on the grading scale. Change the format of the course objectives. Each should be an individual objective. At the end of the academic honesty policy statement remove everything after ‘0’. There are two versions of the course schedule included in the syllabus. There should only be one. Choose either the weekly or modular format. The schedule also needs to be 16 weeks, not 13. Remove the hyperlink error notification at the end of the syllabus statement boilerplate.

Graduate Course Change Proposals

10. AEB 7453 – Natural Resource and Environmental Economics (req. #16076)

A motion was made by Dr. Porter to approve this item with the addition of an outside consultation. The motion was approved. An outside consultation from the School of Forest, Fisheries, and Geomatics Sciences is required.

11. AEB 7483 – Seminar in Natural Resource and Environmental Economics (req. #16081)

A motion was made by Dr. Porter to approve this item with the addition of an outside consultation. The motion was approved. An outside consultation from the School of Forest, Fisheries, and Geomatics Sciences is required.

12. AEC 5032 – Agricultural Media Writing (req. #15978)

Please be sure to make any adjustments to both the syllabus and UCC form if necessary. A motion was made by Dr. Coenen to approve this item with edits required. The motion was approved. Remove the A+ from the grading scale. A+ grades are not used at the University of Florida. In the grading scale you must indicate how the possible points earned relate to the percentages. It is also a good idea to use decimal points with the percentages to avoid any confusion regarding rounding up grades. The course description should not contain extra information about the course. This information can be included under a different heading. Also, the UCC form indicates there will be no prerequisites (the form needs to say none) for the course with the removal of AEC5541, but prerequisites are mentioned in the description. If there are prerequisites, they need to be listed on the UCC form and the syllabus separately and not included in the description. This would then result in a change of the description based on the description in the current version of the syllabus. The form and the syllabus must match. The extra credit section in the syllabus needs “points” added to the end of the first sentence. The proposed title needs to replace the current title at the top of the course schedule in the proposed syllabus.

13. AEC 5037 – Agricultural Media Production (req. #15979)

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 edits required. The motion was approved. Remove the A+ from the grading scale. A+ grades are not used at the University of Florida. In the assignments section the Online Activities line shows 4 @ 20 each equaling 140. This should be changed to 80 and possible points retotaled. In the grading scale you must indicate how the possible points earned relate to the percentages. It is also a good idea to use decimal points with the percentages to avoid any confusion regarding rounding up grades. The UCC form indicates there will be no prerequisites (the form needs to say none) for the course with the removal of AEC5541, but prerequisites are mentioned in the description. If there are prerequisites, they need to be listed on the UCC form and the syllabus separately and not included in the description. This would then result in a change of the description based on the description in the current version of the syllabus. The form and the syllabus must match.

14. AEC 5541 – Communication and Instructional Technologies in Agricultural and Life Sciences (req. #15980)

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 required. The motion was approved. Remove the A+ from the grading scale. A+ grades are not used at the University of Florida. In the grading scale you must indicate how the possible points earned relate to the percentages. It is also a good idea to use decimal points with the percentages to avoid any confusion regarding rounding up grades. The proposed course description on the UCC form must match the description in the proposed syllabus. The course description should not contain extra information about the course. The skills and knowledge information needs to be under a different heading. A learning verb other than "work with" needs to be used in the first course objective. Information on course objectives can be found here: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf.

Undergraduate New Course Proposals

15. AEB 4XXX – Advanced Agricultural Microeconomics (req. #16087)

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 edits required. The motion was approved. A learning verb other than "Understand" needs to be used in the fourth course objective. Information on course objectives can be found here: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf. All the links in the syllabus need to be formatted correctly to assure they are working.

16. ENY 4XXX – Insect Ecology (req. #16069)

Please be sure to make any adjustments to both the syllabus and UCC form if necessary. This item was reviewed along with item #17. All comments apply to both items unless otherwise stated. A motion was made by Dr. Sharp to approve this item with edits required. The motion was approved. It was suggested to change take home exams to take home assessments to avoid any issues at the next level of the approval process. The proposed lab should be listed as a co-requisite on the lecture syllabus and vice versa. Currently the lecture course is listed as a prerequisite on the proposed lab syllabus. A one-page document showing a minimum 15% difference between the graduate course and the undergraduate course will also help in avoiding any issues at the next level of the approval process.

17. ENY 4XXX – Insect Ecology Lab (req. #16072)

See item #16.

Curriculum

18. Proposal to add the Pathogenesis Minor to the UF Online Program (req. #16005)

A motion was made by Dr. Porter to approve this item with edits required. The motion was approved. The committee needs to know which of the six REQUIRED courses are currently available online and when they will be taught, as well as which of the four APPROVED ELECTIVE courses are currently available online.

19. Proposal for new Master's level Interdisciplinary Concentration in Reproductive Biotechnology (req. #16023)

A motion was made by Dr. Wilson to approve this item with edits required. An outside consultation with the Department of Agronomy is requested. Since this proposal refers to the Master's level concentration the Reproductive Biotechnology MS Concentration – Catalog Entry document needs to be corrected for it refers to a PhD concentration.

Are there plans for a PhD concentration in this same area?

The meeting was adjourned at **3:51** p.m.

Cover Sheet: Request 16166

Community Nutrition Practicum Course Request

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jeanette Andrade jandrade1@ufl.edu
Created	4/28/2021 4:04:10 PM
Updated	8/18/2021 4:32:09 PM
Description of request	I request the consideration of a new course for the graduate dietetic students, Community Nutrition Practicum, for Summer B semester. This course will aid students to expanding their skills when working with individuals of all ages and diverse backgrounds. Students will go to the Village (Senior independent living in Gainesville, Fl) and Alachua county Women, infants and Children (WIC) for 3 weeks each to further develop these skills.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food Science and Human Nutrition 60150000	Susan Percival		4/29/2021
Community Nutrition practicum_UF.docx					4/28/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/29/2021
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					

Original file: Cover sheet.pdf

Course|New for request 16166

Info

Request: Community Nutrition Practicum Course Request
Description of request: I request the consideration of a new course for the graduate dietetic students, Community Nutrition Practicum, for Summer B semester. This course will aid students to expanding their skills when working with individuals of all ages and diverse backgrounds. Students will go to the Village (Senior independent living in Gainesville, Fl) and Alachua county Women, infants and Children (WIC) for 3 weeks each to further develop these skills.
Submitter: Jeanette Andrade jandrade1@ufl.edu
Created: 4/28/2021 3:41:17 PM
Form version: 1

Responses

Recommended Prefix DIE
Course Level 6
Course Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Community Nutrition Practicum
Transcript Title CommNutr
Degree Type Graduate

Delivery Method(s) On-Campus, Off-Campus
Co-Listing No

Effective Term Summer
Effective Year 2022
Rotating Topic? Yes
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Supervision of Student Interns
Weekly Contact Hours 2
Course Description This is a practicum-based course designed to provide exposure and experiences in food service in a senior independent living facility and Women Infants and Children (WIC).
Prerequisites DIE 6241
Co-requisites None
Rationale and Placement in Curriculum Graduate dietetic students will have an opportunity to work with individuals from diverse ages and backgrounds through this community practicum. This will provide a stepping stone for when students enter into their internship.
Course Objectives By the end of this practicum, students will be able to:
1. Utilize the tenets of the Nutrition Care Process and the Academy's code of ethics when interacting with preceptors and clients
2. Demonstrate effective counseling skills for diverse individuals and groups in various community settings
3. Create meal plans that are appropriate for seniors
4. Examine a safety plan for preparing meals during a natural disaster/pandemic, etc.
5. Develop and implement an educational session or program/educational strategy for a target population
6. Design educational materials that are culturally appropriate

Course Textbook(s) and/or Other Assigned Reading There is NO official textbook for this course, but required readings are posted in the Canvas site that you MUST read.

Reading list per week (All available on Canvas)

Original file: Submitted form version 1.pdf

Week 1:
- Sloane PD, Ivey J, Helton M, Barrick AL, Cerna A. Nutritional issues in long-term care. J Am Med Direc Assoc. 2008;9(7): 476-85. DOI: 10.1016/j.jamda.2008.03.005
- Kamp B. Position of the American Dietetic Association, American Society for Nutrition, and Society for Nutrition Education: Food and nutrition programs for community-residing older adults. J Acad Nutr Diet. 2010;110(3):P463-472. DOI:https://doi.org/10.1016/j.jada.2009.12.009
- Dorner B, Friedrich EK. Position of the Academy of Nutrition and Dietetics: Individualized Nutrition Approaches for Older Adults: Long-Term Care, Post-Acute Care, and Other Settings. J Acad Nutr Diet. 2018 Apr;118(4):724-735. doi: 10.1016/j.jand.2018.01.022. PMID: 29576092.

Week 4:
- Bartholomew A, Adedze P, Soto V, Funanich C, Newman T, MacNeil P. Historical perspective of the WIC program and its breastfeeding promotion and support efforts. J Nutr Educ Behav. 2017;49(7):S139-143. DOI: https://doi.org/10.1016/j.jneb.2017.03.018
- National Institutes of Health. Biochemical and other medical risk criteria. Retrieved from https://www.ncbi.nlm.nih.gov/books/NBK232504/?report=reader

Week 5:
- Wallace LA, Morris VG, Hudak KM, Racine EF. Increasing access to WIC through discount variety stores: Findings from qualitative research. J Acad Nutr Diet. 2020;120(10): 1654-1661.

Weekly Schedule of Topics
Weeks Place

Readings

Assignments
1

The Village Sloane et al 2008
Kamp 2010
Dorner et al 2018
2

The Village

Educational material
3

The Village

Menu project; self-evaluation
4

WIC

Bartholomew et al 2017 WIC legislative letter
NIH
5

WIC

Wallace et al 2020

WIC report
6

WIC

WIC in-service; self-evaluation; evaluation of Smart Goals

Original file: Submitted form version 1.pdf

Grading Scheme Assignment

Total Points

Percentage of Final Grade
The village educational material 50

15.2%
The village menu project 100

30.1%
3-day Menu (50 points)
Nutritional Analysis (40 points)
Evaluation (10 points)
The village self-evaluation

5

1.5%
WIC legislative letter

20

6.1%
WIC report 50

15.2%
Group report (25 points)
Marketing tool (25 points)
WIC in-service

50

15.2%
WIC self-evaluation

5

1.5%
Smart goals

10

3.0%
Total

330

100%

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

Original file: Submitted form version 1.pdf

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.

JMA 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/.

JMA 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.

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

JMA 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.

JMA 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.

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

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

JMA 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.

JMA 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.

JMA 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.

JMA 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.

JMA 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.

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

Certificates

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

Community Nutrition Practicum

DIE6XXX
Class Periods: Monday – Friday 8-5pm
Location: TBD
Academic Term: Summer B 20XX

Instructor:
Jeanette Andrade, PhD, RDN/LDN, FAND
Jandrade1@ufl.edu
352-294-3975
Office Hours: Mondays and Wednesdays from 12-1pm in 467B

Co-Instructor:
Kohrine Hazim, MS, RDN/LDN
Kcounts77@ufl.edu
352-294-3745
Office Hours: Appointment only

Course Description

This is a practicum-based course designed to provide exposure and experiences in food service in a senior independent living facility and Women Infants and Children (WIC).

Course Pre-Requisites / Co-Requisites
DIE 6241

Course Objectives

By the end of this practicum, students will be able to:
1. Utilize the tenets of the Nutrition Care Process and the Academy's code of ethics when interacting with preceptors and clients
2. Demonstrate effective counseling skills for diverse individuals and groups in various community settings
3. Create meal plans that are appropriate for seniors
4. Examine a safety plan for preparing meals during a natural disaster/pandemic, etc.
5. Develop and implement an educational session or program/educational strategy for a target population
6. Design educational materials that are culturally appropriate

Materials and Supply Fees
None

Required Textbooks and Software

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

Recommended Materials
None

Reading list per week (All available on Canvas)

Week 1:

- Sloane PD, Ivey J, Helton M, Barrick AL, Cerna A. Nutritional issues in long-term care. J Am Med Direc Assoc. 2008;9(7): 476-85. DOI: 10.1016/j.jamda.2008.03.005
- Kamp B. Position of the American Dietetic Association, American Society for Nutrition, and Society for Nutrition Education: Food and nutrition programs for community-residing older adults. J Acad Nutr Diet. 2010;110(3):P463-472. DOI:https://doi.org/10.1016/j.jada.2009.12.009
- Dorner B, Friedrich EK. Position of the Academy of Nutrition and Dietetics: Individualized Nutrition Approaches for Older Adults: Long-Term Care, Post-Acute Care, and Other Settings. J Acad Nutr Diet. 2018 Apr;118(4):724-735. doi: 10.1016/j.jand.2018.01.022. PMID: 29576092.

Week 4:

- Bartholomew A, Adedze P, Soto V, Funanich C, Newman T, MacNeil P. Historical perspective of the WIC program and its breastfeeding promotion and support efforts. J Nutr Educ Behav. 2017;49(7):S139-143. DOI: https://doi.org/10.1016/j.jneb.2017.03.018
- National Institutes of Health. Biochemical and other medical risk criteria. Retrieved from https://www.ncbi.nlm.nih.gov/books/NBK232504/?report=reader

Week 5:

- Wallace LA, Morris VG, Hudak KM, Racine EF. Increasing access to WIC through discount variety stores: Findings from qualitative research. J Acad Nutr Diet. 2020;120(10): 1654-1661.

Course Schedule

Weeks	Place	Readings	Assignments
1	The Village	Sloane et al 2008 Kamp 2010 Dorner et al 2018	
2	The Village		Educational material
3	The Village		Menu project; self-evaluation
4	WIC	Bartholomew et al 2017 NIH	WIC legislative letter
5	WIC	Wallace et al 2020	WIC report
6	WIC		WIC in-service; self-evaluation; evaluation of Smart Goals

Attendance Policy, Class Expectations, and Make-Up Policy

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

Evaluation of Grades

Assignment	*Total Points*	*Percentage of Final Grade*
The village educational material	50	15.2%
The village menu project 3-day Menu (50 points) Nutritional Analysis (40 points) Evaluation (10 points)	100	30.1%
The village self-evaluation	5	1.5%
WIC legislative letter	20	6.1%
WIC report Group report (25 points) Marketing tool (25 points)	50	15.2%
WIC in-service	50	15.2%
WIC self-evaluation	5	1.5%
Smart goals	10	3.0%
	330	**100%**

Grading Policy

The following is given as an example only.

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

More information on UF grading policy may be found at:
UF Graduate Catalog
Grades and Grading Policies

Students Requiring Accommodations

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

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

University Honesty Policy

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

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Campus Resources:

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints

Cover Sheet: Request 16397

FOR6XXX Visualization in the era of big ecological data

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jennifer Vogel alpha32605@ufl.edu
Created	7/19/2021 10:32:42 AM
Updated	7/19/2021 12:44:09 PM
Description of request	Create new course in School of Forest Resources and Conservation

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Forest Resources and Conservation 60460000	Terrell Baker III		7/19/2021
Data_viz_syllabus_20200102_v4.pdf CALS CC Checklist_Visualization ero of big eco data.pdf					7/19/2021 7/19/2021
College	Pending	CALS - College of Agricultural and Life Sciences			7/19/2021
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					

Original file: Cover sheet.pdf

Course|New for request 16397

Info

Request: FOR6XXX Visualization in the era of big ecological data
Description of request: Create new course in School of Forest Resources and Conservation
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 7/19/2021 10:04:48 AM
Form version: 1

Responses

Recommended Prefix FOR
Course Level 6
Course Number XXX
Category of Instruction Intermediate
Lab Code C
Course Title Visualization in the Era of Big Ecological Data
Transcript Title Visualization/era big eco data
Degree Type Graduate

Delivery Method(s) Online, On-Campus
Co-Listing No

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
Course Type Lecture
Weekly Contact Hours 3
Course Description Students will learn to effectively work with ecological data, focusing on data visualization in the programing language R. We initially work on existing datasets from forestry and fisheries. Ultimately, building storyboards for individual research projects using the student's data. The final products of the course are publication quality graphics.
Prerequisites graduate standing
Co-requisites n/a
Rationale and Placement in Curriculum This course is a practical training course that equips our learners to communicate data effectively which is a skill that is in high demand. There are no courses like this that use ecological or natural resources data in R. Over the past 2 spring semesters, our students have come from not only FFGS programs but Zoology, Biology, Ag Engineering, WEC, SNRE, and Coastal and Oceanographic Engineering. There is an obvious need for this course. We also plan to offer a fully online version with synchronous lab times to allow for distance learning students to take the course.
Course Objectives By the end of this course, the student will be able to:
* Import, manipulate, organize and manage (large) data sets with R
* Choose and implement appropriate visualization methods for exploratory data analysis or the presentation of results, depending on the type of data and visualization objective
* Create publication-quality graphics
Course Textbook(s) and/or Other Assigned Reading Readings (free online)
R for Data Science by Garrett Grolemund and Hadley Wickham
(https://r4ds.had.co.nz/index.html)

Data Visualization by Kieran Healy
(https://socviz.co/)

Original file: Submitted form version 1.pdf

The tidyverse style guide by Hadley Wickham (https://style.tidyverse.org/)

Ggplot2: elegant graphics for data analysis by Hadley Wickham (https://ggplot2-book.org/)
Weekly Schedule of Topics Date Topic
Tues 7 Jan Introduction to data and base plotting
Thurs 9 Jan Data, base plot and R (lab)
Tues 14 Jan Introduction to good visualization
Thurs 16 Jan Good, bad and ugly visualization (lab)
Tues 21 Jan ggplot2
Thurs 23 Jan Digging deep into ggplot2 (lab)
Tues 28 Jan Introduction to the Tidyverse
Thurs 30 Jan Using the Tidyverse (lab)
Tues 4 Feb Getting a plot ready for publication
Thurs 6 Feb Making publication quality figures (lab)
Tues 11 Feb Working with geospatial data
Thurs 13 Feb Mapping in R (lab)
Tues 18 Feb Working with geospatial data
Thurs 20 Feb Mapping in R (lab)
Tues 25 Feb Bring your own data - discussion
Thurs 27 Feb Data exploration (lab)
SPRING BREAK
Tues 10 Mar Work on your own data
Thurs 12 Mar Peer review and continue with own data (lab)
Tues 17 Mar Big Data
Thurs 19 Mar Dealing with big data (lab)
Tues 24 Mar Animations
Thurs 26 Mar Creating animations in R (lab)
Tues 31 Mar Conceptual diagrams
Thurs 2 Apr Creating conceptual diagrams (lab)
Tues 7 Apr Story board
Thurs 9 Apr Story board
Tues 14 Apr Story board
Thurs 16 Apr Oral presentations
Tues 21 April Oral presentations
Grading Scheme Grading Policy
A 90.0-100
B+ 86.7-89.99
B 83.7-86.6
B- 80.0-83.6
C+ 76.7-79.9
C 73.7-76.6
C- 70.0-73.6
D+ 66.7-69.9
D 63.7-66.6
D- 60.0-63.6
E < 60.0
Instructor(s) Dr. Dan Johnson
Dr. Geraldine Klarenberg
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

Original file: Submitted form version 1.pdf

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.

___x_ 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/.

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

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

__x__ 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.

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

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

Original file: CALS CC Checklist_Visualization ero of big eco data.pdf

___x_ 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.

__x__ 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.

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

__x__ 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.

___x_ 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.

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

Certificates

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

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Download PDF here

Original file: Data_viz_syllabus_20200102_v4.pdf

SFRC SCHOOL OF FOREST RESOURCES & CONSERVATION

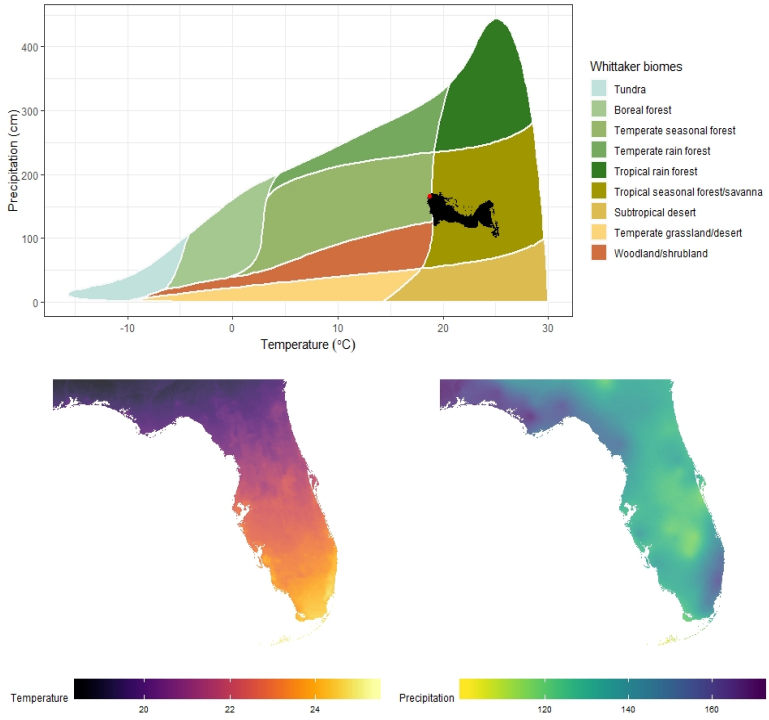
UF IFAS UNIVERSITY of FLORIDA

Spring 2020

FOR 6934

Visualization in the era of big ecological data

(3 credits)



Visualization gives you answers to questions you didn't know you had.
-Ben Schneiderman

Course description

This course will equip students with knowledge and skills to work effectively with big (ecological) data, with a specific focus on data visualization as exploratory data analysis. At the end of this course, students will know the basics of effective visualization and will be able to effectively communicate their data and/or findings through visualization. We will initially focus on existing big data from forestry and fisheries. All classes and labs will be hands-on, and students will need to bring laptops (contact the instructors if this is not possible). Ideally students will bring their own data and/or analyses to work with later in the course. The final product of the course are publication quality graphics of this data and/or analyses.

Learning objectives

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

- Import, manipulate, organize and manage (large) data sets with R
- Choose and implement appropriate visualization methods for exploratory data analysis or the presentation of results, depending on the type of data and visualization objective
- Create publication-quality graphics

Class hours and location

Tuesday 10:40 – 11:30 (period 4)
Thursday 10:40 – 12:35 (period 4&5)
Reed Laboratory Rm 302

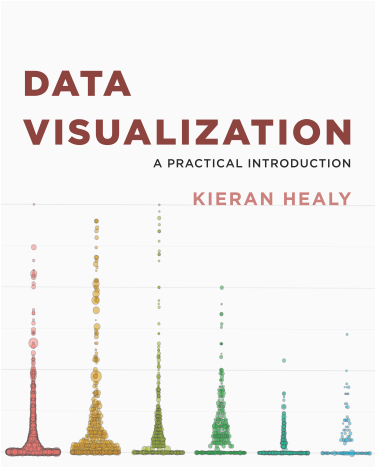
Dr. Daniel J. Johnson
363 Newins-Ziegler Hall
johnson.daniel@ufl.edu
352-273-0295
Office hours: Tuesday 2-4 pm, other times by appointment

Dr. Geraldine Klarenberg
430 McCarty Hall C
gklarenberg@ufl.edu
352-273-0792
Office hours: Wednesday 2-4 pm, other times by appointment

Course resources 2
Course requirements 2
Grading 3
Class expectations 3
UF policies 4
Course schedule 5

Email policy: emails and/or Canvas messages will be answered in 24 hours except on holidays and weekends.

Course resources



You will need to bring a laptop to this class, with R (https://www.r-project.org/) and Rstudio (https://rstudio.com/) installed.
There are a number of free online resources that we will use (selectively):
R for Data Science by Garrett Grolemund and Hadley Wickham (https://r4ds.had.co.nz/index.html)
Data Visualization by Kieran Healy (https://socviz.co/)
The tidyverse style guide by Hadley Wickham (https://style.tidyverse.org/)
Ggplot2: elegant graphics for data analysis by Hadley Wickham (https://ggplot2-book.org/)

The greatest value of a picture is when it forces us to notice what we never expected to see.
-John Tukey

We will use CANVAS for all assignments, grades, resources and announcements. Make sure that under Account > Notifications, "Announcements" are set to "Notify me right away"

Course requirements

We expect students to have some knowledge of R. Please contact the instructors if in doubt. This course will be delivered as a hands-on experience. If you miss classes, and especially labs, you are required to do the work on your own – which can be challenging.

We strongly encourage peer to peer learning; this means that we expect those less experienced to ask questions to those more experienced, and vice versa, that more experienced students are willing to help others.

There will be **5 assignments**, spaced 2 weeks apart. The **final project** will be a "storyboard", +/- 4 figures based on (ideally your own) data sets. You will be required to present your story board to the class.

Course evaluations

Student assessments are an important part of efforts to improve teaching and learning. 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/.

About the instructors

Dr. Dan Johnson is an Assistant Professor in the School of Forest Resources and Conservation. He has a PhD in Biology (Indiana University), MS in Environmental Science (IU) and a BS in Forestry (Purdue University).

Teaching Philosophy: I strongly that a college education is not meant to simply relate facts and skills, but to provide the basic framework for the life-long adventure of learning. I approach class time as an explorer and guide while leading my classes on an expedition of the knowledge landscape.

Dr. Geraldine Klarenberg is a lecturer in quantitative data science in the School of Forest Resources. She has a PhD in Agricultural and Biological Engineering (UF) and an MSc in Tropical Land Use / Irrigation (Wageningen University).

Teaching philosophy: I like to see my classroom as a community and I specifically promote interaction and peer learning. I believe that interactive work and learning-by-doing are the best ways to gain skills and retain knowledge. Most of all, I want everyone have fun and feel valued!

Grading policy

Assignments ..... 20 points each
Final project ..... 100 points

Assignments compose 50% of the final grade, the final project the other 50%.

Grading Policy

A	90.0-100
B+	86.7-89.9
B	83.7-86.6
B-	80.0-83.6
C+	76.7-79.9
C	73.7-76.6
C-	70.0-73.6
D+	66.7-69.9
D	63.7-66.6
D-	60.0-63.6
E	< 60.0

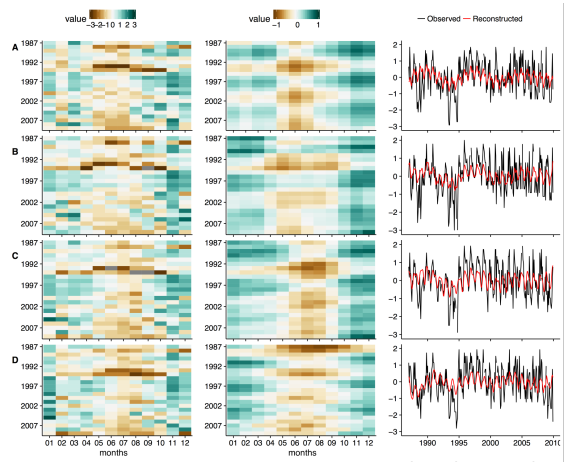
All grades will be announced on CANVAS. You have 1 week after grades are returned to discuss the grade. After this, grades are final.

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Code of Conduct

We are dedicated to providing a welcoming and supportive environment for all people, regardless of background or identity. By participating in this community, participants accept to abide by these ground rules. Any form or behavior to exclude, intimidate, or cause discomfort is a violation of these ground rules. In order to foster a positive and professional learning environment we expect and encourage the following kinds of behaviors in all platforms and events:

- Use welcoming and inclusive language
- Be respectful of different viewpoints and experiences
- Gracefully accept constructive criticism
- Focus on what is best for the community
- Show courtesy and respect towards other community members



Klarenberg et al. (2018)

Class expectations

Attendance

Attendance is strongly encouraged, especially labs.

If you will be absent, inform the instructors at least a week in advance.

In the case of emergency absences, inform the instructors as soon as possible.

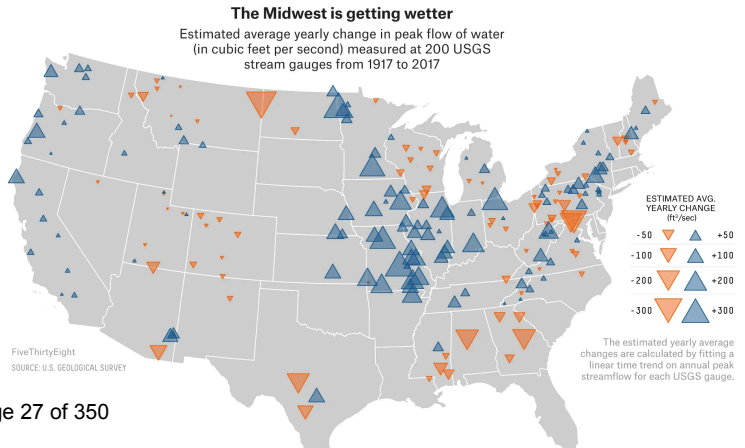
Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

```
heatplot_recon1<-ggplot(subset(mydata_melt,variable=="recon"),aes(x=months,y=years,fill=value))+
  geom_tile()+
  scale_fill_gradientn(colours = cols_recon,limits=c(-1.5,1.5),breaks = c(-1.5,0,1.5))+
  xlab("")+ylab("")+
  scale_y_discrete(limits = rev(levels(mydata_melt$years)), breaks=seq(1987,2009,by=5))+
  theme(plot.margin = unit(c(0, 0, 0, 0), "cm"))+ #top,right,bottom,left
  theme(axis.text.x=element_blank())+
  theme(legend.position="top")
```

Late / make-up work

Late assignments will be graded as follows:
< 24 hrs: -10%
< 48 hrs: -25%
> 48 hrs: -50%

Make up work: contact the instructor to agree on new deadlines (only for excused absences)



https://fivethirtyeight.com/features/the-midwest-is-getting-drenched-and-its-causing-big-problems/

UF policies

Honesty policy

UF students are bound by The Honor Pledge which states, *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code."* On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*
The Honor Code (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Student privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: https://registrar.ufl.edu/ferpa.html

Students requiring accommodations

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

Software use

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

Campus resources

Health and wellness

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

Academic resources

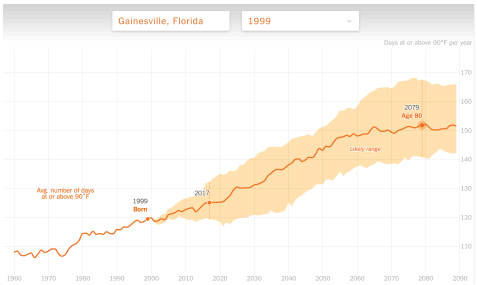
E-learning technical suppor*t*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
https://lss.at.ufl.edu/help.shtml.
Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. https://www.crc.ufl.edu/.
Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.
Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.
Student Complaints Campus*:*
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
On-Line Students Complaints*:*
http://www.distance.ufl.edu/student-complaint-process.

Course schedule

Date	Topic
Tues 7 Jan	Introduction to data and base plotting
Thurs 9 Jan	Data, base plot and R (lab)
Tues 14 Jan	Introduction to good visualization
Thurs 16 Jan	Good, bad and ugly visualization (lab)
Tues 21 Jan	ggplot2
Thurs 23 Jan	Digging deep into ggplot2 (lab)
Tues 28 Jan	Introduction to the Tidyverse
Thurs 30 Jan	Using the Tidyverse (lab)
Tues 4 Feb	Getting a plot ready for publication
Thurs 6 Feb	Making publication quality figures (lab)
Tues 11 Feb	Working with geospatial data
Thurs 13 Feb	Mapping in R (lab)
Tues 18 Feb	Working with geospatial data
Thurs 20 Feb	Mapping in R (lab)
Tues 25 Feb	Bring your own data - discussion
Thurs 27 Feb	Data exploration (lab)
SPRING BREAK	
Tues 10 Mar	Work on your own data
Thurs 12 Mar	Peer review and continue with own data (lab)
Tues 17 Mar	Big Data
Thurs 19 Mar	Dealing with big data (lab)
Tues 24 Mar	Animations
Thurs 26 Mar	Creating animations in R (lab)
Tues 31 Mar	Conceptual diagrams
Thurs 2 Apr	Creating conceptual diagrams (lab)
Tues 7 Apr	Story board
Thurs 9 Apr	Story board
Tues 14 Apr	Story board
Thurs 16 Apr	Oral presentations
Tues 21 April	Oral presentations

Most of us need to listen to the music to understand how beautiful it is. But often that's how we present statistics: we just show the notes, we don't play the music.

-Hans Rosling



https://www.nytimes.com/interactive/2018/08/30/climate/how-much-hotter-is-your-hometown.html

Important dates

Assignments

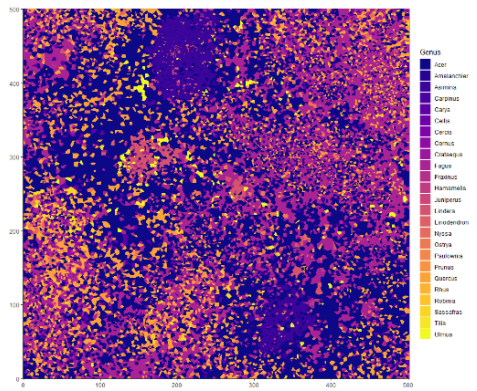
- 27 January
- 10 February
- 24 February
- 9 March
- 23 March

Presentations

- 16 or 21 April

Final project

- 22 April



Course schedule, topics and assignment/project due dates are subject to change. If changes are necessary, these will be announced at least one week in advance, on Canvas.

Cover Sheet: Request 16089

New graduate course

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Brian Visconti bvisconti@ufl.edu
Created	4/9/2021 6:55:48 PM
Updated	4/16/2021 4:12:00 PM
Description of request	Proposal of a new graduate course

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		4/16/2021
FYC Prof_Dev_VictorHarris_Fall_2021 (1).pdf CALS CC Checklist (1).pdf					4/16/2021 4/16/2021
College	Pending	CALS - College of Agricultural and Life Sciences			4/16/2021
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					

Original file: Cover sheet.pdf

Course|New for request 16089

Info

Request: New graduate course
Description of request: Proposal of a new graduate course
Submitter: Brian Visconti bvisconti@ufl.edu
Created: 4/9/2021 7:37:40 PM
Form version: 3

Responses

Recommended Prefix FYC
Course Level 6
Course Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Professional Development Seminar in YDFS
Transcript Title Professional Development
Degree Type Graduate

Delivery Method(s) On-Campus
Co-Listing No

Effective Term Fall
Effective Year 2021
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description This course examines the developmental knowledge and skills necessary for doctoral candidates to become successful faculty members in the field of Youth Development and Family Science (YDFS).
Prerequisites Graduate Status
Co-requisites N/A
Rationale and Placement in Curriculum The skills developed by this course are crucial for the translation of formal education into a successful foray into the job search process and the professional workplace.

Course Objectives OBJECTIVES
Students will learn to:
(1) teach and communicate effectively; and,
(2) conduct faculty-related job roles, responsibilities, and
tasks effectively.

CORE SKILLS
1. Teaching
2. Research
3. Outreach/Service
4. Grantsmanship
5. Professional Roles and Responsibilities
6. Résumé/CV/ePortfolio Development
7. Professional Job Searching
8. Professional Job Interviewing

Original file: Submitted form version 3.pdf

Course Textbook(s) and/or Other Assigned Reading Readings provided in Canvas

EXAMPLES
Paul, R. & Elder, L. (2009). The miniature guide to critical thinking: Concepts and tools. Dillon Beach, CA: Foundation for Critical Thinking.
Lloyd, M., & Bahr, N. (2010). Thinking critically about critical thinking in higher education. International Journal for the Scholarship of Teaching and Learning, 4(2), Article 9. https://doi.org/10.20429/ijsotl.2010.040209
Pritchard, A. (2009). Ways of learning: Learning theories and learning styles in the classroom (2nd). New York, NY: Routledge. [Note: Read your assigned chapter only.]

Weekly Schedule of Topics Week 1-2: Professional Development Strategies for Success – Challenges, Reflections, Diversity, Inclusion, & Critical Analysis
Week 3: Professional Skills – Teaching and Preparation
Week 4: Professional Skills – Teaching Pedagogy & Classroom Management
Week 5: Professional Skills: Teaching Delivery/Evaluation
Week 6: Practice Teaching of Teaching Presentation Outline
Week 7-8: Teaching Presentations and Evaluation
Week 9: Professional Skills – Research, Outreach, Grantsmanship and Service
Week 10-11: Professional Job Search and Strategies
Week 12: Professional Roles and Responsibilities
Week 13: Job Interview Presentations
Week 14: Break
Week 15: Job Interview Presentations
Week 16: ePortfolio Presentations

Grading Scheme Components_____Points

2 Critical Analyses (25 Pts. Ea.) ---------- 50
3 Mini-Assessments (40 to 50 Pts. Ea.) ------- 130
Assignment 1 Teaching Outlines 1a
(1st Draft-100); 1b: (2nd Draft-50)---------- 150
Assignment 2 Teaching Presentations -------- 100
Assignment 3 Vitae/Cover Letter ----------50
Assignment 4 Research Narrative ---------- 50
Assignment 5 Job Interview Presentations --- 100
Assignment 6 ePortfolio 6a (10); 6b: (60)----- 70

Grade ____Percentage Range ___~Points
A 93 - 100% 651 – 700
A- 90 - 92% 630 – 646
B+ 87 - 89% 609 – 629
B 83 - 86% 581 – 608
B- 80 - 82% 560 – 580
C+ 77 - 79% 539 – 559
C 73 - 76% 511 – 538
C- 70 - 72% 490 – 510
D+ 67 - 69% 469 – 489
D 60 - 66% 420 – 468
D- 59% and below 419 or less
Instructor(s) Dr. Victor W. Harris
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

Original file: Submitted form version 3.pdf

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). Do not use the words demonstrate or understand when listing learning objectives.

Original file: CALS CC Checklist (1).pdf

_✓_ 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) for further instruction)

Original file: CALS CC Checklist (1).pdf

PROFESSIONAL DEVELOPMENT

FYC 6XXX | FALL 2021 | 3 CREDITS

"THE REWARD OF A THING WELL DONE IS TO HAVE DONE IT."
~RALPH WALDO EMERSON

UF UNIVERSITY of FLORIDA

Institute of Food and Agricultural Sciences
Department of Family, Youth and Community Sciences

INSTRUCTOR:
Victor William Harris, Ph.D.

TEACHING ASSISTANT:
TBD

Contact Information	Class Information
Phone: 352-273-3523	**Place: TBD**
Office: 3028D McCarty Hall D	**Time: W 1:55-4:00 pm**
Office Hours: Mondays 1-2 p.m.	**Teaching Assistant: TBD**
Email: victorharris@ufl.edu	**Email: TBD**

UNIVERSITY COURSE DESCRIPTION

FYC 6932 PROFESSIONAL DEVELOPMENT SEMINAR in YDFS (Prerequisites – None)

COURSE INTRODUCTION

This course examines the developmental knowledge and skills necessary for doctoral candidates to become successful faculty members in the field of Youth Development and Family Science (YDFS).

TEACHING PHILOSOPHY, INSTRUCTION, COURSE OBJECTIVES

My teaching philosophy and instruction are designed to prepare you for success as a member of a university, department, and/or professional community. I value class participation and seek to balance instruction with the opportunity for you to think critically and demonstrate your grasp and application of the knowledge and skills you will need to become a competent professional in the field of Youth Development and Family Science (YDFS).

Informed by the research of instructional designers such as Gagne (9 Events of Instruction) and Merrill (First Principles of Instruction), the main tenet of my teaching philosophy and instruction is to use engaging and active learning strategies to challenge you to apply the principles of family, youth, and community sciences toward transformative improvement of yourselves, your relationships, and your surrounding communities. I am a praxis-oriented instructor, advisor, and mentor and am committed to supporting you in the transformative process of becoming a balanced and competent professional. As a result, this course is designed with the following general **objectives** in mind: **Future faculty members will learn to: (1) teach and communicate effectively; and, (2) conduct faculty-related job roles, responsibilities, and tasks effectively.** The ***development*** and ***practice*** of these applied knowledge, skill, and job-related competencies will be the focus of this course.

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UNITS: TOPIC AREAS

Unit 1: Strategies, Teaching, Research, Grantsmanship, Outreach, and Service

Module 1: Professional Development Strategies for Success

Module 2: Professional Skills – Teaching

Module 3: Professional Skills – Research, Outreach, Grantsmanship, & Service

Unit 2: Job Roles & Responsibilities

Module 4: Professional Job Search

Module 5: Professional Roles & Responsibilities

GRADES: GRADES WILL BE BASED UPON THE FOLLOWING:

Components	Points
2 Critical Analyses (25 Pts. Ea.)	50
3 Mini-Assessments (40 to 50 Pts. Ea.)	130
Assignment 1 Teaching Outlines 1a (1st Draft-100); 1b: (2nd Draft-50)	150
Assignment 2 Teaching Presentations	100
Assignment 3 Vitae/Cover Letter	50
Assignment 4 Research Narrative	50
Assignment 5 Job Interview Presentations	100
Assignment 6 ePortfolio 6a (10); 6b: (60)	70

Grade	Percentage Range	~Points
A	93 - 100%	651 – 700
A-	90 - 92%	630 – 646
B+	87 - 89%	609 – 629
B	83 - 86%	581 – 608
B-	80 - 82%	560 – 580
C+	77 - 79%	539 – 559
C	73 - 76%	511 – 538
C-	70 - 72%	490 – 510
D+	67 - 69%	469 – 489
D	60 - 66%	420 – 468
D-	59% and below	419 or less

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COURSE SCHEDULE

WEEK	DATE	MODULE/TOPIC	READINGS, QUIZZES & ASSIGNMENTS
		Unit 1: Strategies, Teaching, Research, Grantsmanship, Outreach, and Service *(Mapped to Objectives 1 & 2)*	
1-2	W 8/25	**MODULE 1: PROFESSIONAL DEVELOPMENT STRATEGIES FOR SUCCESS** • 1.1 Overview, Challenges, Reflections, Diversity, Inclusion, & Critical Analysis	Syllabus Review
	W 9/1	• 1.1 Overview, Challenges, Reflections, Diversity, Inclusion, & Critical Analysis (cont.)	
3-4	W 9/8	**MODULE 2: PROFESSIONAL SKILLS – TEACHING** • 2.1 Professional Skills: Teaching Preparation	*Readings #1 • Critical Analysis #1 Due
	W 9/15	• 2.2 Professional Skills: Teaching Pedagogy • 2.2 Professional Skills: Classroom Management	*Readings #2 – Critical Analysis #2 Due • *Mini-Assessment #1: Teaching Philosophy Due (40)*
5-6	W 9/22	• 2.3 Professional Skills: Teaching Delivery/ Evaluation • 2.3 Practice Teaching of Teaching Presentation Outline *(1st Draft)* Due in Class	• *Assignment #1a: Teaching Presentation Outline (1st Draft) Due (100)* • Practice Teaching Due in Class
	W 9/29	• 2.4 Professional Skills: Ideas that Work in College Teaching	*Readings #3 • *Assignment #1b: Teaching Presentation Outline (2nd Draft) Due (50)* • *Graded in Canvas by Friday*
7-8	W 10/6	• 2.5 Final Teaching Presentations – Evaluations	• *Assignment #2: Teaching Presentation/ Evaluation Due (100)*
	W 10/13	• 2.5 Final Teaching Presentations – Evaluations	• *Assignment #2: Teaching Presentation/ Evaluation Due (100)*
		Unit 2: Job Roles, Responsibilities, & Tasks	
9-10	W 10/20	**MODULE 3: PROFESSIONAL SKILLS – RESEARCH, OUTREACH, GRANTSMANSHIP, AND SERVICE** • 3.1 Research, Outreach, Grantsmanship, and	*Readings #4 • *Mini-Assessment #2: Research/Outreach*

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		Service – Strategies for Success	***Program Evaluation Due (40)***
	W 10/27	**MODULE 4: PROFESSIONAL JOB SEARCH** • **4.1 Packaging and Marketing Yourself**	***Readings #5** • ***Assignment #3: Vitae/Cover Letter Due (50)***
11-12	**W 11/3**	• **4.2 Strategies for Landing Your First Job**	• ***Assignment #4: Research Narrative Due (50)***
	W 11/10	**MODULE 5: PROFESSIONAL ROLES AND RESPONSIBILITIES (cont.)** • **5.1 Preparing to Be a Faculty Member** • **5.1 The Life of a Faculty Member** • **5.1 Building Your Record of Academic Achievement**	• ***Mini-Assessment #3: Job Search Due (40)***
13-14	**W 11/17**	• **5.2 Job Interview Presentations**	• ***Assignment #5: Job Interview Presentation/ Evaluation Due (100)***
	11/24-28	**Thanksgiving Holiday**	
15-16	**W 12/1**	• **5.2 Job Interview Presentations**	• ***Assignment #5: Job Interview Presentation/ Evaluation Due (100)***
	W 12/8	• **5.3 ePortfolio Presentations**	• ***Assignment #6: ePortfolio/Presentation Due (60)***

Readings are available in "Files" on the Canvas course webpage; subfolder "Readings." Links to the readings are also provided in Canvas.

COURSE ACTIVITIES

Readings and Critical Analyses

No exams will be administered for this course. ***Readings:*** Students are expected to stay current with the weekly reading assignments. ***Critical Analyses:*** Two critical analyses are required covering the assigned topics for the week. You must **read the assigned reading** by the course instructor and then **select a research article of your choice on the assigned topic** and analyze it critically using the **YDFS Critical Analysis Review Form** below. Critical analyses must be completed online prior to class each week and will be submitted in Canvas. You must come prepared to discuss your critical analysis and topic with the class. Each critical analysis is worth 25 points toward your final grade.

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Critical Analysis: Criteria for Grading (Turn in one (1) copy in Canvas and come prepared to share your analysis in class)	Points
Critical Analysis: 1. Manuscript title/Name (1 point) 2. Originality (2 points) 3. Structure (2 points) 4. Title and abstract (2 points) 5. Introduction (2 points) 6. Literature Review (3 points) 7. Method (3 points) 8. Results (3 points) 9. Discussion/Conclusions (3 points) 10. Implications (2 points) 11. Writing (2 points)	**/25** **/1** **/2** **/2** **/2** **/2** **/3** **/3** **/3** **/3** **/2** **/2**
Total Points/Final Grade	**/25**

YDFS Critical Analysis Review Form

Manuscript Title:

Reviewer Name:

Instructions: Answer the following questions providing enough detail to justify your answers. Complete the Rating Checklist.

***Originality*:** How does the manuscript advance knowledge in the field?

***Structure*:** Is the manuscript clearly laid out? Can you follow the logic from the introduction to the conclusion?

***Title and Abstract*:** Do the title and abstract reflect the manuscript as a whole as well as the findings in particular? Are the most salient keywords included with the abstract?

***Introduction*:** Overall, how well has the stage been set for what is being reported? What is the purpose of the manuscript?

Literature Review: Are relevant research and theories summarized? Are important works missing? How was the creative work conceived? Was a theme constructed for the creative work? Are research questions and/or hypotheses delineated? Do the research questions and/or hypotheses stem from the research and theories presented?

***Method*:** Are the research strategies/design processes clearly described? Is there a justification for the methods used? Is the design suitable for answering the research questions? Is enough detail presented to allow for replication? Was the sampling appropriate? Are constructs properly operationalized? Are reliability and validity information included for measures used when appropriate?

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***Results*:** Are the results laid out clearly and logically? Have appropriate statistical/qualitative analyses been conducted where relevant? Are interpretations correct? Are tables and figures used appropriately (to present data that are too complex to describe in the text – to improve readability)? Are tables and figures clear and succinct?

***Discussion/Conclusions*:** Are the major findings summarized concisely and accurately? Are the conclusions supported by the results? Has a connection been made to their expectations and previous research cited in the manuscript? Are plausible alternative explanations for findings presented? Are relevant limitations of the study discussed? Is there an explanation of how the study advanced knowledge in the field?

***Implications*:** Does the manuscript give adequate attention to practical implications?

***Writing*:** Is the writing clear? Has the use of jargon been avoided? Is the writing concise? Are grammar and punctuation correct? Are there typographical errors? How well did the writer employ critical thinking skills (e.g., elements of thought, universal thinking standards, etc. (Paul & Elder, 2019))

Rating Checklist	**Yes**	**Marginal**	**No**	**N/A**
Originality:				
Manuscript advances knowledge in the field				
Structure:				
Manuscript clearly laid out				
Title and Abstract:				
Reflect manuscript				
Introduction/Literature Review:				
Relevant research and theories summarized				
Research questions and/or hypotheses delineated				
Methods:				
Research strategies clearly described and justified				
Sampling appropriate				
Constructs operationalized				
Detail provided to allow for replication				
Results:				
Appropriate statistical/qualitative analyses conducted				

Original file: FYC Prof_Dev_VictorHarris_Fall_2021 (1).pdf

Interpretations of analyses correct				
Tables and figures used appropriately				
Discussion/Conclusions:				
Major findings summarized accurately				
Conclusions supported by results				
Connection made to expectations and previous research				
Limitations of study discussed				
Implications:				
Adequate attention given to practical implications of the work				
Writing:				
Writing clear and concise				
Minimal grammar, punctuation, and/or typographical errors				
Critical thinking skills displayed				

Mini-Assessments

Three **mandatory** mini-assessments are required covering assigned professional development activities and skills. Mini-assessments are worth 130 points toward your final grade.

#1 Teaching Philosophy (50 Points) Due. A statement about teaching philosophy is required by many employers. Successful completion of this mini-assessment will include:

a. Write a succinct statement of teaching philosophy of no more than three paragraphs.
b. Address your attitudes, values, and beliefs about teaching as follows: 1) Your specific approach to learning; 2) Your specific approach to teaching/advising/mentoring students; and 3) Your specific approach for targeting change through effective instruction.

Mini-Assessment #1: Criteria for Grading (Turn in one (1) copy in Canvas and come prepared to share your teaching philosophy in class)	**Points**
#1 Teaching Philosophy:	**/50**
1. ***Paragraph 1:*** Identify your specific approach to learning (12 points)	**/12**
2. ***Paragraph 2:*** Identify your specific approach to teaching/advising/mentoring (12 points)	**/12**
3. ***Paragraph 3:*** Identify your specific approach to targeting change through effective instruction (12 points)	**/12**
4. Proper formatting (succinct, formatting, grammar) (4 points)	**/4**
5. Add your teaching philosophy to your e-portfolio (10 points)	**/10**
Total Points/Final Grade	**/50**

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#2: Research/Outreach Program Evaluation (40 Points) Due. A basic understanding of how to evaluate research or outreach programs is required by many employers. The successful completion of this mini-assessment will include the following:

a. Choose a specific research or outreach program to evaluate.
b. Address the following questions: 1) What is the nature and scope of the targeted issue/problem?; 2) What specific approaches/methods/interventions to addressing the targeted issue/problem are proposed/employed?; and 3) What programmatic outcomes/findings specific to the targeted populations and goals evidence program effectiveness?

Mini-Assessment #2: Criteria for Grading (Submit one (1) copy in Canvas and come prepared to share your research or outreach evaluation in class)	**Points**
#2 **Research/Outreach Program Evaluation:**	**/40**
1. ***Paragraph 1:*** Identify the type of program evaluation (e.g., postpositivism) and the nature and scope of the targeted issue/problem (12 points)	**/12**
2. ***Paragraph 2:*** Identify specific approaches/methods/interventions that are proposed/employed to address the targeted issue/problem (12 points)	**/12**
3. ***Paragraph 3:*** Identify programmatic outcomes/findings specific to the targeted populations and goals that evidence program effectiveness (12 points)	**/12**
4. Proper formatting (succinct, formatting, grammar) (4 points)	**/4**
Total Points/Final Grade	**/40**

#3: Job Search Review (40 Points) Due. A basic understanding of how to conduct a job search is required to obtain employment. The successful completion of this mini-assessment will include the following:

a. Choose a relevant job search website such as *The Chronicle of Higher Education* or *HigherEdJobs*.
b. Identify at least one job that you would be interested in applying for and list the following: 1) What required qualifications are trending in your position(s) of interest?; 2) How do your credentials *specifically* align with these qualifications?; and 3) What specific approach would you take to make you competitive for obtaining the position(s) of interest?

Mini-Assessment #3: Criteria for Grading (Submit one (1) copy in Canvas and come prepared to share your job search review in class)	**Points**
#3 **Job Search Review:**	**/40**
1. ***Paragraph 1:*** Identify required qualifications that are trending in your position(s) of interest (12 points)	**/12**
2. ***Paragraph 2:*** Identify how your credentials specifically align with these qualifications (12 points)	**/12**
3. ***Paragraph 3:*** Discuss the approach you would take to make you competitive for obtaining the position(s) of interest (12 points)	**/12**
4. Proper formatting (succinct, formatting, grammar) (4 points)	**/4**
Total Points/Final Grade	**/40**

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Six Assignments

Six assignments are required covering specific professional development activities and skills. Point totals vary according to the depth and breadth of each assignment.

Teaching Outline

Assignment #1a & 1b: Teaching Outline (First Draft #1a; Second Draft #1b) Due.
Completion of this assignment will include construction of a completed 1st Draft and 2nd Draft of your teaching outline for your chosen teaching topic including identifying your teaching philosophy, assessing student needs, content (2-3 principles you will teach), target skills, objectives, overall goal, role (facilitator, expert, consultant), what the instructor will do, what the learner will do, content (facts, concepts, principles), mental processes, method, teaching methodology, and questioning techniques. Include any handouts and other teaching aids and tools and a tracking chart, as appropriate (100 points).

Assignment #1a: Criteria for Grading (Submit one (1) copy in Canvas and come prepared to share your teaching outline in class)	**Points**
#1a Teaching Outline (First Draft):	**/100**
1. Name (1 point)	**/1**
2. Title of presentation (1 point)	**/1**
3. Student need assessment (3 points)	**/3**
4. Content (2-3 principles) (3 points)	**/3**
5. Target skills identified (cognitive, emotional, behavioral) (3 points)	**/3**
6. Objectives (3 points)	**/3**
7. Overall goal (3 points)	**/3**
8. Role (facilitator, expert, consultant) (3 points)	**/3**
9. What the instructor will do (3 points)	**/3**
10. What the learner will do (3 points)	**/3**
11. Content (facts, concepts, principles) (2 points)	**/2**
12. Mental processes (2 points)	**/2**
13. Method (2 points)	**/2**
14. Use of specific teaching methodology of your choice (20 points)	**/20**
15. Use of questioning techniques (20 points)	**/20**
16. Overall professional look of teaching outline, format, grammar, handouts, teaching aids and tools, target skills chart (if appropriate) (28 points)	**/28**
Total Points/Final Grade	**/100**

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Assignment #1b: **Revised/Detailed Teaching Outline (Second Draft) Due.** A revised version of Assignment #1a (see criteria for grading below) **is due in Canvas.**

Assignment #1b: Criteria for Grading **(Submit one (1) copy in Canvas and come prepared to share your revised teaching outline in class)**	**Points**
#1b Revised/Detailed Teaching Outline (Second Draft): 1. Revision of criteria items 1-7, Assessment #1a (5 points) 2. Revision of criteria items 8-13, Assessment #1a (5 points) 3. Revision of criteria item 14, Assessment #1a (10 points) 4. Revision of criteria item 15, Assessment #1a (10 points) 5. Revision of criteria item 16, Assessment #1a (10 points)	**/50** **/5** **/5** **/10** **/10** **/20**
Total Points/Final Grade	**/50**

Teaching Presentation

Assignment #2: **Teaching Presentation/Evaluation Due.** Completion of this assignment will include the following:

1. Teach an audience of your peers in class using your *Revised/Detailed Teaching Outline.* Each audience member will evaluate your teaching using the *Teaching Evaluation Form* below.
2. You must also evaluate your own teaching using the *Teaching Evaluation Form* below.
3. You must turn in the completed audience evaluations and your own evaluation to the instructor in class the day of your teaching. Your score for this assessment will then be posted in Canvas.
4. Failure to evaluate peers teaching presentations will result in point deductions for each evaluation not submitted or completed.

Assignment #2: Criteria for Grading **(Print this page and turn in one (1) copy to the instructor with your assignment)**	**Points**
#2 Teaching Presentation/Evaluation: Your overall presentation score will be based upon averaging your audience member evaluations, your own evaluation, and the instructor's overall evaluation. (100 points) 1. Audience member evaluations completed and turned in to the instructor 2. Your personal evaluation of your teaching 3. Instructor's overall evaluation of teaching, materials, aids, engagement, etc.	**/100** **/100** **Averaged** **/100**
Total Points/Final Grade	**/100**

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FYCS **Professional Development Presentation** **University of Florida**

Assessment_____ **Teaching Evaluation Form**
Date_____

Title of Presentation: **Rating Scale: 1 2 3 4 5 6 7 8 9 10**
Poor → Good → Excellent

Names of Presenter or Presenters: 1.
2. 4. 6.
3. 5. 7.

1. Presenter(s) scores on the following:

___/10 **Preparation:** How well prepared was the presenter today?
___/10 **Attention/Introduction:** Introduced the presentation with a fun or engaging story, slide, joke, video clip, etc. that related well to the overall presentation (i.e., **They caught our Attention!**).
___/10 **Content/Information:** Presented some new information or new perspectives on old information.
___/10 Included a handout for each member of the audience and one for the instructor/supervisor.
___/10 **Interaction**: Asked good facilitating questions.
___/10 Engaged and involved the class in the presentation (e.g., discussed and validated well)
___/10 **Application:** Applied the information to class members' lives personally.
___/10 Identified specific target skill(s) and provided a brief activity to allow class members to practice this skill in class during the presentation and a way to continue to practice it at home.
___/10 **Invitation/Conclusions:** Synthesized the information well, reviewed what was taught during the presentation, and ***invited*** **class members "to do" something** based upon what the learned.
___/10 Provided a handout, a target skills practice section, and/or invited the audience to continue to practice the target skills practiced in class on their own at home.
___/100 Rating: Score your overall evaluation of the presenter(s) presentation (add up each of the scores from above and place that number in front of the /100).

3. What aspects of the presentation did you feel the best about?

4. What would you recommend should be done *now* in terms of changes to the presentation?

Check One √

☐ **Class Evaluator-Name:**
_____

☐ **Class Presenter-Name:**
_____

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Professional Vitae/Cover Letter

Assignment #3: Vitae/Cover Letter Due. Completion of this assignment will include developing a **vitae** that represents your professional experience so far. Make sure to include your teaching philosophy, any teaching evaluations, classes taught, creative works, research, research presentations, service, outreach, awards, etc. (See Dr. Harris's example and feel free to look at/use other examples).

Construct a **cover letter** according to best practices in writing cover letters. Look at examples online and feel free to search websites such as *The Chronicle of Higher Education* or *HigherEdJobs* to look for jobs you might be interested in applying for. **It is recommended that you prepare your cover letter for a job search you will complete for Mini-Assessment #3.** (50 points)

Assignment #3: Criteria for Grading (Submit one (1) copy in Canvas and come prepared to share your vitae and cover letter in class)	**Points**
Professional Vitae:	**/50**
1. Inclusion of teaching philosophy, teaching evaluations, classes taught, creative works, research, research presentations, service, outreach, awards, etc. into a cohesive package. (10 points)	**/10**
2. Proper formatting, including university quality writing (5 points)	**/5**
3. Add your Professional vitae to your e-portfolio (10 points)	**/10**
Cover Letter:	
4. Introduction (attract attention, stimulate interest, create desire, and generate action) (7 points)	**/7**
5. Body (individualize, personalize the information) (7 points)	**/7**
6. Conclusion (summarize how your skills are aligned with the position, provide contact information, thank the employer for their time) (7 points)	**/7**
7. Proper formatting (proper English, grammar, spelling, no mistakes) (4 points)	**/4**
Total Points/Final Grade	**/50**

Research Narrative

Assignment #4: Research Narrative Due. Completion of this assignment includes the following:

1. **Introduction/Background.** Identify the specific aims of your research, what you are studying, and why.
2. **Theoretical Foundations.** Identify the theoretical foundations that inform your research and how the identified theories inform your research.
3. **Body of Knowledge.** Discuss your contributions/discoveries/additions to the knowledge base.
4. **Outcomes and Impacts.** Discuss the "so what" of your research contributions (e.g., include publishing in top tier journals in your field, significant impacts of your work, etc.).

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Assignment #4: Criteria for Grading (Submit one (1) copy in Canvas and come prepared to share your research narrative in class)	Points
#4 Revised/Detailed Teaching Outline (Second Draft): 1. Introduction/Background (5 points) 2. Theoretical Foundations (10 points) 3. Body of Knowledge (10 points) 4. Outcomes and Impacts (10 points) 5. Format, grammar, spelling, flow (5 points) 6. Add your Research Narrative to your e-portfolio (10 points)	**/50** **/5** **/10** **/10** **/10** **/5** **/10**
Total Points/Final Grade	**/50**

Job Interview Presentation

Assignment #5: Job Interview Presentation Due. Completion of this assignment will include the following:

1. Teach an audience of your peers in class using a prepared job interview presentation highlighting your background, teaching, research, outreach, and service. Each audience member will evaluate your teaching using the *Teaching Evaluation Form* above. The presentation should be no longer than 25-minutes.
2. You must also evaluate your own teaching using the *Teaching Evaluation Form* above.
3. You must turn in the completed audience evaluations and your own evaluation to the instructor in class the day of your teaching. Your score for this assessment will then be posted in Canvas.

Assignment #5: Criteria for Grading (Print this page and turn in one (1) copy to the instructor with your assignment)	Points
#5 Teaching Presentation/Evaluation: Your overall presentation score highlighting your **background**, **teaching**, **research**, **outreach**, and **service** will be based upon averaging your audience member evaluations, your own evaluation, and the instructor's overall evaluation. (100 points) 4. Audience member evaluations completed and turned in to the instructor. 5. Your personal evaluation of your presentation. 6. Instructor's overall evaluation of job interview presentation.	**/100** **/100** **Averaged** **/100**
Total Points/Final Grade	**/100**

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FYCS **Professional Development Presentation** **University of Florida**

Assessment_____ **Job Presentation Evaluation Form**
Date_____

Title of Presentation: **Rating Scale: 1 2 3 4 5 6 7 8 9 10**
Poor → Good → Excellent

Names of Presenter or Presenters: 1.
2. 4. 6.
3. 5. 7.

1. Presenter(s) scores on the following:

___/10 **Preparation:** How well prepared was the presenter today?
___/10 **Attention/Introduction:** Introduced the presentation with a fun or engaging story, slide, joke, video clip, etc. that related well to the overall presentation.
___/10 **Content/Information:** Presented information clearly, logically, and succinctly.
___/10 Included a handout and/or personal biography (e.g., publications, teaching experience, grants, outreach/service, etc.).
___/10 **Interaction**: Maintained good eye contact, confident voice, and effective presentation skills (e.g., Do's & Don'ts).
___/10 Engaged and involved the class in the presentation (e.g., answered, discussed, and validated questions well).
___/10 **Application:** Applied the information effectively to the audience members' contexts and paradigms.
___/10 Clearly addressed specific job-related qualifications, the "goodness of fit" for being hired, and potential collaborations with colleagues.
___/10 **Invitation/Conclusions:** Synthesized the information well, reviewed what was uniquely presented during the presentation, and identified potential future directions.
___/10 Professional appearance, language, demeanor, etc.
___/100 Rating: Score your overall evaluation of the presenter(s) presentation (add up each of the scores from above and place that number in front of the /100).

3. What aspects of the presentation did you feel the best about?

4. What would you recommend should be done *now* in terms of changes to the presentation?

Check One √

☐ **Class Evaluator-Name:**
_____

☐ **Class Presenter-Name:**
_____

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ePortfolio

Assignment #6: Create an ePortfolio. In this two-part assignment you will first add basic elements to your ePortfolio home page (#6a) and then add new elements to your ePortfolio site (#6b). By the end of Assignment #6, you will be able to:

Communicate teaching, mentoring, research, and outreach/creative works experience and guiding philosophy effectively via digital media.

Assignment #6a Home page (primary element for this Assignment #6a (10 points)

1. Name and Contact Information
2. Professional Photo of yourself
3. About You statement (see VH Bio & Pubs) – Summarized background of your experience and interest areas (professional, and could include personal hobbies, as well)
4. Professional Interests relating to teaching, research, and service/outreach (see VH Passion and Interests)
5. Design theme to represent your character and other items to spark interest and engagement in your ePortfolio

Assignment #6b ePortfolio site (additional elements for this Assignment #6b (60 points)

1. Teaching Philosophy statement (Mini-Assignment #1)
2. CV (Assignment #3)
3. Research Narrative (Assignment #4)
4. Teaching Experience summary (could also include evaluations; Assignment #6b, 10 points)
5. Model of Change statement (Assignment #6b, 10 points)
6. Mentoring Philosophy (Assignment #6b, 10 points)
7. Presentations and Publications (Assignment #6b, 5 points)
8. Other (Creative works, Outreach & Service, Grantsmanship, etc; Assignment #6b, 10 points)
9. Present your ePortfolio in class (5 points)

Assignment #6a: Create an ePortfolio Home Page

Overview

In this assignment you will choose an ePortfolio platform (Wix is recommended) and begin designing your site: choosing a design theme, creating your basic organizational structure (menu), and building the site.

Elements for 6a Draft

We will work on building the ePortfolio throughout the semester. You will need to include the following elements (you may choose to include more than these):

1. Home page (primary element for this Assignment #6a (10 points)

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a. Name and Contact Information
b. Professional Photo of yourself
c. *About You* statement (see VH Bio & Pubs) – Summarized background of your experience and interest areas (professional, and could include personal hobbies, as well)
d. Professional Interests relating to teaching, research, and service/outreach (see VH Passion and Interests)
e. Design theme pages to represent your character and other items to spark interest and engagement in your ePortfolio

Wix Examples for Inspiration

Horizontal Design

- Dr. Victor Harris
- Karla Girón

Vertical Design

- John Balloveras
- Chizoba Ezenma

Assessment #6a: Criteria for Grading **(Submit your URL in Canvas and come prepared to share in class)**	**Points**
#6 ePortfolio (Home Page): 1. Name, Contact information, and High-Quality, Professional Photo of Self (2 points) 2. About You statement (succinct writing with proper grammar/spelling) – Summarize your background/experience and the approach you take as it relates to teaching, research, and service/outreach. (3 points) 3. Professional interests relating to teaching, research, and service/outreach (succinct writing with proper grammar/spelling). (3 points) 4. Overall accessible and professional look of outline and format, including proper attribution for any copyright-protected imagery, designed to represent your character and facilitate engagement (2 points)	**/10** **/2** **/3** **/3** **/2**
Total Points/Final Grade	**/10**

Assignment #6B: Add Elements to Your ePortfolio

Overview

For this assignment you will add new elements to complete your ePortfolio. By the end of Assignment 6, you will be able to:

- Communicate teaching, mentoring, research, and outreach/creative works experience and guiding philosophy effectively via digital media.

Elements for 6B Draft

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- Teaching Experience summary – Details of your teaching experience (topics and audience) and how it influences you.
- Model of Change statement – Reflect on how you foster change (personally and in your relationships with students) and what has most influenced your approach.
- Mentoring Philosophy – Address your vision of high quality mentoring, your experience including specific strategies or approaches you use and outcomes, as well as what influences you.
- Presentations and Publications – Add all references and appropriate related information.
- Other – List all creative works, outreach, service, and grantmanship activities including professional organizations, awards, etc.

Assessment #6b: Criteria for Grading **(Submit your URL in Canvas and come prepared to share in class) *(Mapped Objectives 2)***	**Points**
#6b ePortfolio (FINAL): 1. Revisions and incorporation of feedback to previously submitted sections as a professional (including proper grammar/spelling), cohesive package (Home page, Teaching philosophy, CV, & Research narrative (10 points) 2. Teaching Experience summary (5 points) 3. Model of Change statement (10 points) 4. Mentoring Philosophy (5 points) 5. Presentations and Publications (5 points) 6. Other (Creative works, Outreach & Service, Grantsmanship, etc; (20 points) 7. Present your ePortfolio in class (5 Points)	**/60** **/10** **/5** **/10** **/5** **/5** **/20** **/5**
Total Points/Final Grade	**/60**

READINGS LIST

MODULE 1

- Reading 1: Paul, R. & Elder, L. (2009). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach, CA: Foundation for Critical Thinking.
- Reading 2: Lloyd, M., & Bahr, N. (2010). Thinking critically about critical thinking in higher education. *International Journal for the Scholarship of Teaching and Learning, 4*(2), Article 9. https://doi.org/10.20429/ijsotl.2010.040209
- Reading 3: Stuart, M.M. Crary, M., & Humberd, B.K. (2008). Teaching value in diversity: On the folly of espousing inclusion, while practicing exclusion. *Academy of Management Learning and Education*, *7*(3), 374-386.
- Reading 4: Harris, V.W., Kumaran, M., Harris, H., Moen, D., & Visconti, B. (2018). Assessing multicultural competence (knowledge and awareness) in study abroad experiences. *Compare: A Journal of Comparative and International Education, 0*, 1-23. https://doi.org/10.1080/03057925.2017.1421901

MODULE 2.1

- Reading 1: Syllabus
- Reading 2: Harris, V.W. (2012). Using research, theory, and context to understand work-family integration. In M. A. Laudi (Ed.), *Managing diversity in today's workplace* (4 Volumes). Santa Barbara, CA: Praeger, Vol. 2, pp. 207-229.

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- Wass, R., Harland, T., & Mercer, A. (2011). Scaffolding critical thinking in the zone of proximal development. *Higher Education Research & Development*, *30*(3), 317-328. https://doi.org/10.1080/07294360.2010.489237
- Review Best Practice in Course Development (Links to an external site.)
- Review Online Learning Basics

MODULE 2.2

- Reading 1: Pritchard, A. (2009). *Ways of learning: Learning theories and learning styles in the classroom* (2nd). New York, NY: Routledge. [Note: Read your assigned chapter only.]
- Reading 2: Harris, V.W., Speegle, K., Moen, D., & Brooker, H. (2018). Teaching "less" better in higher education: A case study for exploring target skills and learning outcomes (Links to an external site.). Journal of *Family Science Review*, 22(3), 14-40.
- Reading 3: Latham, G. I. (2002). Behind the schoolhouse door: Eight skills every teacher should have. In G.I. Latham, *Behind the schoolhouse door: Managing chaos with science, skills, and strategy* (pp. 11-41). North Logan, UT: P & T Ink.
- Review Pedagogy (Links to an external site.)
- Review TPACK (Links to an external site.)
- Review additional Prominent Instructional Design Models

MODULE 2.3

- Reading 1: Felton, P. (2013). Principles of good practice in SoTL. *Teaching & Learning Inquiry*, *1*(1), 121–125.
- Reading 2: Lewine, R., Sommers, A. Waford, R. & Robertson, C. (2015). Setting the mood for critical thinking in the classroom (Links to an external site.). *International Journal for the Scholarship of Teaching and Learning*, *9*(2), Article 5.
- Reading 3: Harris, V.W., Schmeer, A., & Speegle, K. (2017). Mapping pedagogy, learning outcomes, and effect size in relationship education. *Journal of Human Sciences and Extension*, *5*(1), 1-19.
- Review Active Learning (Links to an external site.)
- Review Assessment/Evaluation (Links to an external site.)
- Review Self and Peer Evaluation

MODULE 2.4

- Reading 1: Harris, V.W. (2009). Badger, R.L. (Ed.). *Ideas that work in college teaching*. Invited book review. *Family Science Review*, *14*(2), 61-66.
- Davidson, N., & Major, C. H. (2014). Boundary crossings: Cooperative learning, collaborative learning, and problem-based learning. *Journal on Excellence in College Teaching, 25* (3&4), 7-55.
- Review Group Work & Collaboration (Links to an external site.)

MODULE 2.5 (NONE)

MODULE 3.1

- Guyadeen, D., & Seasons, M. (2018). Evaluation theory and practice: Comparing program evaluation and evaluation in planning, ***38***(1), 98-110. (Canvas)
- Darling, C.A. & Cassidy, D. (2014). Evaluation of family programs (Ch. 7). *Family life education: Working with families across the life span* (3rd ed.). Long Grove, IL: Waveland Press, 151-170. (Canvas)

MODULE 4.1

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- Higher Ed Jobs (n.d.). Cover letter tips. Resume/CV advice. (Links to an external site.) Retrieved from https://www.higheredjobs.com/career/resumes.cfm (Links to an external site.)

MODULE 5.1

- Ramsey, K. (2015, Jul 8th). What I wish I had known (Links to an external site.).
- Das, S. (2017, Aug. 28). You are not prepared. Some advice I received on how to be an assistant professor.

MODULE 5.2

- Aguilar, S J. (2018, January 10). Tips for successful job talk (Links to an external site.).
- Vick, J.M., & Furlong, J.S. (2015, Jan. 20). A guide to campus interviews. Retrieved from https://www.chronicle.com/article/A-Guide-to-Campus-Interviews/151279

MODULE 5.3 (NONE)

***The greatest discovery of any generation is that . . . human being[s] can alter [their lives] by altering [their] attitudes.* ~ William James**

UNIVERSITY POLICIES

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/

Incomplete "I"

All of the following must be true for the student to be eligible to receive a grade of "I." The student has completed a major portion of the course work with a passing grade (D or better), the student is unable to complete course requirements because of documented circumstances beyond their control, and the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).

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/

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Academic Honesty Policy

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "***We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: ***"On my honor, I have neither given nor received unauthorized aid in doing this assignment***."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php. Plagiarism is a very serious form of academic dishonesty. UF faculty use software programs to detect plagiarism. You, and only you, are responsible for preventing plagiarism in your own work. "I didn't know" is not an acceptable excuse. **!!!!IMPORTANT!!!!** Cutting and pasting information from the web has become a tool for writing papers and too often students fail to make appropriate changes to the information or fail to appropriately cite the information. **ANY WRITTEN ASSIGNMENTS THAT ARE NOT PROPERLY CITED WILL RECEIVE A '0' THE FIRST TIME. THE SECOND TIME, THE CASE WILL BE TURNED IN TO THE DEAN OF STUDENTS OFFICE.**

Email & Web Access Requirement

All students are required to have a UF e-mail account and must be able to access e-Learning. You will be responsible for checking the FYC 6923 e-Learning site before each class (at least two times a week) for course calendar, lecture notes, assignments, e-mail, and posted announcements. If you are experiencing problems with e-Learning, call **352-392-HELP** select option 7, or connect via email, (http://helpdesk.ufl.edu). Location: CSE 214/520. **DO NOT CALL/EMAIL ME until you have a Ticket number from the HELP desk.**

Software Use Policy

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.

Digital Tools

Cell phones should be stored away from view during class with the ringer on silent or off. Laptops can be used for instructional purposes only (e.g., note taking, group activities, etc.). Texting, emailing, chatting, or surfing are distracting to your classmates and the instructor. Students who disrupt the classroom environment may be asked to leave for the day.

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/

Computing Desk and Additional Help

The UF Computing Help Desk is there to assist you with all your computing questions. Phone: 392-HELP http://helpdesk.ufl.edu, E-mail: helpdesk@ufl.edu, Location: CSE 214/520

Counseling Support Services

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

- UF Student Mental Health Services: (352) 392-1171
  Daytime direct line: Mon. & Fri., 8-5; Tues./Wed./Thurs: 8-6. During hours when the SHCC facility is not open, call the same number to be referred to an on-call counselor.
  http://www.shcc.ufl.edu
- UF Counseling Center: (352) 392-1575 Daytime direct line M-F, 8-5. After hours, please see other numbers listed in this site: www.counseling.ufl.edu/cwc
  - Counseling Services
  - Groups and Workshops
    Outreach and Consultation
  - Self-Help Library
  - Wellness Coaching
- Alachua County Crisis Center: (352) 264-6789 Phone counseling 24 hours a day.
- U Matter We Care (http://www.umatter.ufl.edu/). Hotline at 352-294-2273; umatter@ufl.edu
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161, sexual assault counseling.
- Career Resource Center: Reitz Union, 392-1601, career development assistance and counseling, www.crc.ufl.edu/

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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/.

COVID Policy

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

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Common Colloquialisms to Avoid

Institute of Food and Agricultural Sciences Department of Family, Youth and Community Sciences **Colloquialism** **(Adapted from Forthun, L.)**	**Alternative**
Be a man	**mature, strong, masculine**
Opened her eyes	**learned, became aware**
In the dark	**unaware**
On the same page	**agree, share similar beliefs**
Come back into play	**reentered, returned**
Turned their backs	**disowned, disregarded, refused to help**
Just getting started	**beginning, initiated**
Made himself scarce	**avoided, evaded**
Burned out	**tired, unhappy, exhausted**
Set in stone	**fixed, unchangeable**
Followed their lead	**obeyed, respected**
A handful . . .	**three, four, five, etc. (be specific)**
Far-flung	**distant, remote**
On and off again	**sporadic, unreliable**
Put them through	**torment, anguish, suffering**
Hold their own	**remain, endure, persist**
Does his own thing	**independent, autonomous, free**
Step up	**emerge, arise**
No questions asked	**unquestioning, obedient**
Pretty solid	**secure, strong**
Messed up	**mistake, error**

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Didn't want to have anything to do with . . .	**avoided, disowned, rejected, denied**
Give and take	**reciprocal, mutual, shared**
Back in the day	**previously, in the past**
Before my eyes	**in front of me**
Situation at hand	**the current problem or issue**
Get over it	**resolve, deal with, negotiate**
Hold on to/Let go of	**Internalize, resolve**
Shut her down	**stopped, interrupted**

Grammar: Things to Remember

Common Problem	Example	Correction
Missing comma after an introductory statement/words.	**Therefore** my paper will focus on…	**Therefore,** my paper will focus on…
Missing comma in a compound sentence.	Results indicated that maternal stress was related to behavior problems in the child **but** paternal stress is not.	Results indicated that maternal stress was related to behavior problems in the child**, but** paternal stress is not.
Comma splice.	The causes are unknown**,** there are several known risk factors associated with the disorder.	The causes are unknown**, but** there are several known risk factors associated with the disorder.
They're, There, & Their. *They're* is a contraction for *they are*. *There* refers to a location. *Their* is a possessive pronoun.	**There** study found that… **Their** professors at the University of Florida.	**Their** study found that… **They're** professors at the University of Florida.
Your, You're. *Your* is possessive. *You're* a contraction for *you are*.	**Your** never going to believe what we found.	**You're** never going to believe what we found.
Who, Which, & That. *Who* refers to people. *That* and *Which* refers to groups of things.	Tina is the one **that** graduated last semester.	Tina is the one **who** graduated last semester.

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Avoid slang and colloquial language. ***Slang*** (cool, huge, totally, overkill) ***Colloquial*** (due to the fact that, pretty basic stuff, not a big deal, give and take, put it aside, by and large, better than nothing, in no way)	The results of the study suggest that the impact of siblings on children development is **huge.** The result was not significant **due to the fact that** the sample size was small.	The results of the study suggest that siblings have a **significant influence** on child development. The result was not significant **because** the sample size was small.
Shifting in tenses. *Past* vs. *present* tense	The study, **conducted** by researchers at the University of Florida, **finds** that…	The study, **conducted** by researchers at the University of Florida, **found** that…
Missing comma in a compound sentence.	Results indicated that maternal stress was related to behavior problems in the child **but** paternal stress is not.	Results indicated that maternal stress was related to behavior problems in the child**, but** paternal stress is not.
Comma splice.	The causes are unknown**,** there are several known risk factors associated with the disorder.	The causes are unknown**, but** there are several known risk factors associated with the disorder.
They're, There, & Their. *They're* is a contraction for *they are*. *There* refers to a location. *Their* is a possessive pronoun.	**There** study found that… **Their** professors at the University of Florida.	**Their** study found that… **They're** professors at the University of Florida.
Your, You're. *Your* is possessive. *You're* a contraction for *you*	**Your** never going to believe what we found.	**You're** never going to believe what we found.
Who, Which, & That. *Who* refers to people. *That* and *Which* refers to groups of things.	Tina is the one **that** graduated last semester.	Tina is the one **who** graduated last semester.
Lack of pronoun antecedent An **antecedent** is the word, phrase, or clause to which a pronoun refers.	**You** have to be diligent when monitoring children with autistic spectrum disorders.	**The teacher** has to be diligent when monitoring children with autistic spectrum disorders.
Lack of pronoun/antecedent agreement	If **undergraduate students** want to succeed in graduate school, **you** have to know grammar rules.	If **undergraduate students** want to succeed in graduate school, **they** have to know grammar rules.
Over vs. during	**Over** a five-year period…	**During** a five-year period…

Who vs. whom (he vs. him)	Q: To **who** does it belong? A: It belongs to **he**.	Q: To **whom** does it belong? A: It belongs to **him**.
Who's vs. whose	**Whose** coming over?	**Who's** (who is) coming over?
Rather vs. whether	I need to know **rather** it's this way or not.	I need to know **whether** it's this way or not.
Less vs. fewer **Fewer** refers to things that are countable. **Less** refers to things that are not countable.	We had *lesser* people at the fundraiser than we had hoped. *Fewer* talking would help my concentration.	We had *fewer* people at the fundraiser than we had hoped. *Less* talking would help my concentration.
You and me/ You and I	**You and me** should study for the exam tomorrow.	**You and I** should study for the exam tomorrow.

Straus, J. (2011). *The blue book of grammar and punctuation* (10th ed.). San Francisco, CA: Jossey-Bass.

Common Errors	Definition
Run-on sentence.	A sentence containing two or more clauses not connected by the correct conjunction or punctuation.
Lack of proof-reading before submission.	Spell and grammar check do not catch everything, and they are not a replacement for proofreading. Check to distinguish between the correct and incorrect use of correctly spelled words.
"Lonely quotes"	Quotes that stand on their own as a sentence. Quotes should be integrated into a sentence and should never be used to begin a paragraph.

Retrieved from http://classweb.gmu.edu/WAC/EnglishGuide/Critical/grammar.html.

APA: Top Things to Remember

APA
1.) Essays should be typed, double-spaced, with 1-inch margins on all sides, and 12-point font.
2.) **Headings and Subheadings.** Include a page header at the top of every page. Page numbers should be flush right, and flush left you should type "Running head: TITLE OF YOUR PAPER IN ALL CAPS" on the first page, and "TITLE OF YOUR PAPER IN ALL CAPS" on every page after the first. Use subheadings (e.g., Introduction, Targeting My 8 Needs and 9 Skills, Family Structure and Parenting Strategy, etc.).
3.) **Citations and Quotes.** Paraphrase when possible. When paraphrasing in-text or parenthetical citations include author and date but NOT THE PAGE NUMBER! For example, (Harris, 2008). When you quote someone, it should usually be to define a term or to state something specific not easily paraphrased. Lengthy or extensive quoting is usually not done in APA. When you do quote someone, cite the author, date, and page number. For example, (Diehl, Howse, & Trivette, 2011, p. 82). In an interview, cite personal communications in the text only and not in the reference list. For example, (L. Forthun, personal communication, November 1, 2012). a. If a quote exceeds 40+ words, then it becomes a block quote. To do this, place

direct in a free-standing block of typewritten lines, without quotation marks. Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark (Purdue OWL, 2012, In-Text Citations: The Basics section). QUOTES OF 40+ WORDS SHOULD BE USED RARELY!

4.) **Multiple Author Citations.** When citing an article that has one or two, you must write their names every time. You can't use et al. with one or two authors. When citing an article that uses 3-5 authors, cite the full citation the first time and with subsequent citations use et al. When using et al., the citation looks like this (Fogarty et al., 2010). There is no comma after the author but a period and a comma after et al. When citing an article that has 6+ authors, use the first author's name, followed by et al. every time (Zaidman-Zait et al., 2010).

5.) **Use of the Ampersand (&).** When referencing authors in the text, you must write "and" for multiple authors (e.g., Gutter, Garrison, and Copur (2010) found…), but when using in-text parenthetical citations you must use the ampersand. For example, (Gutter, Garrison, & Copur, 2010). You must also use the ampersand in ALL references in your reference list. For example,

Gutter, M. S., Garrison, S., & Copur, Z. (2010). Social learning opportunities and the financial behaviors of college students. *Family and Consumer Sciences Research Journal, 38*(4), 387-404.

6.) In-text Citations: Things to Remember:

a. One to two authors: (Harris & Chartier, 2008)
b. Three to five authors: (Rellini, Tortolani, Trillo, Carbone, & Montecchi, 2004) first time. (Rellini et al., 2004) every time after the first.
c. Six+ authors: (Zaidman-Zait et al., 2010) every time.
d. Use p. #'s for DIRECT QUOTES. Ex: (Rellini et al., 2004, p. 703)
e. ALWAYS INCLUDE IN-TEXT CITATIONS WHEN YOU ARE STATING SOMETHING THAT IS NOT YOUR OWN.

7.) Reference List: Things to Remember:

a. The reference list should be started on a new page, with the word References at the top, centered, NOT in bold, italics, nor underlined.
b. References should be in alphabetical order by first author's last name.
c. References should be listed using a hanging indentation.
d. When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
e. Capitalize all major words in journal titles.
f. Longer works, such as books and whole journals should be italicized. Shorter works such as journal articles should NOT be italicized.
Example: Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. ***Title of Journal, volume number***(issue number), pages. doi:http://dx.doi.org/xx.xxx/yyyyy

8). Good Writing. Write as succinctly as possible, avoid opinion statements, avoid 'to be verbs,' the passive voice as much as possible, and write in the past tense. **Begin each section with a thesis paragraph outlining what you will discuss in the section. Begin each paragraph with a thesis sentence outlining what you will discuss in the paragraph.** Also, do not use slang or common language. Use written language that makes you sound very, VERY SMART☺

Online Sources for further help: http://owl.english.purdue.edu/owl/resource/560/01/, http://www.apastyle.org/

Best Practices in Writing

10 Proven Steps for Writing a Winning Paper – Victor W. Harris
Step 1: Decide on a Topic
Step 2: Look at the Criteria/Requirements
Step 3: Review the Research on this Topic (e.g., Google Scholar); Take Notes on the General Findings and Bookmark or Download the Information and/or Articles
Step 4: Construct an Outline of Your Paper Listing All Relevant Headings and Subheadings (Take all the time you need on this step; it is critical to your success as a writer)
Step 5: Introduction (Introduce your topic and a thorough overview of the paper; you can add to this later, as needed)
Step 6: List Bullet Points You Will Make in Each Section in a Logical Flow Before Writing Anything **Step 7:** Begin Each Section with a Thesis Paragraph Overviewing the Points that Will Be Discussed in the Section
Step 8: Turn Each Point into a Paragraph Listing Citations as Needed
Step 9: Begin Each Paragraph with a Thesis Sentence Introducing the Main Point and What Will Be Discussed in the Paragraph
Step 10: Conclusion: Review and Synthesize What Was Stated or Specifically Learned in the Paper (Major Learning Outcomes/Points); State Future Directions and Implications for Thought and Inquiry
Good luck and Good writing!

Original file: FYC Prof_Dev_VictorHarris_Fall_2021 (1).pdf

Cover Sheet: Request 16414

New graduate course - Negative Findings and Small Samples in Forensic Research

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jason Byrd jhbyrd@ufl.edu
Created	7/28/2021 10:59:40 AM
Updated	7/28/2021 1:25:15 PM
Description of request	New graduate course in Negative Findings and Small Samples in Forensic Research as an elective in the Wildlife Forensic Sciences MS concentration.

Actions

Step	Status	Group	User	Comment	Updated
Department	Commented	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren	Jason - Please add syllabus, which should be updated with the new policy statement about students recording lectures. See; http://www.syllabus.ufl.edu/mec	7/28/2021
No document changes					
Department	Commented	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren	Will this course has multiple listings?	7/28/2021
Negative Findings and Small Samples in Forensic Research Syllabus.docx CALS CC Checklist 7-28-2021.pdf					7/28/2021 7/28/2021
Department	Approved	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren	Joel - This course may work best by having cross-listing with VME. I'm not sure how that is done in the AA system.	7/28/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			7/28/2021
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					

Original file: Cover sheet.pdf

Step	Status	Group	User	Comment	Updated
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|New for request 16414

Info

Request: New graduate course - Negative Findings and Small Samples in Forensic Research
Description of request: New graduate course in Negative Findings and Small Samples in Forensic Research as an elective in the Wildlife Forensic Sciences MS concentration.
Submitter: Jason Byrd jhbyrd@ufl.edu
Created: 7/28/2021 10:32:41 AM
Form version: 1

Responses

Recommended Prefix WIS
Course Level 6
Course Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Negative Findings and Small Samples in Forensic Research
Transcript Title Neg Findings Forensic Research
Degree Type Graduate

Delivery Method(s) Online
Co-Listing No

Effective Term Earliest Available
Effective Year 2021
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 2

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 6
Course Description This course clarifies the tangible value and limitations of 'non-findings' and small sample sizes in forensic research. Students will be able to integrate principles learned into their research projects and professional endeavors.
Prerequisites No prerequisites are required.
Co-requisites No co-requisites are required.
Rationale and Placement in Curriculum Research in the forensic sciences often has single samples, or small sample sizes, and many research projects conclude with a negative finding. This course seeks to demonstrate to students that negative findings, and research with small samples sizes, can still contribute valuable information to the forensic sciences community and can still produce meaningful scientific publications.
Course Objectives Course Learning Objectives:

Upon completion of this course, students will have:

- Had ample opportunity to carefully consider what constitutes a non- or negative finding and its worthiness in research and forensic investigation.
- Gained a greater understanding of the context within which certain research and/or investigatory findings are framed.
- Acquired the ability to frame non- or negative findings so as to highlight their relevance and value within research and forensic investigation.
- Developed aptitude for 'reading between the lines' to parse out avenues of re-search or investigation that may not have been fully pursued, when presented with current or prospective topics.
- Assign context to various sample sizes relative to research questions, forensic lines of inquiry, or general narrative around a given finding.

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- Differentiate between ‘sample’, ‘evidence’, outlier versus potential trend, biological significance and statistical significance.
- Provide support and advice to colleagues who may grapple with issues around small sample sizes relative to the aims and objectives of their work, and to the ac-tual versus perceived magnitude of their findings.
- Gained an ability to apply this type of thinking as it may arise within their own work and professional interests.

Course Textbook(s) and/or Other Assigned Reading No textbook. Assigned readings.

Weintraub (2016) The importance of publishing negative results [Editorial]. Journal of In-sect Science, 16 (1): 105; 1–2. https://academic.oup.com/jinsectscience/article/16/1/109/2726723?login=true.

Matosin et al. (2014) Negativity towards negative results: a discussion of the disconnect be-tween scientific worth and scientific culture [Editorial]. Disease Models & Mechanisms, 7(2):171-3. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3917235/?report=printable

Kotze et al. (2004) Editorial: The Journal of Negative Results in Ecology and Evolutionary Biology. Journal of Negative Results — Ecology & Evolutionary Biology, 1: 1-5.

Bachietti et al. (2005) Ethics and small sample sizes. American Journal of Epidemiology, 161:15 https://academic.oup.com/aje/article/161/2/105/256528

Wilkerson and Olson (1996) Misconceptions about sample size, statistical significance, and treatment effect. Journal of Psychology – Interdisciplinary & Applied, 131: 627-631. https://www.tandfonline.com/doi/abs/10.1080/00223989709603844?src=recsys

Liczner et al. (2021) Training and usage of detection dogs to better understand bumble bee nesting habitat: Challenges and opportunities. PLOS ONE https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0249248

Richards et al. (2017). Talons and beaks are viable but underutilized samples in which to detect organophosphorus and carbamate pesticide poisoning in birds. Vulture News, 72: 3-13.

Weekly Schedule of Topics Week 1- What are ‘non-findings’ and ‘negative findings’?
Week 2 - Monitoring versus detecting, presence/absence…and everything in between
Week 3 - Key terms and concepts around: sample size, outliers and evidentiary and research value
Week 4 - Part I - Hitting the mark: when a ‘negative’ finding is actually the desired outcome
Part II - Missing the mark - sometimes, there just isn’t any there, there
Week 5 - The power of one: case studies where single samples carried the day
Week 6 - Tell me a story - the value of observations and anecdotal evidence
Week 7 - More to this than meets the eye: when a subset of samples points towards a different event OR a few separately derived samples turn out to be an - as yet unconnected - part of a much bigger picture
Week 8 - Bigger is not necessarily better: case studies where a huge sample set sheds no further light on a mystery
Week 9 – Small is beautiful: case studies where a small or diminishing number of results is desirable, or a large sample size is not ethically possible or justifiable to obtain
Week 10: This is all we have, this is all there is – when the species, issue or crime dictates a limited sample size
Week 11 – What have they got that we don’t? When assorted groups achieve markedly different find or success rates for the same species or issues – pangolin case study
Week 12 - Gatekeepers: who decides what is or isn’t a finding – significant or otherwise? AND - Knowing when to stand firm in the face of push-back
Week 13 - NOT same old – case studies of framing repeat findings in a novel or urgent con-text
Week 14 – The importance of targeted messaging and dissemination: a tangible finding does not by itself guarantee meaning or usable applications
Week 15 – COURSE WRAP-UP Formulating questions to which there will always be answers AND Reading between the lines: the power and increased accuracy of using words like: ‘unknown’, ‘unreported’, ‘not documented’, and ‘or not’
Week 16 - Final ‘reflective assignment’

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Grading Scheme Grading:
Students will be graded on 15 weekly discussions, and two ‘reflective’ assignments, as follows:

85% for participation in (15) weekly discussions
15% for a final reflective assignment (long and short answers)

The weekly discussions (aka module assignments) will be steered by the instructor to ensure that students are receiving individual and meaningful weekly interactions from their peers. Throughout the course, the instructor will provide a weekly summary of each group discussion. For the first half of the semester, weekly feedback regarding student responses will also be provided, includ-ing about lost marks. Students can check their progress in the course by viewing their grade rec-ords via the course interface. Students will be graded based on a combination of their participa-tion in weekly discussion boards and the two ‘reflective’ assignments. All written answers and responses 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 re-sult 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. Al-ways include your name when communicating with the course instructor.

Final ‘reflective’ assignment: Through this final assignment, consisting of answering 5 tailored questions, students will consolidate lessons learned from the course material based on a particular interest or professional goal.

Points breakdown:
Discussions: students will participate in 15 weekly post-module discussions led by the course instructor, and offer peer review of their classmates’ responses with plenty of in-structor guidance. Participation is worth 10 points per week. Total: 150 points

Assignments: A final reflective assignments, consisting of 5 questions, will be given the last week of the course. Total: 25 points

Total Points: 175 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/.

Instructor(s) Ngaio Richards, Ph.D.
Attendance & Make-up Yes
Accomodations Yes

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UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

Original file: Submitted form version 1.pdf

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). Do not use the words demonstrate or understand when listing learning objectives.

Original file: CALS CC Checklist 7-28-2021.pdf

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.

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

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

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) for further instruction)

Negative Findings and Small Samples in Forensic Research
2 Credits

Course Syllabus

Instructor: Dr. Ngaio Richards

Office: Remote

Office hours: Mon, Wed, Fri 8AM – 12PM EST (online)

Email: ngaio@wd4c.org

Phone: 307-761-0202

Website: https://masters.wildlife.forensics.med.ufl.edu/

Prerequisite Courses: None

The course material will be delivered via numerous concrete examples and case studies, with associated readings made available by the instructor.

Examples of Relevant Articles:

Weintraub (2016) The importance of publishing negative results [Editorial]. Journal of Insect Science, 16 (1): 105; 1–2. https://academic.oup.com/jinsectscience/article/16/1/109/2726723?login=true.

Matosin et al. (2014) Negativity towards negative results: a discussion of the disconnect between scientific worth and scientific culture [Editorial]. Disease Models & Mechanisms, 7(2):171-3. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3917235/?report=printable

Kotze et al. (2004) Editorial: The Journal of Negative Results in Ecology and Evolutionary Biology. Journal of Negative Results — Ecology & Evolutionary Biology, 1: 1-5.

Bachietti et al. (2005) Ethics and small sample sizes. American Journal of Epidemiology, 161:15 https://academic.oup.com/aje/article/161/2/105/256528

Wilkerson and Olson (1996) Misconceptions about sample size, statistical significance, and treatment effect. Journal of Psychology – Interdisciplinary & Applied, 131: 627-631. https://www.tandfonline.com/doi/abs/10.1080/00223989709603844?src=recsys

Liczner et al. (2021) Training and usage of detection dogs to better understand bumble bee nesting habitat: Challenges and opportunities. PLOS ONE https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0249248

Richards et al. (2017). Talons and beaks are viable but underutilized samples in which to detect organophosphorus and carbamate pesticide poisoning in birds. Vulture News, 72: 3-13.

Course Description:
This course clarifies the tangible value and limitations of 'non-findings' and small sample sizes in forensic research. Students will be able to integrate principles learned into their research projects and professional endeavors.

Course Summary:

This course seeks to clarify the tangible value and limitations of 'non-findings', small sample sizes and/or singular samples, within the larger context of formulating meaningful research conclusions and accurately conveying the quality or scope of evidence gathered. It has been developed for students immersed at any stage of research, and/or immersed in some level of forensic inquiry. The aim is for students to dissect the concept of so-called non- or negative findings and small or singular sample sizes in a way they can actively integrate into their own professional endeavors. Students will be increasingly encouraged to draw from their own experiences and/or current course work as the course progresses. Throughout, via a brief weekly module and post-module online discussions, students will be exposed to a range of relevant examples and case studies which they will be asked to methodically pick apart, with guidance from their instructor and the support of their classmates.

Course Learning Objectives:

Upon completion of this course, students will have:

- Had ample opportunity to carefully consider what constitutes a non- or negative finding and its worthiness in research and forensic investigation.
- Gained a greater understanding of the context within which certain research and/or investigatory findings are framed.
- Acquired the ability to frame non- or negative findings so as to highlight their relevance and value within research and forensic investigation.
- Developed aptitude for 'reading between the lines' to parse out avenues of research or investigation that may not have been fully pursued, when presented with current or prospective topics.
- Assign context to various sample sizes relative to research questions, forensic lines of inquiry, or general narrative around a given finding.
- Differentiate between 'sample', 'evidence', outlier versus potential trend, biological significance and statistical significance.
- Provide support and advice to colleagues who may grapple with issues around small sample sizes relative to the aims and objectives of their work, and to the actual versus perceived magnitude of their findings.
- Gained an ability to apply this type of thinking as it may arise within their own work and professional interests.

Course Topics:

Week	Module/Lecture	Assignment/Due Date	Due date
1 Week of Aug. 23, 2021	Module 1- What are 'non-findings' and 'negative findings'? The case of detection dogs being an inefficient tool for finding bumble bee nests	Students introduce themselves and participate in followup discussion Module 1 discussion Participate in followup discussion	August 25 August 27 August 29
2 Week of Aug. 30, 2021	Module 2 - Monitoring versus detecting, presence/absence…and everything in between	Module 2 discussion Participate in followup discussion	September 1 September 3 September 5
3 Week of Sept. 6, 2021	Module 3 - Key terms and concepts around: sample size, outliers and evidentiary and research value	Module 3 discussion Participate in followup discussion	September 8 September 10 September 12
4 Week of Sept. 13, 2021	Module 4 - Part I - Hitting the mark: when a 'negative' finding is actually the desired outcome Part II - Missing the mark - sometimes, there just isn't any there, there	Module 4 discussion Participate in followup discussion	September 15 September 17 September 19
5 Week of Sept. 20, 2021	Module 5 - The power of one: case studies where single samples carried the day	Module 5 discussion Participate in followup discussion	September 20 September 22 September 24
6 Week of Sept. 27, 2021	Module 6 - Tell me a story - the value of observations and anecdotal evidence	Module 6 discussion Participate in followup discussion	September 29 October 1 October 33
7 Week of Oct. 4, 2021	Module 7 - More to this than meets the eye: when a subset of samples points towards a different event OR a few separately derived samples turn out to be an - as yet unconnected - part of a much bigger picture	Module 7 discussion Participate in followup discussion	October 6 October 8 October 10
8 Week of Oct. 11, 2021	Module 8 - Bigger is not necessarily better: case studies where a huge sample set sheds no further light on a mystery	Module 8 discussion Participate in followup discussion	October 13 October 15 October 17

9 Week of Oct. 18, 2021	Module 9 – Small is beautiful: case studies where a small or diminishing number of results is desirable, or a large sample size is not ethically possible or justifiable to obtain	Module 9 discussion Participate in followup discussion	October 20 October 22 October 24
10 Week of Oct. 25, 2021	Module 10: This is all we have, this is all there is – when the species, issue or crime dictates a limited sample size	Module 10 discussion Participate in followup discussion	October 27 October 29 October 31
11 Week of Nov. 1, 2021	Module 11 – What have they got that we don't? When assorted groups achieve markedly different find or success rates for the same species or issues – pangolin case study	Module 11 discussion Participate in followup discussion	November 3 November 5 November 7
12 Week of Nov. 8, 2021	Module 12 - Gatekeepers: who decides what is or isn't a finding – significant or otherwise? AND - Knowing when to stand firm in the face of pushback	Module 12 discussion Participate in followup discussion	November 10 November 12 November 14
13 Week of Nov. 15, 2021	Module 13 - NOT same old – case studies of framing repeat findings in a novel or urgent context	Module 13 discussion Participate in followup discussion	November 17 November 19 November 21
14 Week of Nov. 22, 2021	Module 14 – The importance of targeted messaging and dissemination: a tangible finding does not by itself guarantee meaning or useable applications	Module 14 discussion Participate in followup discussion	November 24 November 26 November 28
15 Week of Nov. 29, 2021	Module 15 – COURSE WRAPUP Formulating questions to which there will always be answers AND Reading between the lines: the power and increased accuracy of using words like: 'unknown', 'unreported', 'not documented', and 'or not'	Module 15 discussion Participate in followup discussion	December 1 December 3 December 5

16 Week of Dec. 6, 2021	Final 'reflective assignment'	Students complete final reflective assignment	December 12

Grading:
Students will be graded on 15 weekly discussions, and two 'reflective' assignments, as follows:

85% for participation in (15) weekly discussions
15% for a final reflective assignment (long and short answers)

The weekly discussions (aka module assignments) will be steered by the instructor to ensure that students are receiving individual and meaningful weekly interactions from their peers. Throughout the course, the instructor will provide a weekly summary of each group discussion. For the first half of the semester, weekly feedback regarding student responses will also be provided, including about lost marks. 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 and the two 'reflective' assignments. All written answers and responses 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.

Final 'reflective' assignment: Through this final assignment, consisting of answering 5 tailored questions, students will consolidate lessons learned from the course material based on a particular interest or professional goal.

Points breakdown:
Discussions: students will participate in 15 weekly post-module discussions led by the course instructor, and offer peer review of their classmates' responses with plenty of instructor guidance. Participation is worth 10 points per week. **Total: 150 points**

Assignments: A final reflective assignments, consisting of 5 questions, will be given the last week of the course. **Total: 25 points**

Total Points: 175 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

Online course syllabi recommendation
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written

consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

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 accommoda-

tions within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

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

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

- U Matter We Care, www.umatter.ufl.edu/

- *Career Connections Center*, First Floor JWRU, 392-1601, https://career.ufl.edu/

- Student 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 16317

FAS 6355c Fisheries Manangement remove prereq

Info

Process	Course|Modify|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jennifer Vogel alpha32605@ufl.edu
Created	6/25/2021 12:37:42 PM
Updated	6/29/2021 12:12:24 PM
Description of request	Remove prerequisite of FAS5276C Field Ecology of Aquatic Organisms by instructor request.

Actions

Step	Status	Group	User	Comment	Updated
Department	Transferred	CALS - Forest Resources and Conservation 60460000	Joel H Brendemuhl		6/28/2021
No document changes					
Department	Approved	SFRC - Fisheries and Aquatic Sciences 60469000	Terrell Baker III		6/29/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			6/29/2021
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					

Original file: Cover sheet.pdf

Course|Modify for request 16317

Info

Request: FAS 6355c Fisheries Manangement remove prereq
Description of request: Remove prerequisite of FAS5276C Field Ecology of Aquatic Organisms by instructor request.
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 6/28/2021 11:35:30 AM
Form version: 2

Responses

Current Prefix FAS
Course Level 6
Number 355
Lab Code C
Course Title Fisheries Management
Effective Term Fall
Effective Year 2021
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? 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

Original file: Submitted form version 2.pdf

Current Prerequisites Remove prerequisite of FAS5276C Field Ecology of Aquatic Organisms.

Change Co-requisites? No

Rationale Instructor request. Permission has been given to override this prereq without an impact on student performance.

Original file: Submitted form version 2.pdf

Cover Sheet: Request 16193

Remove WR from AEC 4035

Info

Process	Course|New/Close/Modify|Ugrad|Gen Ed
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa Lundy lisalundy@ufl.edu
Created	5/7/2021 12:03:09 PM
Updated	5/14/2021 4:15:47 PM
Description of request	Our students satisfy their WR courses in other ways throughout their program. While this is a writing course, we teach writing in a variety of lengths and formats. The class is not conducive to meeting the 6,000-word limit and it's not needed for our students to satisfy this requirement in their programs.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		5/14/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			5/14/2021
No document changes					
General Education Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|Gen_Ed|New-Close-Modify for request 16193

Info

Request: Remove WR from AEC 4035
Description of request: Our students satisfy their WR courses in other ways throughout their program. While this is a writing course, we teach writing in a variety of lengths and formats. The class is not conducive to meeting the 6,000-word limit and it's not needed for our students to satisfy this requirement in their programs.
Submitter: Lisa Lundy lisalundy@ufl.edu
Created: 5/7/2021 11:55:23 AM
Form version: 1

Responses

Course Prefix and Number AEC4035
Course Title Advanced Agricultural Communication Writing
Delivery Method Classroom
Request Type Remove course from GE/WR program (remove all GE and WR designations)
Effective Term Earliest Available
Effective Year Earliest Available
Credit Hours 3

Current GE Classification(s) None
Current Writing Requirement Classification E6 - 6000 words
Requesting Temporary or Permanent Approval Permanent
Requested GE Classification None
Requested Writing Requirement Classification None

Accomplishing Objectives Not applicable. We are not requesting this.
Content: Explanation of Assessment Not applicable. We are not requesting this.
Critical Thinking: Explanation of Assessment Not applicable. We are not requesting this.
Communication: Explanation of Assessment Not applicable. We are not requesting this.

Original file: Submitted form version 1.pdf

Cover Sheet: Request 16420

Prerequisite change to FYC3101

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	8/3/2021 11:41:04 AM
Updated	8/3/2021 11:52:31 AM
Description of request	We are requesting the elimination of FYC3001 as a corequisite for FYC3101 and the addition of FYC3112 as a prerequisite for FYC3101. After departmental curriculum review, it was decided by family science faculty that FYC3101 be designated as an advanced family science course in place of FYC3112. FYC3112 will now be an intro level family science course. We are making this change in anticipation of putting through a curriculum request for our entire undergraduate curriculum.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		8/3/2021
FYC3101_VictorHarris_Current.pdf FYC3101_VictorHarris_FINAL NEW.pdf CALS CC Checklist_FYC3101.pdf					8/3/2021 8/3/2021 8/3/2021
College	Pending	CALS - College of Agricultural and Life Sciences			8/3/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|Modify for request 16420

Info

Request: Prerequisite change to FYC3101
Description of request: We are requesting the elimination of FYC3001 as a corequisite for FYC3101 and the addition of FYC3112 as a prerequisite for FYC3101. After departmental curriculum review, it was decided by family science faculty that FYC3101 be designated as an advanced family science course in place of FYC3112. FYC3112 will now be an intro level family science course. We are making this change in anticipation of putting through a curriculum request for our entire undergraduate curriculum.
Submitter: Kathryn Ivey kbeaty@ufl.edu
Created: 2/18/2021 11:04:10 AM
Form version: 1

Responses

Current Prefix FYC
Course Level 3
Number 101
Lab Code None
Course Title Parenting and Family Development
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

Original file: Submitted form version 1.pdf

Change Prerequisites? Yes
Current Prerequisites n/a
Proposed Prerequisites FYC3112
Change Co-requisites? Yes
Current Co-requisites FYC3001
Proposed Co-requisites No Co-requisites
Rationale After departmental curriculum review, it was decided by family science faculty that FYC3101 be designated as an advanced family science course in place of FYC3112. FYC3112 will now be an intro level family science course. We are making this change in anticipation of putting through a curriculum request for our entire undergraduate curriculum.

Original file: Submitted form version 1.pdf

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

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

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.

Original file: CALS CC Checklist_FYC3101.pdf

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). 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.

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.

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/uccconsult.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.

Original file: CALS CC Checklist_FYC3101.pdf

PARENTING AND FAMILY DEVELOPMENT
FYC 3101 | MWF SPRING 2020 | 3 CREDITS

"TO BE IN YOUR CHILDREN'S MEMORIES TOMORROW, YOU HAVE TO BE IN THEIR LIVES TODAY" ~ANONYMOUS

INSTRUCTOR:
Victor William Harris, Ph.D.

TEACHING ASSISTANT:
Brian Visconti, M.A.

UF UNIVERSITY of FLORIDA College of Agricultural and Life Sciences

Contact Information	Contact Information
Phone: 352-273-3523	Phone: 352-273-3516
Office: 3028D McCarty Hall D	Office: G-091 McCarty Hall B
Office Hours: MW By Appt.	Office Hours: M,T 12-1pm and by appt.
Email: victorharris@ufl.edu	Email: bvisconti@ufl.edu

TEACHING PHILOSOPHY AND INSTRUCTION:

My teaching philosophy and instruction are designed to challenge you, the students, to apply the principles of family, youth, and community sciences to your personal lives as you contribute to the improvement of yourselves, your relationships, and your surrounding communities. I value class participation and seek to balance teaching presentations with the opportunity for you to demonstrate your grasp and practical application of the subject matter. Each course, unit, and presentation are, therefore, designed with the following three teaching principles in mind: 1) Make learning fun and interesting; 2) Communicate new information and elicit new perspectives about old information; and, 3) Create opportunities to identify, apply, and practice new potential life skills.

UNIVERSITY COURSE DESCRIPTION:

Acquaints students with the challenges and changes associated with parenthood; Includes strategies, skills, and resources for understanding parenting; Diverse family types and parenting risks will also be addressed.

COURSE INTRODUCTION:

This course will introduce you to the various challenges and changes associated with balancing parenthood with individual, partner (e.g., marriage), economic, work, and other real-world responsibilities. Because parenting and parenthood do not occur within a vacuum, parenting and family development will be studied from a broad contextual, or ecological, perspective taking into account the many factors that influence both parent and child well-being.

UNIT 1: Parenting and Parenthood in Context: Parents as Individuals, Partners, and Employees

UNIT 2: Parents, Children, and the Economic Realities

UNIT 3: Parenting Types, Strategies, Skills, Risks, and Resources

OVERALL GOAL:

To help you, the students, *identify*, *apply*, and *practice* the skills and strategies needed to become:

1) a healthy individual, partner, and parent; and, 2) a powerful educator and practitioner in empowering families to use the resources, skills, and strategies available to parent successfully and achieve balance in the real world.

COURSE OBJECTIVES:

1. ***Identify*** basic concepts, definitions, and approaches that are used in the study of parenting within the context of balancing work and family.
2. ***Apply*** knowledge of context, child development, and various parenting styles through developing a personal parenting strategy.
3. ***Practice*** the skills necessary to balance individual, work, marriage (i.e., partner), parent-child, and family relationships in healthy ways.

COURSE RESOURCES:

Text (Bookstore and Course Reserve in Library West)

Harris, V.W., Johnson, A., Olsen, K. (2013). *Balancing work and family in the real world* (2nd Ed.). Plymouth, MI: Hayden-McNeil. (ISBN 978-0-7380-6599-1)

Turner, P.H., & Welch, K. (2012). *Parenting in contemporary society* (5th Ed.). Upper Saddle River, NJ: Pearson.

*Supplemental Readings (Posted on e-Learning/Canvas or the EDIS Website)**

COURSE ACTIVITIES:

Assignments

Two writing assignments will be administered during this course at 50 points each for a total of 100 points. All assignments must be submitted on Canvas. If anything is needed in hardcopy, the instructor will announce this to the class. Assignments are due at the 11:59pm on their due date. A Final Group Parenting Presentation is also required (Assignment #3). See details below. Required:

- For each assignment, write your name and UF ID in the top RIGHT-hand corner of the paper.
- Read the requirements closely before turning in the assignment. Use the *Criteria for Grading* sheet listed at the end of the syllabus for specific assignment details. **Attach the *Criteria for Grading* sheet as the last page of the assignment and turn it in with the assignment**. The *Criteria for Grading* sheet will be returned to you with your assignment, your total points, and your final assignment grade.
- Type your assignments using Times New Roman or a similar font, 11-12 point size, with 1 inch

Original file: FYC3101_VictorHarris_Current.pdf

margins. **All assignments MUST be typed using APA style (**See "APA: Top 5 Things to Remember;" below; Google: "APA Style").

- Points will be taken off for writing that is not university quality. Make sure to proofread all assignments. Documents must be submitted using Microsoft Word.
- **MAKE AND KEEP A COPY OF ALL ASSIGNMENTS BEFORE YOU TURN THEM IN.** It is your responsibility to be able to prove you completed the assignment if the need arises.

Exams

Three exams will be administered during this course for Units 1, 2, and 3. The exams are not comprehensive. A study session will be conducted in-class (i.e., the class period prior to each exam) to help you prepare for taking the exam. Exams are worth 100 points. Make-up exams will not be administered without valid documentation, so don't miss the exams.

Assessments: Pop Quizzes, Cognitive Maps, Class Activities, Attendance, Participation

One hundred (100) points will be awarded for periodic assessments such as quizzes, cognitive maps, class activities, attendance, and participation (up to 10 points each). *Pop quizzes* will be based upon the readings for that day listed in the course schedule and will be administered or be due respectively at the beginning of class (first 5-minutes). Cognitive map assessments may be administered the class period prior, at the beginning of class, or during class. If you miss the quiz or fail to turn the cognitive maps in on time, there are no make-ups. NO EXCEPTIONS. There will be **up to 12 opportunities** made available to you (up to 10 points each) throughout the semester to complete the **required 10 assessments** for the 100 points. You may drop your lowest scores if you are in class for each opportunity. Assessments, including those associated with quizzes, class activities, attendance, or participation, may also be administered at the end of class following a lecture, speaker, presentation, class activity, or class discussion. Extra credit opportunities may be awarded by the instructor.

COURSE POLICIES:

Class Notes & Digital Tools

If you miss class for any reason, you will need to get the notes from a classmate. Cell phones should be stored away from view during class with the ringer on silent or off. Laptops can be used for instructional purposes only (e.g., note taking, group activities, etc.). Texting, emailing, chatting, or surfing are distracting to your classmates and the instructor.

Late Work: "So Sorry" Dates

Late Assignments for each section will only be accepted for one (1) week after the assignment is due until 11:59 p.m.. Late work will automatically be deducted 20%. After the "so sorry" dates, late work will not be accepted for any reason. NO EXCEPTIONS.

Original file: FYC3101_VictorHarris_Current.pdf

GRADING:

Your grade will be based on the following:

Components	Points
2 Writing Assignments @ 50 points each	100
3 Exams @ 100 points each	300
1 Final Group Presentation	100
Pop Quizzes, Reaction Papers, Class Attendance, Participation, and Group Discussions (see course schedule for details)	100
Total Points	**600**

Your grade will be calculated using the following scale:

Grade	Percentage Range	Points
A	93 - 100%	555 – 600
A-	90 - 92%	537 – 554
B+	87 - 89%	519 – 536
B	83 - 86%	495 – 518
B-	80 - 82%	477 – 494
C+	77 - 79%	459 – 476
C	73 - 76%	435 – 458
C-	70 - 72%	417 – 434
D+	67 - 69%	399 – 416
D	60 - 66%	357 – 398
F	59% and below	356 or less

Certified Family Life Educator (CFLE)

Please note that the content of this course is approved by the National Council on Family Relations as part of the University of Florida's Certified Family Life Education Program in the Department of Family, Youth and Community Sciences. This course is approved to meet professional requirements for training in specific content areas that prepare a student to meet standards for provisional certification as a family life educator. You may email Dr. Suzanna Smith at sdsmith@ufl.edu for details.

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COURSE SCHEDULE:

UNIT	WEEK	DATE	TOPIC *(Mapped Objectives 1-3)*	READINGS & ASSIGNMENTS *(Mapped Objectives 1-3)*
1	1	M 1/6	Introductions/Course Overview	**Syllabus, Study Abroad**
		W 1/8	**Introduction to Unit 1:** *Parenting and Parenthood in Context: Parents as Individuals, Partners, and Employees – Finding a Balance (1 & 2)*	***Quiz: Syllabus & Chapter 1:*** *pp. 1-10* ****(BWF = Balancing Work and Family)***
		F 1/10	The Process of Change	***Quiz: Chapter 1:*** *pp. 11-16 (BWF)* **&** ***Media 1.1 Issues in BWF*** **&** ***Extra Reading 1: Mindfulness: An Introduction***
	2	M 1/13	Eight Personal Needs of Every Partner, Parent & Child *(1 & 2)*	***Quiz: Chapter 2:*** *pp. 17-27, 33 (BWF)* **Begin Assignment #1a**
		W 1/15	Studying Partnering, Parenting, Work, & Family Development *(1 & 2)*	***Quiz: Extra Reading 2:*** *Studying Work-Family Integration* ***Study Hard!*** ***(This reading is found under Extra Readings in Canvas)***
		F 1/17	Parenting and Work: A Balancing Act *(1 & 2)*	***Quiz: Chapter 2:*** *pp. 27-34 (BWF)* **&** ***Chapter 8:*** *pp.197-216* *****(PCS = Parenting in Contemporary Society)***
	3	M 1/20	**HOLIDAY (No Class)**	**Reminder: All readings and media must be viewed before each class.**
		W 1/22	Exploring Gender & Gender Roles with Parents as Partners *(1 & 2)*	***Quiz: Chapter 3:*** *pp. 35-49 (BWF)* **&** ***Media 1.2 Gender Issues in BWF***
		F 1/24	Exploring Diversity with Parents, Work, & Children *(1 & 2)*	***Quiz: Chapter 3:*** *pp. 49-61 (BWF)* **&** ***Media 1.3 Diversity Issues in BWF*** **&** ***Extra Reading 3:*** *Cultural Differences*
	4	M 1/27	Parents as Partners & the 3 C's: Communication, Conflict Resolution, & Commitment *(1 & 2)*	***Quiz: Chapter 4:*** *pp. 63-76 (BWF)* **&** ***Media 1.4: Communication*** **Begin Assignment #1b**
		W 1/29	Age & Stage Relationships: Preparation for Parenting as Partners *(1 & 2)*	***Quiz: Chapter 5:*** *pp. 77-84 (BWF)* **&** ***Extra Reading 4:*** *Red Flags* **&** ***Extra Reading 5:*** *Healthy Dating*
		F 1/31	Parents, Partners & the Real World *(1 & 2)*	***Quiz: Chapter 5:*** *pp. 84-88 (BWF)* **&** ***Media 1.5: Let's Get Married***
	5	M 2/3	Age & Stage Relationships: Divorce, Remarriage, & Stepfamilies *(1 & 2)*	***Quiz: Chapter 5:*** *pp. 88-97(BWF)* **&** ***Media 1.6 Policy in BWF***
		W 2/5	**Hints & Preparation for Exam 1 Form Parenting Groups *(1,2, & 3)***	**Olympics Review Game Assignment #1a, #1b Due *(1 & 2)***
		F 2/7	**Exam 1 (In Class) *(1,2, & 3)***	**Exam 1 (In Class) *(1,2, & 3)***
	6	M 2/10	**Introduction to Unit 2:** *Parents, Children, and the Economic Realities – Finding a Balance (1 & 2)*	***Quiz: Chapter 6:*** *pp. 99-110 (BWF)* **Assignment #2 Introduced**
		W 2/12	Children & Money *(1 & 2)*	***Quiz: Chapter 6:*** *pp. 110-116 (BWF)*
		F 2/14	Parents, Children, & Good Health *(1 & 2)*	***Quiz: Chapter 7:*** *pp. 117-129 (BWF)*
	7	M 2/17	Parents & Money Management *(1 & 2)*	***Quiz: Chapter 8:*** *pp. 131-146 (BWF)* **&** ***Media 2.1: Family Finances***

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		W 2/19	Parents & Debt *(1 & 2)*	***Quiz: Chapter 9*****:** *pp. 147-160 (BWF)*
		F 2/21	Parents & Employment *(1 & 2)* **Hints & Preparation for Exam 2** **Exam 2 (Online) opens at 3:00 p.m. in Canvas on Friday and closes at 11:59 p.m. on Tuesday, 2/26.**	***Quiz: Chapter 10*****:** *pp. 161-178 (BWF)* **Exam 2 Review** **Exam 2 (Online) *(1, 2, & 3)***
	8	M 2/24	**Introduction to Unit 3:** *Parenting Types, Strategies, Skills, Risks, and Resources – Finding a Balance (1 & 2)*	***Quiz: Chapter 1:*** *pp. 1-20 (PCS) &* ***Chapter 11*****:** *pp. 179-198 (BWF)* **Assignment #3 Introduced**
		W 2/26	The Transition to Parenthood *(1 & 2)*	***Quiz: Chapter 1:*** *pp. 20-27 (PCS) &* ***Chapter 12*****:** *pp. 199-218 (BWF)*
3		F 2/28	Pregnancy & Childbirth (*1 & 2)*	***Quiz: Chapter 11:*** *pp. 261-281 (PCS) &* ***Media 3.1: Life's Greatest Miracle***
		3/2-3/6	**Spring Break Holiday**	**Have Fun☺**
	9	M 3/9	Parenting Infants & Toddlers *(1 & 2)*	***Quiz: Chapter 2:*** *pp. 29-51, 53-59 (PCS)*
		W 3/11	Childcare & Alternatives to Childcare *(1 & 2)*	***Quiz: Chapter 12:*** *pp. 283-303 (PCS) &* ***Chapter 13:*** *219-225 (BWF)*
		F 3/13	Self-Concept, Self-Esteem, & Play	***Quiz: Chapter 2:*** *pp. 51-53 (PCS) &* ***Chapter 13:*** *226-230 (BWF) &* ***Chapter 14:*** *241-256 (BWF)*
	10	M 3/16	Parenting School-Age Children – Middle Childhood and Adolescence *(1 & 2)*	***Quiz: Chapter 3:*** *pp. 61-92 (PCS) &* ***Chapter 13:*** *230-240 (BWF)*
		W 3/18	Parenting Adolescents & Young Adults – Adolescent Risks & Assets *(1 & 2)*	***Media 3.2: Parenting Teens***
		F 3/20	Parenting in Later Life *(1 & 2)*	***Quiz: Chapter 4:*** *pp. 93-115 (PCS)*
	11	M 3/23	Contemporary Parenting – Diversity and Change *(1 & 2)*	***Quiz: Chapter 6:*** *pp. 137-164 (PCS)*
		W 3/25	Parenting in Single Parent Families & Stepfamilies *(1 & 2)*	***Quiz: Chapter 7:*** *pp. 165-195 (PCS)* ***Media 3.3 Parenting-Single Families*** *&* ***Media 3.4 Parenting-Blended Families***
		F 3/27	Parenting in High-Risk Families *(1 & 2)*	***Quiz: Chapter 9:*** *pp. 217-237 (PCS)*
	12	M 3/30	Parenting Children with Exceptionalities *(1 & 2)*	***Quiz: Chapter 10:*** *pp. 239-259 (PCS)*
		W 4/1	Positive Parenting Strategies *(1 & 2)*	***Quiz: Chapter 5:*** *pp. 117-136 (PCS)*
		F 4/3	Positive Parenting Strategies: Parenting with Love *(1 & 2)*	***Media 3.5 Effective Parenting***
	13	M 4/6	Positive Parenting Strategies: Parenting with Love & Logic *(1 & 2)*	***Quiz/Lab (Required):*** **Positive Behavioral Management Skills (*PBMS*) Introduced (10 pts.)**
		W 4/8	Positive Parenting Strategies: Raising Digital Natives *(1 & 2)*	***Extra Reading 6a, b, c:*** *Beyond Remote Control Childhood* ***(This reading is found in Canvas)***
		F 4/10	Positive Parenting Strategies: Children's Emotions *(1 & 2)*	***Quiz: Chapter 15:*** *pp. 257-269 (BWF)*

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	15	M 4/13	Positive Parenting Strategies: Emotion Coaching *(1 & 2)* **(*PBMS* Lab Due)**	***Media 3.6 Managing Our Emotions***
		W 4/15	**Hints & Preparation for Exam 3 *(1,2, & 3)*** Final Group Presentation Preparations (In-class Group Work Day) *(1, 2, & 3)*	**Assignment #2 Due *(1-2)***
		F 4/17	**Exam 3 (In Class) *(1,2, & 3)***	**Study Guide/Course Evaluations**
	15	M 4/20	**Group Presentations *(1, 2, & 3)***	**Assignment #3 Due *(1-2)***
		W 4/22	**Group Presentations *(1, 2, & 3)***	**Assignment #3 Due *(1-2)***
		4/23-24	**Reading Days**	**Study Hard☺**
Final	16	Finals Week	**Final (See Dr. Harris)**	**Course Evaluations**

Balancing Work and Family in the Real World **Parenting in Contemporary Society

ASSGNMENTS AND GROUP PRESENTATION:

ASSIGNMENT 1: (50 PTS.) Targeting Success: *8 Personal Needs & 9 Important Skills for Every Partner, Parent, and Child Relationship*.

You will be introduced to *8 Personal Needs of Every Partner, Parent, and Child* (Assignment 1a) and *9 Important Skills for Every Relationship* (Assignment 1b). Make 2 copies of the *Balancing Work and Family Target Behavior* sheet found on page 33 of the text. **Label one: 1a) *8 Personal Needs* and label the other: 1b) *9 Important Communication Skills for Every Relationship*.** Using the 1a) *8 Personal Needs Target Behavior* sheet, chart for one week how well you daily meet each of your eight personal needs listed on page 22 using a "+" each time you meet them or a "–" each time you fail to meet them. You can chart them several times a day or once a day. Using the 1b) *9 Important Communication Skills for Every Relationship Target Behavior* sheet on page 33 of the text, list the *9 Skills* found on pp. 72-73 of the text (e.g., *Don't* Criticize, *Do* Calm Down, etc.) on the target behavior sheet and then chart how you perform each of these skills each day in your relationships for one week. Use a "+" each time you perform them successfully and a "–" each time you fail to perform them. Write a short 5-10-page paper highlighting how meeting these *8 Needs* and acquiring these *9 Relationship Skills* can assist you in helping you find a balance between meeting your own personal needs, meeting the needs of others (e.g., helping your friends or family members meet these needs; helping your romantic partner meet these needs; helping your children meet these needs), and work/school. **Note: You will need to submit the tracking charts (5 pts. each) with your paper explaining how you did in each of these areas and how meeting the *8 Needs* and acquiring these *9 Communication Skills* can assist you in balancing your work, partner, and family (e.g., parenting) relationships successfully. It will become very apparent in the paper if you FAIL to track your *8 Needs* and *9 Skills* successfully for a week, so make sure to do it carefully and conscientiously. When you write your paper, use the EXACT format listed below. Make sure you discuss at least ONE of the 8 Needs (e.g., feel safe/secure) and at least ONE of the 9 Skills (e.g., validate) in each area.**

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Assignment #1 Criteria for Grading (Attach to the end of your paper) *(Mapped Objectives 1 & 3)*	**Points**
1. ***Target Behavior* Sheet:** The extent to which you identified how you met your *8 Personal Needs* and performed the *9 Important Skills for Every Relationship* for one week each (2-3 pages) and **marked them each time you did them or failed to do them throughout each day on the Target Behavior sheets** (10 points). 1a. Charted *8 Personal Needs* for 1 week (5 points). 1b. Charted *9 Important Skills for Every Relationship* for 1 week (5 points).	**/10** **/5** **/5**
2. **Five to Ten Page Paper Section:** The extent to which you identified with **depth and clarity** in a 5-10-page, double-spaced paper how meeting these *8 Personal Needs* and acquiring these *9 Relationship Skills* can assist you in balancing your work, partner, parenting, and other relationships successfully - both now and/or in the future. **Note: Be sure to highlight how you did during each week at meeting these *8 Needs* and using these *9 Skills* to:** a) balance your personal, work, partner, and/or family and other relationships successfully (15 points). **Discuss at least 1 need and 1 skill in each area.** b) project into the future about how you can achieve greater balance in the future as an individual, partner, parent, and employee by meeting these *8 Needs* and using these *9 Skills* successfully (15 points). **Discuss at least 1 need and 1 skill in each area.**	**/30** **/15** **/15**
3. Proper Formatting: ***Brief Introduction* (introduces topic and what will be discussed) (1 point)** ***Punctuation and Grammar* (3 points)** ***Clear Subheadings* (2 points) (see example below)** ***Thoughtful Conclusion* (i.e., reviews and synthesizes the information presented while offering some brief ideas for future directions) (3 points)** **Tracking charts and Criteria for Grading sheet attached at the end of the paper (1 point)**	**/10** **/1** **/3** **/2** **/3** **/1**
Total Points/Final Grade	

Introduction (See Detailed Template in Canvas)

Targeting My 8 Needs and the 9 Skills

Balancing the 8 Needs and 9 Skills Now

Personal Balance [Note: Discuss specific needs (e.g., respect) and skills (e.g., validation)]

Work Balance [Note: Discuss specific needs (e.g., safe/secure) and skills (e.g., criticism)]

Partner Balance [Note: Discuss specific needs (e.g., belong) and skills (e.g., contempt)]

Family/Friends Balance [Note: Discuss specific needs (e.g., self-worth) and skills (e.g., defensive)]

Balancing the 8 Needs and 9 Skills in the Future

Personal Balance [Note: Discuss specific needs (e.g., respect) and skills (e.g., validation)]

Work Balance [Note: Discuss specific needs (e.g., safe/secure) and skills (e.g., criticism)]

Parent-Partner Balance [Note: Discuss specific needs (e.g., belong) and skills (e.g., contempt)]

Parent-Child Balance [Note: Discuss specific needs (e.g., self-worth) and skills (e.g., defensive)]

Conclusion

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ASSIGNMENT 2: (50 PTS.) Projective Hindsight Interview: Developing a Personal Parenting Strategy.

Balancing healthy parenting with individual needs, work, romantic partners (e.g., marriage), and money management can be difficult and challenging. You will need to interview at least two different parents from separate families (you may not interview your own family) with at least a ten-year history of balancing healthy parenting with individual needs, work, romantic partners (e.g., marriage), and money management. Write a 4-8 page, double-spaced narrative paper regarding what you learned from them about how to successfully balance healthy parenting with individual needs, work, romantic partners (e.g., marriage), and money management. Additionally, based upon what you learned from these interviews, you will need to project your life 10 years down the road and create a personal parenting strategy successfully. Your personal parenting strategy must include strategies for how you plan to parent successfully while balancing individual needs, work, romantic partners (e.g., marriage), and money management while incorporating information you discovered from Units 2-3 (e.g., readings, videos, websites, speakers). Your Interview and paper need to address the following:

1. What was/is the occupation of this individual? (1 point)
2. What are/were some of the highlights of this person's working career (Note: Being a stay-at-home mom or dad is also considered a working career)? (2 points)
3. Briefly describe the family structure and the primary *parenting* strategy this person has used to parent? (2 points)
4. What are the Top 3 things this person has done to try to balance parenting with meeting his/her individual needs throughout his/her working career? (3 points)
5. What are the Top 3 things this person has done to try to balance parenting with his/her romantic relationship (e.g., marriage) throughout his/her working career? (3 points)
6. What are the Top 3 things this person has done to try to balance parenting and money management throughout his/her working career? (3 points)
7. What are the Top 3 things this person has done to try to help his/her children learn to meet their individual needs, prepare for successful romantic relationships, manage money well, and prepare for future employment? (3 points)
8. What advice could this person share with you about how you could best balance parenting with individual needs, work, romantic partners (e.g., marriage), and money management successfully throughout your career? (3 points)
9. What are the Top 5 things you will do, **based on this interview and advice**, to effectively balance parenting with individual needs, work, romantic partners (e.g., marriage), and money management successfully throughout your career? Be specific. (5 points)

10. Based on this interview and the information we have learned in class, develop a personal parenting strategy that you will use to parent successfully. The strategy should include at least the following: (10 points)
    a. How you will **specifically** help your children to learn to meet their *8 Needs* successfully.
    b. How you will **specifically** use the *9 Skills* to parent successfully.
    c. What specific parenting strategies you will use to parent successfully.

11. What will you do, **based on the information you have learned in Units 2-3**, to effectively balance parenting with individual needs, work, partner (e.g., marriage), family, friends, and money successfully throughout your career? (5 points) **[Note: This question is different than Question 9 because it requires you to synthesize everything you have learned from Units 2-3. Question 9 requires you to synthesize what you have learned from the interview.]**

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Assignment #2 Criteria for Grading (Attach to the end of your paper) ***(Mapped Objectives 1 & 2)***	**Points**
1. **Interview Narrative Portion:** Based on the interview and advice, the extent to which you were able to write with clarity and depth and address in a narrative format questions 1-9 above (i.e., how healthy parenting can be successfully balanced with individual needs, work, romantic partners (e.g., marriage), and money management) (approx 2-6 pages) (25 points).	**/25**
Question 1	**/1**
Question 2	**/2**
Question 3	**/2**
Question 4	**/3**
Question 5	**/3**
Question 6	**/3**
Question 7	**/3**
Question 8	**/3**
Question 9	**/5**
2. **Personal Parenting Strategy:** The extent to which you were able to develop **with depth and clarity,** based on this interview and the information we have learned in class, a personal parenting strategy that you will use to parent successfully (i.e., Question 10) (approx. 3-4 pages). The strategy should include at least the following: (10 points)	**/15**
a. How you will help your children to learn to meet their ***8 Needs*** successfully. (3 points)	**/3**
b. How you will use the ***9 Skills*** to parent successfully. (3 points)	**/3**
c. What **specific parenting strategies** you will use to parent successfully. (4 points)	**/4**
Application: Based on the interview, advice, and what you have learned from Units 2-3, the extent to which you were able to write with clarity and depth and address in a narrative format question11 above. (5 points)	**/5**
3 Proper Formatting:	**/10**
Brief Introduction **(introduces topic and what will be discussed) (1 point);**	**/1**
Punctuation and Grammar **(3 points)**	**/3**
Clear Subheadings **(2 points) (see below)**	**/2**
Thoughtful Conclusion **(i.e., reviews and synthesizes the information presented while offering some brief ideas for future directions) (3 points)**	**/3**
Personal Communication cited correctly in the paper and Criteria for Grading sheet attached at the end of the paper (1 point)	**/1**
Total Points/Final Grade	

Introduction (See Template in Canvas/Resources)

Questions 1-9 (Use subheadings like: Occupation; Highlights of Working Career, etc.)

My Personal Parenting Strategy (Question 10) (Impt: Be specific and in-depth)

Balancing Parenting with Individual Needs, Work, Partner, Family, Friends, and Money (Q 11)

Conclusion

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ASSIGNMENT 3: GROUP PARENTING PRESENTATION: (100 PTS.) Special Parenting Topics.

You will be required to present in groups of no more than five (5) people (12-16 groups total) to another group on a parenting topic of your choice. Presentations will be 25-30 minutes long (going over or under will result in point deductions). You will need to utilize at least three (3) outside sources other than the textbook or the information presented in class and **create a handout for each member of the other group and one you will turn in to the instructor** with your *Group Parenting Presentation Evaluation Form*. Fifty (50) points will be awarded for the presentation and another fifty (50) points will be awarded for evaluating the other groups' presentation. Use the evaluation form below. Make two (2) copies and turn in one (1) evaluation form for the other groups' presentation and one (1) copy of your personal evaluation of your own group's presentation. Attach the *Assignment #3 Criteria for Grading* sheet. **[Note: 50 pts. will be deducted for missing your or the other group's presentation]**

Examples of Previous Parenting Presentation Topics:

Potty Training Kids
Talking to Teens about Dating/Sex
Teaching Children Values
Teaching Kids to Read
Media Influence on Children/Teens
Green Parenting
Parenting in Later Life
Teaching Religion to Children
Raising Vegetarian/Vegan Children
Breast Feeding
Raising a Large Family
Autism/Autism Spectrum Disorders
Infant Brain Development
Raising a Diverse Child
Grandparents Parenting Grandchildren
Obesity/Nutrition and Parenting

Assignment #3 Criteria for Grading **(Print this page and turn in one (1) copy per group to the instructor the day you present)** ***(Mapped Objectives 1, 2 & 3)***	**Points**
1. ***Group Evaluation of Presentation*:** The extent to which your group followed the format on the *Group Parenting Presentation Evaluation Form* (50 points). (Note: This grade will include your score, your group's score, class members' evaluation scores, as well as the instructor's evaluation (i.e., the instructor's score will carry the most weight), which will include how well your group worked together and your peer rating of your personal participation in the group presentation (e.g., how well you pulled your weight). Therefore, your score may differ from the rest of your group members' scores.	**/50**
Introduction	**/10**
Information	**/10**
Interaction	**/10**
Application	**/10**
Conclusion	**/10**
2. **Group Presentation Evaluations:** Your personal evaluation of the other group and the extent to which you carefully evaluated the other group using the format on the *Group Parenting Presentation Evaluation Form* (50 points)	**/50**
Introduction	**/10**
Information	**/10**
Interaction	**/10**
Application	**/10**
Conclusion	**/10**
Total Points/Final Grade	

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Group Parenting Presentation Evaluation Form Date_____

Title of Parenting Presentation Topic:

Names of Presenters:

1. 2.
3. 4.
5. 6.

1. Presenters scores on the following:

___/10 **Introduction:** Introduced the presentation with a fun or engaging story, slide, joke, video clip, etc. that related well to the overall presentation (i.e., **They Caught Our Attention!**)—10 points

___/10 **Information:** Presented some new information or new perspectives on old information; included a handout for each of the member of the group and one for the instructor—10 points

___/10 **Interaction**: Asked good questions and involved the class in the presentation. They didn't just lecture or present the information in a stand-and-deliver format—10 points

___/10 **Application:** Applied the information to class members' lives personally and as practitioners in a professional manner; offered specific ways we can work with this target audience; identified a specific target skill and developed a scenario or brief activity to allow class members to practice this skill in class during the presentation—10 points

___/10 **Conclusions:** Synthesized the information well; reviewed what we were taught; offered implications and invitations for future research into how we can work with this target audience successfully.

___/50 **Rating:** Rate your overall evaluation of the group's parenting presentation (add up each of the scores from above and place that number in front of the /50).

3. What aspects of the presentation did you feel the best about?

4. What would you recommend that the presenters do *now* in terms of revisions?

5. **For Group Presenters Only:** Did everyone in the group participate and pull their weight. Points will be awarded or deducted based upon this evaluation. Please explain.

Reviewer's Name: _____

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UNIVERSITY 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

Incomplete "I"

All of the following must be true for the student to be eligible to receive a grade of "I." The student has completed a major portion of the course work with a passing grade (D or better), the student is unable to complete course requirements because of documented circumstances beyond their control, and the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).

Absences 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/ugrad/current/regulations/info/attendance.aspx.

Academic Honesty Policy

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "***We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: ***"On my honor, I have neither given nor received unauthorized aid in doing this assignment***."

It is assumed that you will complete all work independently in each course unless 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: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

Plagiarism is a very serious form of academic dishonesty. UF faculty use software programs to detect plagiarism. You, and only you, are responsible for preventing plagiarism in your own work. "I didn't know" is not an acceptable excuse. **!!!!IMPORTANT!!!!** Cutting and pasting information from the web has become a tool for writing papers and too often students fail to make appropriate changes to the

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information or fail to appropriately cite the information. **ANY WRITTEN ASSIGNMENTS THAT ARE NOT PROPERLY CITED WILL RECEIVE A '0' THE FIRST TIME. THE SECOND TIME, THE CASE WILL BE TURNED IN TO THE DEAN OF STUDENTS OFFICE.**

Email & Web Access Requirement

All students are required to have a UF e-mail account and must be able to access e-Learning. You will be responsible for checking the FYC 3101 e-Learning site before each class (at least three times a week) for course calendar, lecture notes, assignments, e-mail, and posted announcements. If you are experiencing problems with e-Learning, call **352-392-HELP** select option 7, or connect via email, (http://helpdesk.ufl.edu). Location: CSE 214/520. **DO NOT CALL/EMAIL ME until you have a Ticket number from the HELP desk.**

Software Use Policy

Copyright and Peer-to-Peer (P2P) Copyright infringement laws apply to UF's students, faculty and staff. 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. Downloading and sharing copyrighted material is illegal. Penalties can range from $500-250,000, up to five years in prison, and suspension or dismissal from school. Please visit this page to learn copyright policies, guidelines and other related materials. http://www.it.ufl.edu/resources/copyright/

- Download a "Piracy is Illegal" poster to display as a reminder of why you shouldn't commit copyright infringement. http://infosec.ufl.edu/literature/piratebooty.pdf Retrieved August 6, 2006 from http://www.registrar.ufl.edu/catalog/policies/students.html

Services for Students with Disabilities

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

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

Computing Desk and Additional Help

http://helpdesk.ufl.edu The UF Computing Help Desk is there to assist you with all your computing questions. Phone: 392-HELP, E-mail: helpdesk@ufl.edu, Location: CSE 214/520

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Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See http://distance.ufl.edu/student-complaints for more details.

Counseling Support Services

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

- UF Student Mental Health Services: (352) 392-1171
  Daytime direct line: Mon. & Fri., 8-5; Tues./Wed./Thurs: 8-6. During hours when the SHCC facility is not open, call the same number to be referred to an on-call counselor.
  http://www.shcc.ufl.edu
- UF Counseling Center: (352) 392-1575 Daytime direct line M-F, 8-5. After hours, please see other numbers listed in this site: www.counseling.ufl.edu/cwc
    - Counseling Services
    - Groups and Workshops
    - Outreach and Consultation
    - Self-Help Library
    - Wellness Coaching
- Alachua County Crisis Center: (352) 264-6789 Phone counseling 24 hours a day.
- U Matter, We Care (http://www.umatter.ufl.edu/). Hotline at 352-294-2273; umatter@ufl.edu
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161, sexual assault counseling.
- Career Resource Center: Reitz Union, 392-1601, career development assistance and counseling, **www.crc.ufl.edu/**

Course Evaluations

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

WRITING ASSISTANCE

The University Writing Studio

The University of Florida provides writing assistance to all students of all disciplines through the Writing Studio, which is part of the University Writing Program. Find more information about the services available and how to schedule an appointment at: http://writing.ufl.edu/writing-studio/.

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Institute of Food and Agricultural Sciences
Family, Youth and Community Sciences
Compiled by Dr. L. Forthun

Common Colloquialisms

In professional writing, you will want to avoid using colloquialisms (or slang) as much as possible. Avoid using: At the end of the day…I'm not saying…The fact that…; Due to the fact that…By and large… In no way…

Colloquialism	Alternative
Be a man	mature, strong, masculine
Opened his eyes	learned, became aware
In the dark	unaware
On the same page	Agree, share similar beliefs
Come back into play	Reentered, returned
Turned their backs	disowned, disregarded, refused to help
Just getting started	Beginning, initiated
Made himself scarce	Avoided, evaded
Burned out	tired, unhappy, exhausted
Set in stone	fixed, unchangeable
Followed their lead	obeyed, respected

A handful of. . .	Three, four, five, etc. (be specific)
Far-flung	distant, remote
On and off again	sporadic, unreliable
Put them through	Torment, anguish, suffering
Hold their own	Remain, endure, persist
Does her own thing	Independent, autonomous, free
Step up	Emerge, arise
No questions asked	Unquestioning, obedient
Pretty solid	secure, strong
Messed up	Mistake, error
Didn't want to have anything to do with …	Avoided, disowned, rejected, denied
Give and take	Reciprocal, mutual, shared
Back in the day	Retrospectively, in hind sight
Before my eyes	
Situation at hand	
Get over it	
Hold on to/let go of	
Shut her down	Interrupt,

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Institute of Food and Agricultural Sciences
Department of Family, Youth and Community Sciences

Grammar: Things to Remember

Common Problem:	Example:	Correction:
Missing comma after an introductory statement/words.	**Therefore** my paper will focus on…	**Therefore,** my paper will focus on…
Missing comma in a compound sentence.	Results indicated that maternal stress was related to behavior problems in the child **but** paternal stress is not.	Results indicated that maternal stress was related to behavior problems in the child**, but** paternal stress is not.
Comma splice.	The causes are unknown**,** there are several known risk factors associated with the disorder.	The causes are unknown**, but** there are several known risk factors associated with the disorder.
They're, There, & Their. *They're* is a contraction for *they are*. *There* refers to a location. *Their* is a possessive pronoun.	**There** study found that… **Their** professors at the University of Florida.	**Their** study found that… **They're** professors at the University of Florida.
Your, You're. *Your* is possessive. *You're* a contraction for *you are*.	**Your** never going to believe what we found.	**You're** never going to believe what we found.
Who, Which, & That. *Who* refers to people. *That* and *Which* refers to groups of things.	Tina is the one **that** graduated last semester.	Tina is the one **who** graduated last semester.
Avoid slang and colloquial language. ***Slang*** (cool, huge, totally, overkill) ***Colloquial*** (due to the fact that, pretty basic stuff, not a big deal, give and take, put it aside, by and large, better than nothing, in no way)	The results of the study suggest that the impact of siblings on children development is **huge.** The result was not significant **due to the fact that** the sample size was small.	The results of the study suggest that siblings have a **significant influence** on child development. The result was not significant **because** the sample size was small.
Shifting in tenses. *Past* vs. *present* tense	The study, **conducted** by researchers at the University of Florida, **finds** that…	The study, **conducted** by researchers at the University of Florida, **found** that…

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Common Problem:	Example:	Correction:
Lack of pronoun antecedent An **antecedent** is the word, phrase, or clause to which a pronoun refers.	**You** have to be diligent when monitoring children with autistic spectrum disorders.	**The teacher** has to be diligent when monitoring children with autistic spectrum disorders.
Lack of pronoun/antecedent agreement	If **undergraduate students** want to succeed in graduate school, **you** have to know grammar rules.	If **undergraduate students** want to succeed in graduate school, **they** have to know grammar rules.
Over vs. during	**Over** a five-year period…	**During** a five-year period…
Who vs. whom (he vs. him)	Q: To **who** does it belong? A: It belongs to **he**.	Q: To **whom** does it belong? A: It belongs to **him**.
Who's vs. whose	**Whose** coming over?	**Who's** (who is) coming over?
Rather vs. whether	I need to know **rather** it's this way or not.	I need to know **whether** it's this way or not.
Less vs. fewer **Fewer** refers to things that are countable. **Less** refers to things that are not countable.	We had *lesser* people at the fundraiser than we had hoped. *Fewer* talking would help my concentration.	We had *fewer* people at the fundraiser than we had hoped. *Less* talking would help my concentration.
You and me/ You and I	**You and me** should study for the exam tomorrow.	**You and I** should study for the exam tomorrow.

Straus, J. (2011). *The blue book of grammar and punctuation* (10th ed.). San Francisco, CA: Jossey-Bass.

Other common errors:

Common Errors	Definition
Run-on sentence.	A sentence containing two or more clauses not connected by the correct conjunction or punctuation.
Lack of proof-reading before submission.	Spell and grammar check do not catch everything, and they are not a replacement for proofreading. Check to distinguish between the correct and incorrect use of correctly spelled words.
"Lonely quotes"	Quotes that stand on their own as a sentence. Quotes should be integrated into a sentence and should never be used to begin a paragraph.

Retrieved from http://classweb.gmu.edu/WAC/EnglishGuide/Critical/grammar.html.

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Institute of Food and Agricultural Sciences
Department of Family, Youth and Community Sciences

APA: Top Things to Remember

1.) Essays should be typed, double-spaced, with 1-inch margins on all sides, and 12-point font.

2.) **Headings and Subheadings.** Include a page header at the top of every page. Page numbers should be flush right, and flush left you should type "Running head: TITLE OF YOUR PAPER IN ALL CAPS" on the first page, and "TITLE OF YOUR PAPER IN ALL CAPS" on every page after the first. Use subheadings (e.g., Introduction, Targeting My 8 Needs and 9 Skills, Family Structure and Parenting Strategy, etc.).

3.) **Citations and Quotes.** Paraphrase when possible. When paraphrasing in-text or parenthetical citations include author and date but NOT THE PAGE NUMBER! For example, (Harris, 2008). When you quote someone, it should usually be to define a term or to state something specific not easily paraphrased. Lengthy or extensive quoting is usually not done in APA. When you do quote someone, cite the author, date, and page number. For example, (Diehl, Howse, & Trivette, 2011, p. 82). In an interview, cite personal communications in the text only and not in the reference list. For example, (L. Forthun, personal communication, November 1, 2012).

a. If a quote exceeds 40+ words, then it becomes a block quote. To do this, place direct in a free-standing block of typewritten lines, without quotation marks.

> Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark (Purdue OWL, 2012, In-Text Citations: The Basics section).

QUOTES OF 40+ WORDS SHOULD BE USED RARELY!

4.) **Multiple Author Citations.** When citing an article that has one or two, you must write their names every time. You can't use et al. with one or two authors. When citing an article that uses 3-5 authors, cite the full citation the first time and with subsequent citations use et al. When using et al., the citation looks like this (Fogarty et al., 2010). There is no comma after the author but a period and a comma after et al. When citing an article that has 6+ authors, use the first author's name, followed by et al. every time (Zaidman-Zait et al., 2010).

5.) **Use of the Ampersand (&).** When referencing authors in the text, you must write "and" for multiple authors (e.g., Gutter, Garrison, and Copur (2010) found…), but when using in-text parenthetical citations you must use the ampersand. For example, (Gutter, Garrison, & Copur, 2010). You must also use the ampersand in ALL references in your reference list. For example,

Gutter, M. S., Garrison, S., & Copur, Z. (2010). Social learning opportunities and the financial behaviors of college students. *Family and Consumer Sciences Research Journal, 38*(4), 387-404.

6.) In-text Citations: Things to Remember:

a. One to two authors: (Harris & Chartier, 2008)
b. Three to five authors: (Rellini, Tortolani, Trillo, Carbone, & Montecchi, 2004) first time. (Rellini et al., 2004) every time after the first.
c. Six+ authors: (Zaidman-Zait et al., 2010) every time.
d. Use p. #'s for DIRECT QUOTES. Ex: (Rellini et al., 2004, p. 703)
e. ALWAYS INCLUDE IN-TEXT CITATIONS WHEN YOU ARE STATING SOMETHING THAT IS NOT YOUR OWN.

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7.) **Reference List: Things to Remember:**
   a. The reference list should be started on a new page, with the word References at the top, centered, NOT in bold, italics, nor underlined.
   b. References should be in alphabetical order by first author's last name.
   c. References should be listed using a hanging indentation.
   d. When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
   e. Capitalize all major words in journal titles.
   f. Longer works, such as books and whole journals should be italicized.
   g. Shorter works such as journal articles should NOT be italicized.

Example:

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. ***Title of Journal, volume number***(issue number), pages. doi:http://dx.doi.org/xx.xxx/yyyyy

8.) **Good Writing**. Write as succinctly as possible, avoid opinion statements, avoid 'to be verbs,' the passive voice as much as possible, and write in the past tense. **Begin each section with a thesis paragraph outlining what you will discuss in the section. Begin each paragraph with a thesis sentence outlining what you will discuss in the paragraph.** Also, do not use slang or common language. Use written language that makes you sound very, VERY SMART☺

Online Sources for further help: http://owl.english.purdue.edu/owl/resource/560/01/http://www.apastyle.org/

10 Proven Steps for Writing a Winning Paper

Step 1: Decide on a Topic

Step 2: Look at the Criteria/Requirements

Step 3: Review the Research on this Topic (e.g., Google Scholar); Take Notes on the General Findings and Bookmark or Download the Information and/or Articles

Step 4: Construct an Outline of Your Paper Listing All Relevant Headings and Subheadings (Take all the time you need on this step; it is critical to your success as a writer)

Step 5: Introduction (Introduce your topic and a thorough overview of the paper; you can add to this later, as needed)

Step 6: List Bullet Points You Will Make in Each Section in a Logical Flow Before Writing Anything

Step 7: Begin Each Section with a Thesis Paragraph Overviewing the Points that Will Be Discussed in the Section

Step 8: Turn Each Point into a Paragraph Listing Citations as Needed

Step 9: Begin Each Paragraph with a Thesis Sentence Introducing the Main Point and What Will Be Discussed in the Paragraph

Step 10: Conclusion: Review and Synthesize What Was Stated or Specifically Learned in the Paper (Major Learning Outcomes/Points); State Future Directions and Implications for Thought and Inquiry

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PARENTING AND FAMILY DEVELOPMENT
FYC 3101 | MWF Fall 2021 (10:40-11:30 a.m.) | 3 CREDITS

"TO BE IN YOUR CHILDREN'S MEMORIES TOMORROW, YOU HAVE TO BE IN THEIR LIVES TODAY" ~ANONYMOUS

INSTRUCTOR:
Victor William Harris, Ph.D.

TEACHING ASSISTANT:
Brian Visconti, M.A.

Contact Information	Contact Information
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Office: 3028D McCarty Hall D	Office: G-091 McCarty Hall B
Office Hours: MW 12-1 p.m.	Office Hours: M,T 12-1pm and by appt.
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PREREQUISITE: FYC 3112

TEACHING PHILOSOPHY AND INSTRUCTION:

My teaching philosophy and instruction are designed to challenge you, the students, to apply the principles of family, youth, and community sciences to your personal lives as you contribute to the improvement of yourselves, your relationships, and your surrounding communities. I value class participation and seek to balance teaching presentations with the opportunity for you to demonstrate your grasp and practical application of the subject matter. Each course, unit, and presentation are, therefore, designed with the following three teaching principles in mind: 1) Make learning fun and interesting; 2) Communicate new information and elicit new perspectives about old information; and, 3) Create opportunities to identify, apply, and practice new potential life skills.

UNIVERSITY COURSE DESCRIPTION:

Acquaints students with the challenges and changes associated with parenthood; Includes strategies, skills, and resources for understanding parenting; Diverse family types and parenting risks will also be addressed.

COURSE INTRODUCTION:

This course will introduce you to the various challenges and changes associated with balancing parenthood with individual, partner (e.g., marriage), economic, work, and other real-world responsibilities. Because parenting and parenthood do not occur within a vacuum, parenting and family development will be studied from a broad contextual, or ecological, perspective taking into account the many factors that influence both parent and child well-being.

UNIT 1: Parenting and Parenthood in Context: Parents as Individuals, Partners, and Employees

UNIT 2: Parents, Children, and the Economic Realities

UNIT 3: Parenting Types, Strategies, Skills, Risks, and Resources

OVERALL GOAL:

To help you, the students, *identify*, *apply*, and *practice* the skills and strategies needed to become:

1) a healthy individual, partner, and parent; and, 2) a powerful educator and practitioner in empowering families to use the resources, skills, and strategies available to parent successfully and achieve balance in the real world.

COURSE OBJECTIVES:

1. ***Identify*** basic concepts, definitions, and approaches that are used in the study of parenting within the context of balancing work and family.
2. ***Apply*** knowledge of context, child development, and various parenting styles through developing a personal parenting strategy.
3. ***Practice*** the skills necessary to balance individual, work, marriage (i.e., partner), parent-child, and family relationships in healthy ways.

COURSE RESOURCES:

Text (Bookstore and Course Reserve in Library West)

Harris, V.W., Johnson, A., Olsen, K. (2013). *Balancing work and family in the real world* (2nd Ed.). Plymouth, MI: Hayden-McNeil. (ISBN 978-0-7380-6599-1)

Turner, P.H., & Welch, K. (2012). *Parenting in contemporary society* (5th Ed.). Upper Saddle River, NJ: Pearson.

*Supplemental Readings (Posted on e-Learning/Canvas or the EDIS Website)**

COURSE ACTIVITIES:

Assignments

Two writing assignments will be administered during this course at 50 points each for a total of 100 points. All assignments must be submitted on Canvas. If anything is needed in hardcopy, the instructor will announce this to the class. Assignments are due at the 11:59pm on their due date. A Final Group Parenting Presentation is also required (Assignment #3). See details below. Required:

- For each assignment, write your name and UF ID in the top RIGHT-hand corner of the paper.
- Read the requirements closely before turning in the assignment. Use the *Criteria for Grading* sheet listed at the end of the syllabus for specific assignment details. **Attach the *Criteria for Grading* sheet as the last page of the assignment and turn it in with the assignment**. The *Criteria for Grading* sheet will be returned to you with your assignment, your total points, and your final assignment grade.
- Type your assignments using Times New Roman or a similar font, 11-12 point size, with 1 inch

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margins. **All assignments MUST be typed using APA style (**See "APA: Top Things to Remember" below; Google: "APA Style").

- Points will be taken off for writing that is not university quality. Make sure to proofread all assignments. Documents must be submitted using Microsoft Word.
- **MAKE AND KEEP A COPY OF ALL ASSIGNMENTS BEFORE YOU TURN THEM IN.** It is your responsibility to be able to prove you completed the assignment if the need arises.

Exams

Three exams will be administered during this course for Units 1, 2, and 3. The exams are not comprehensive. A study session will be conducted in-class (i.e., the class period prior to each exam) to help you prepare for taking the exam. Exams are worth 100 points. Make-up exams will not be administered without valid documentation, so don't miss the exams.

Assessments: Pop Quizzes, Reflections, Class Activities, Attendance, Participation One hundred (100) points will be awarded for periodic assessments such as quizzes, cognitive maps, class activities, attendance, and participation (up to 10 points each). *Pop quizzes* will be based upon the readings for that day listed in the course schedule and will be administered or be due respectively at the beginning of class (first 5-minutes). Reflection assessments may be administered the class period prior, at the beginning of class, or during class. If you miss the quiz or fail to turn the reflection in on time, there are no make-ups, except for valid university excused absences. There will be **up to 12 opportunities** made available to you (up to 10 points each) throughout the semester to complete the **required 10 assessments** for the 100 points. You may drop your lowest scores if you are in class for each opportunity. Assessments, including those associated with quizzes, class activities, attendance, or participation, may also be administered at the end of class following a lecture, speaker, presentation, class activity, or class discussion. E.C. & participation opportunities may be awarded by the instructor.

COURSE POLICIES:

Class Notes & Digital Tools

If you miss class for any reason, you will need to get the notes from a classmate. Cell phones should be stored away from view during class with the ringer on silent or off. Laptops can be used for instructional purposes only (e.g., note taking, group activities, etc.). Texting, emailing, chatting, or surfing are distracting to your classmates and the instructor.

Late Work: "So Sorry" Dates

Late Assignments for each section will only be accepted for one (1) week after the assignment is due until 11:59 p.m.. Late work will automatically be deducted 20%. After the "so sorry" dates, late work will not be accepted for any reason, except according to university policy.

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GRADING:

Your grade will be based on the following:

Components	Points
2 Writing Assignments @ 50 points each	100
3 Exams @ 100 points each	300
1 Final Group Presentation	100
Pop Quizzes, Reaction Papers, Class Attendance, Participation, and Group Discussions (see course schedule for details)	100
Total Points	**600**

Your grade will be calculated using the following scale:

Grade	Percentage Range	Points
A	93 - 100%	555 – 600
A-	90 - 92%	537 – 554
B+	87 - 89%	519 – 536
B	83 - 86%	495 – 518
B-	80 - 82%	477 – 494
C+	77 - 79%	459 – 476
C	73 - 76%	435 – 458
C-	70 - 72%	417 – 434
D+	67 - 69%	399 – 416
D	60 - 66%	357 – 398
F	59% and below	356 or less

Area of Specialization in Family Life Education

Please note that the content of this course is approved by the National Council on Family Relations (NCFR) towards meeting NCFR's curricular requirements for those wishing to pursue a national certification in Family Life Education. This course is approved to meet professional requirements for training in specific content areas that prepare a student to meet standards for provisional certification as a family life educator. You may email Dr. Jen Doty at Jennifer.doty@ufl.edu for details.

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COURSE SCHEDULE:

UNIT	WEEK	DATE	TOPIC *(Mapped Objectives 1-3)*	READINGS & ASSIGNMENTS *(Mapped Objectives 1-3)*
1	1	M	Introductions/Course Overview	**Syllabus, Study Abroad**
		W	**Introduction to Unit 1:** *Parenting and Parenthood in Context: Parents as Individuals, Partners, and Employees – Finding a Balance (1 & 2)*	***Quiz: Syllabus & Chapter 1:*** *pp. 1-10* ****(BWF = Balancing Work and Family)***
		F	The Process of Change	***Quiz: Chapter 1:*** *pp. 11-16 (BWF)* **&** ***Media 1.1 Issues in BWF*** & ***Extra Reading 1: Mindfulness: An Introduction***
	2	M	Eight Personal Needs of Every Partner, Parent & Child *(1 & 2)*	***Quiz: Chapter 2:*** *pp. 17-27, 33 (BWF)* **Begin Assignment #1a**
		W	Studying Partnering, Parenting, Work, & Family Development *(1 & 2)*	***Quiz: Extra Reading 2:*** *Studying Work-Family Integration* ***Study Hard!*** ***(This reading is found under Extra Readings in Canvas)***
		F	Parenting and Work: A Balancing Act *(1 & 2)*	***Quiz: Chapter 2:*** *pp. 27-34 (BWF)* **&** ***Chapter 8:*** *pp.197-216* *****(PCS = Parenting in Contemporary Society)***
	3	M	**HOLIDAY (No Class)**	**Reminder: All readings and media must be viewed before each class.**
		W	Exploring Gender & Gender Roles with Parents as Partners *(1 & 2)*	***Quiz: Chapter 3:*** *pp. 35-49 (BWF)* & ***Media 1.2 Gender Issues in BWF***
		F	Exploring Diversity with Parents, Work, & Children *(1 & 2)*	***Quiz: Chapter 3:*** *pp. 49-61 (BWF)* & ***Media 1.3 Diversity Issues in BWF*** & ***Extra Reading 3:*** *Cultural Differences*
	4	M	Parents as Partners & the 3 C's: Communication, Conflict Resolution, & Commitment *(1 & 2)*	***Quiz: Chapter 4:*** *pp. 63-76 (BWF)* & ***Media 1.4: Communication*** **Begin Assignment #1b**
		W	Age & Stage Relationships: Preparation for Parenting as Partners *(1 & 2)*	***Quiz: Chapter 5:*** *pp. 77-84 (BWF)* & ***Extra Reading 4:*** *Red Flags* **&** ***Extra Reading 5:*** *Healthy Dating*
		F	Parents, Partners & the Real World *(1 & 2)*	***Quiz: Chapter 5:*** *pp. 84-88 (BWF)* & ***Media 1.5: Let's Get Married***
	5	M	Age & Stage Relationships: Divorce, Remarriage, & Stepfamilies *(1 & 2)*	***Quiz: Chapter 5:*** *pp. 88-97(BWF)* & ***Media 1.6 Policy in BWF***
		W	**Hints & Preparation for Exam 1 Form Parenting Groups *(1,2, & 3)***	**Olympics Review Game Assignment #1a, #1b Due *(1 & 2)***
		F	**Exam 1 (In Class) *(1,2, & 3)***	**Exam 1 (In Class) *(1,2, & 3)***
	6	M	**Introduction to Unit 2:** *Parents, Children, and the Economic Realities – Finding a Balance (1 & 2)*	***Quiz: Chapter 6:*** *pp. 99-110 (BWF)* **Assignment #2 Introduced**
		W	Children & Money *(1 & 2)*	***Quiz: Chapter 6:*** *pp. 110-116 (BWF)*
		F	Parents, Children, & Good Health *(1 & 2)*	***Quiz: Chapter 7:*** *pp. 117-129 (BWF)*
	7	M	Parents & Money Management *(1 & 2)*	***Quiz: Chapter 8:*** *pp. 131-146 (BWF)* & ***Media 2.1: Family Finances***

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		W	Parents & Debt *(1 & 2)*	***Quiz: Chapter 9*****:** *pp. 147-160 (BWF)*
		F	Parents & Employment *(1 & 2)* **Hints & Preparation for Exam 2** **Exam 2 (Online) opens at 3:00 p.m. in Canvas on Friday and closes at 11:59 p.m. on Tuesday, 2/26.**	***Quiz: Chapter 10*****:** *pp. 161-178 (BWF)* **Exam 2 Review** **Exam 2 (Online) *(1, 2, & 3)***
	8	M	**Introduction to Unit 3:** *Parenting Types, Strategies, Skills, Risks, and Resources – Finding a Balance (1 & 2)*	***Quiz: Chapter 1:*** *pp. 1-20 (PCS) &* ***Chapter 11*****:** *pp. 179-198 (BWF)* **Assignment #3 Introduced**
		W	The Transition to Parenthood *(1 & 2)*	***Quiz: Chapter 1:*** *pp. 20-27 (PCS) &* ***Chapter 12*****:** *pp. 199-218 (BWF)*
3		F	Pregnancy & Childbirth (*1 & 2)*	***Quiz: Chapter 11:*** *pp. 261-281 (PCS) &* ***Media 3.1: Life's Greatest Miracle***
	N/A		**Spring Break Holiday**	**Have Fun☺**
	9	M	Parenting Infants & Toddlers *(1 & 2)*	***Quiz: Chapter 2:*** *pp. 29-51, 53-59 (PCS)*
		W	Childcare & Alternatives to Childcare *(1 & 2)*	***Quiz: Chapter 12:*** *pp. 283-303 (PCS) &* ***Chapter 13:*** *219-225 (BWF)*
		F	Self-Concept, Self-Esteem, & Play	***Quiz: Chapter 2:*** *pp. 51-53 (PCS) &* ***Chapter 13:*** *226-230 (BWF) &* ***Chapter 14:*** *241-256 (BWF)*
	10	M	Parenting School-Age Children – Middle Childhood and Adolescence *(1 & 2)*	***Quiz: Chapter 3:*** *pp. 61-92 (PCS) &* ***Chapter 13:*** *230-240 (BWF)*
		W	Parenting Adolescents & Young Adults – Adolescent Risks & Assets *(1 & 2)*	***Media 3.2: Parenting Teens***
		F	Parenting in Later Life *(1 & 2)*	***Quiz: Chapter 4:*** *pp. 93-115 (PCS)*
	11	M	Contemporary Parenting – Diversity and Change *(1 & 2)*	***Quiz: Chapter 6:*** *pp. 137-164 (PCS)*
		W	Parenting in Single Parent Families & Stepfamilies *(1 & 2)*	***Quiz: Chapter 7:*** *pp. 165-195 (PCS)* ***Media 3.3 Parenting-Single Families*** *&* ***Media 3.4 Parenting-Blended Families***
		F	Parenting in High-Risk Families *(1 & 2)*	***Quiz: Chapter 9:*** *pp. 217-237 (PCS)*
	12	M	Parenting Children with Exceptionalities *(1 & 2)*	***Quiz: Chapter 10:*** *pp. 239-259 (PCS)*
		W	Positive Parenting Strategies *(1 & 2)*	***Quiz: Chapter 5:*** *pp. 117-136 (PCS)*
		F	Positive Parenting Strategies: Parenting with Love *(1 & 2)*	***Media 3.5 Effective Parenting***
	13	M	Positive Parenting Strategies: Parenting with Love & Logic *(1 & 2)*	***Quiz/Lab (Required):*** **Positive Behavioral Management Skills (*PBMS*) Introduced (10 pts.)**
		W	Positive Parenting Strategies: Raising Digital Natives *(1 & 2)*	***Extra Reading 6a, b, c:*** *Beyond Remote Control Childhood* ***(This reading is found in Canvas)***
		F	Positive Parenting Strategies: Children's Emotions *(1 & 2)*	***Quiz: Chapter 15:*** *pp. 257-269 (BWF)*

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	14	M	Positive Parenting Strategies: Emotion Coaching *(1 & 2)* **(*PBMS* Lab Due)**	***Media 3.6 Managing Our Emotions***
		W	**Hints & Preparation for Exam 3 *(1,2, & 3)*** Final Group Presentation Preparations (In-class Group Work Day) *(1, 2, & 3)*	**Assignment #2 Due *(1-2)***
		F	**Exam 3 (In Class) *(1,2, & 3)***	**Study Guide**
	15	M	**Group Presentations *(1, 2, & 3)***	**Assignment #3 Due *(1-2)***
		W	**Group Presentations *(1, 2, & 3)***	**Assignment #3 Due *(1-2)***
			Reading Days	
	16		**Course Evaluations**	

Balancing Work and Family in the Real World **Parenting in Contemporary Society

ASSGNMENTS AND GROUP PRESENTATION:

ASSIGNMENT 1: (50 PTS.) Targeting Success: *8 Personal Needs & 9 Important Skills for Every Partner, Parent, and Child Relationship*.

You will be introduced to *8 Personal Needs of Every Partner, Parent, and Child* (Assignment 1a) and *9 Important Skills for Every Relationship* (Assignment 1b). Make 2 copies of the *Balancing Work and Family Target Behavior* sheet found on page 33 of the text. **Label one: 1a) *8 Personal Needs* and label the other: 1b) *9 Important Communication Skills for Every Relationship*.** Using the 1a) *8 Personal Needs Target Behavior* sheet, chart for one week how well you daily meet each of your eight personal needs listed on page 22 using a "+" each time you meet them or a "–" each time you fail to meet them. You can chart them several times a day or once a day. Using the 1b) *9 Important Communication Skills for Every Relationship Target Behavior* sheet on page 33 of the text, list the *9 Skills* found on pp. 72-73 of the text (e.g., *Don't* Criticize, *Do* Calm Down, etc.) on the target behavior sheet and then chart how you perform each of these skills each day in your relationships for one week. Use a "+" each time you perform them successfully and a "–" each time you fail to perform them. Write a short 5-10-page paper highlighting how meeting these *8 Needs* and acquiring these *9 Relationship Skills* can assist you in helping you find a balance between meeting your own personal needs, meeting the needs of others (e.g., helping your friends or family members meet these needs; helping your romantic partner meet these needs; helping your children meet these needs), and work/school. **Note: You will need to submit the tracking charts (5 pts. each) with your paper explaining how you did in each of these areas and how meeting the *8 Needs* and acquiring these *9 Communication Skills* can assist you in balancing your work, partner, and family (e.g., parenting) relationships successfully. It will become very apparent in the paper if you FAIL to track your *8 Needs* and *9 Skills* successfully for a week, so make sure to do it carefully and conscientiously. When you write your paper, use the EXACT format listed below. Make sure you discuss at least ONE of the 8 Needs (e.g., feel safe/secure) and at least ONE of the 9 Skills (e.g., validate) in each area.**

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Assignment #1 Criteria for Grading (Attach to the end of your paper) ***(Mapped Objectives 1 & 3)***	**Points**
1. ***Target Behavior*** **Sheet:** The extent to which you identified how you met your *8 Personal Needs* and performed the *9 Important Skills for Every Relationship* for one week each (2-3 pages) and **marked them each time you did them or failed to do them throughout each day on the Target Behavior sheets** (10 points). 1a. Charted *8 Personal Needs* for 1 week (5 points). 1b. Charted *9 Important Skills for Every Relationship* for 1 week (5 points).	**/10** **/5** **/5**
2. **Five to Ten Page Paper Section:** The extent to which you identified with **depth and clarity** in a 5-10-page, double-spaced paper how meeting these *8 Personal Needs* and acquiring these *9 Relationship Skills* can assist you in balancing your work, partner, parenting, and other relationships successfully - both now and/or in the future. **Note: Be sure to highlight how you did during each week at meeting these *8 Needs* and using these *9 Skills* to:** a) balance your personal, work, partner, and/or family and other relationships successfully (15 points). **Discuss at least 1 need and 1 skill in each area.** b) project into the future about how you can achieve greater balance in the future as an individual, partner, parent, and employee by meeting these *8 Needs* and using these *9 Skills* successfully (15 points). **Discuss at least 1 need and 1 skill in each area.**	**/30** **/15** **/15**
3. Proper Formatting: ***Brief Introduction*** **(introduces topic and what will be discussed) (1 point)** ***Punctuation and Grammar*** **(3 points)** ***Clear Subheadings*** **(2 points) (see example below)** ***Thoughtful Conclusion*** **(i.e., reviews and synthesizes the information presented while offering some brief ideas for future directions) (3 points)** **Tracking charts and Criteria for Grading sheet attached at the end of the paper (1 point)**	**/10** **/1** **/3** **/2** **/3** **/1**
Total Points/Final Grade	

Introduction (See Detailed Template in Canvas)

Targeting My 8 Needs and the 9 Skills

Balancing the 8 Needs and 9 Skills Now

Personal Balance [Note: Discuss specific needs (e.g., respect) and skills (e.g., validation)]

Work Balance [Note: Discuss specific needs (e.g., safe/secure) and skills (e.g., criticism)]

Partner Balance [Note: Discuss specific needs (e.g., belong) and skills (e.g., contempt)]

Family/Friends Balance [Note: Discuss specific needs (e.g., self-worth) and skills (e.g., defensive)]

Balancing the 8 Needs and 9 Skills in the Future

Personal Balance [Note: Discuss specific needs (e.g., respect) and skills (e.g., validation)]

Work Balance [Note: Discuss specific needs (e.g., safe/secure) and skills (e.g., criticism)]

Parent-Partner Balance [Note: Discuss specific needs (e.g., belong) and skills (e.g., contempt)]

Parent-Child Balance [Note: Discuss specific needs (e.g., self-worth) and skills (e.g., defensive)]

Conclusion

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ASSIGNMENT 2: (50 PTS.) Projective Hindsight Interview: Developing a Personal Parenting Strategy.

Balancing healthy parenting with individual needs, work, romantic partners (e.g., marriage), and money management can be difficult and challenging. You will need to interview at least two different parents from separate families (you may not interview your own family) with at least a ten-year history of balancing healthy parenting with individual needs, work, romantic partners (e.g., marriage), and money management. Write a 4-8 page, double-spaced narrative paper regarding what you learned from them about how to successfully balance healthy parenting with individual needs, work, romantic partners (e.g., marriage), and money management. Additionally, based upon what you learned from these interviews, you will need to project your life 10 years down the road and create a personal parenting strategy successfully. Your personal parenting strategy must include strategies for how you plan to parent successfully while balancing individual needs, work, romantic partners (e.g., marriage), and money management while incorporating information you discovered from Units 2-3 (e.g., readings, videos, websites, speakers). Your Interview and paper need to address the following:

1. What was/is the occupation of this individual? (1 point)
2. What are/were some of the highlights of this person's working career (Note: Being a stay-at-home mom or dad is also considered a working career)? (2 points)
3. Briefly describe the family structure and the primary *parenting* strategy this person has used to parent? (2 points)
4. What are the Top 3 things this person has done to try to balance parenting with meeting his/her individual needs throughout his/her working career? (3 points)
5. What are the Top 3 things this person has done to try to balance parenting with his/her romantic relationship (e.g., marriage) throughout his/her working career? (3 points)
6. What are the Top 3 things this person has done to try to balance parenting and money management throughout his/her working career? (3 points)
7. What are the Top 3 things this person has done to try to help his/her children learn to meet their individual needs, prepare for successful romantic relationships, manage money well, and prepare for future employment? (3 points)
8. What advice could this person share with you about how you could best balance parenting with individual needs, work, romantic partners (e.g., marriage), and money management successfully throughout your career? (3 points)
9. What are the Top 5 things you will do, **based on this interview and advice**, to effectively balance parenting with individual needs, work, romantic partners (e.g., marriage), and money management successfully throughout your career? Be specific. (5 points)

10. Based on this interview and the information we have learned in class, develop a personal parenting strategy that you will use to parent successfully. The strategy should include at least the following: (10 points)
    a. How you will **specifically** help your children to learn to meet their *8 Needs* successfully.
    b. How you will **specifically** use the *9 Skills* to parent successfully.
    c. What specific parenting strategies you will use to parent successfully.

11. What will you do, **based on the information you have learned in Units 2-3**, to effectively balance parenting with individual needs, work, partner (e.g., marriage), family, friends, and money successfully throughout your career? (5 points) **[Note: This question is different than Question 9 because it requires you to synthesize everything you have learned from Units 2-3. Question 9 requires you to synthesize what you have learned from the interview.]**

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Assignment #2 Criteria for Grading (Attach to the end of your paper) ***(Mapped Objectives 1 & 2)***	**Points**
1. **Interview Narrative Portion:** Based on the interview and advice, the extent to which you were able to write with clarity and depth and address in a narrative format questions 1-9 above (i.e., how healthy parenting can be successfully balanced with individual needs, work, romantic partners (e.g., marriage), and money management) (approx 2-6 pages) (25 points).	**/25**
Question 1	**/1**
Question 2	**/2**
Question 3	**/2**
Question 4	**/3**
Question 5	**/3**
Question 6	**/3**
Question 7	**/3**
Question 8	**/3**
Question 9	**/5**
2. **Personal Parenting Strategy:** The extent to which you were able to develop **with depth and clarity,** based on this interview and the information we have learned in class, a personal parenting strategy that you will use to parent successfully (i.e., Question 10) (approx. 3-4 pages). The strategy should include at least the following: (10 points)	**/15**
a. How you will help your children to learn to meet their ***8 Needs*** successfully. (3 points)	**/3**
b. How you will use the ***9 Skills*** to parent successfully. (3 points)	**/3**
c. What **specific parenting strategies** you will use to parent successfully. (4 points)	**/4**
Application: Based on the interview, advice, and what you have learned from Units 2-3, the extent to which you were able to write with clarity and depth and address in a narrative format question11 above. (5 points)	**/5**
3 Proper Formatting:	**/10**
Brief Introduction **(introduces topic and what will be discussed) (1 point);**	**/1**
Punctuation and Grammar **(3 points)**	**/3**
Clear Subheadings **(2 points) (see below)**	**/2**
Thoughtful Conclusion **(i.e., reviews and synthesizes the information presented while offering some brief ideas for future directions) (3 points)**	**/3**
Personal Communication cited correctly in the paper and Criteria for Grading sheet attached at the end of the paper (1 point)	**/1**
Total Points/Final Grade	

Introduction (See Template in Canvas/Resources)

Questions 1-9 (Use subheadings like: Occupation; Highlights of Working Career, etc.)

My Personal Parenting Strategy (Question 10) (Impt: Be specific and in-depth)

Balancing Parenting with Individual Needs, Work, Partner, Family, Friends, and Money (Q 11)

Conclusion

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ASSIGNMENT 3: GROUP PARENTING PRESENTATION: (100 PTS.) Special Parenting Topics.

You will be required to present in groups of no more than five (5) people (12-16 groups total) to another group on a parenting topic of your choice. Presentations will be 25-30 minutes long (going over or under will result in point deductions). You will need to utilize at least three (3) outside sources other than the textbook or the information presented in class and **create a handout for each member of the other group and one you will turn in to the instructor** with your *Group Parenting Presentation Evaluation Form*. Fifty (50) points will be awarded for the presentation and another fifty (50) points will be awarded for evaluating the other groups' presentation. Use the evaluation form below. Make two (2) copies and turn in one (1) evaluation form for the other groups' presentation and one (1) copy of your personal evaluation of your own group's presentation. Attach the *Assignment #3 Criteria for Grading* sheet. **[Note: 50 pts. will be deducted for missing your or the other group's presentation]**

Examples of Previous Parenting Presentation Topics:

Potty Training Kids
Talking to Teens about Dating/Sex
Teaching Children Values
Teaching Kids to Read
Media Influence on Children/Teens
Green Parenting
Parenting in Later Life
Teaching Religion to Children
Raising Vegetarian/Vegan Children
Breast Feeding
Raising a Large Family
Autism/Autism Spectrum Disorders
Infant Brain Development
Raising a Diverse Child
Grandparents Parenting Grandchildren
Obesity/Nutrition and Parenting

Assignment #3 Criteria for Grading **(Print this page and turn in one (1) copy per group to the instructor the day you present)** ***(Mapped Objectives 1, 2 & 3)***	**Points**
1. ***Group Evaluation of Presentation*:** The extent to which your group followed the format on the *Group Parenting Presentation Evaluation Form* (50 points). (Note: This grade will include your score, your group's score, class members' evaluation scores, as well as the instructor's evaluation (i.e., the instructor's score will carry the most weight), which will include how well your group worked together and your peer rating of your personal participation in the group presentation (e.g., how well you pulled your weight). Therefore, your score may differ from the rest of your group members' scores.	**/50**
Introduction	**/10**
Information	**/10**
Interaction	**/10**
Application	**/10**
Conclusion	**/10**
2. **Group Presentation Evaluations:** Your personal evaluation of the other group and the extent to which you carefully evaluated the other group using the format on the *Group Parenting Presentation Evaluation Form* (50 points)	**/50**
Introduction	**/10**
Information	**/10**
Interaction	**/10**
Application	**/10**
Conclusion	**/10**
Total Points/Final Grade	

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Group Parenting Presentation Evaluation Form Date_____

Title of Parenting Presentation Topic:

Names of Presenters:

1. 2.
3. 4.
5. 6.

1. Presenters scores on the following:

___/10 **Introduction:** Introduced the presentation with a fun or engaging story, slide, joke, video clip, etc. that related well to the overall presentation (i.e., **They Caught Our Attention!**)—10 points

___/10 **Information:** Presented some new information or new perspectives on old information; included a handout for each of the member of the group and one for the instructor—10 points

___/10 **Interaction**: Asked good questions and involved the class in the presentation. They didn't just lecture or present the information in a stand-and-deliver format—10 points

___/10 **Application:** Applied the information to class members' lives personally and as practitioners in a professional manner; offered specific ways we can work with this target audience; identified a specific target skill and developed a scenario or brief activity to allow class members to practice this skill in class during the presentation—10 points

___/10 **Conclusions:** Synthesized the information well; reviewed what we were taught; offered implications and invitations for future research into how we can work with this target audience successfully.

___/50 **Rating:** Rate your overall evaluation of the group's parenting presentation (add up each of the scores from above and place that number in front of the /50).

3. What aspects of the presentation did you feel the best about?

4. What would you recommend that the presenters do *now* in terms of revisions?

5. **For Group Presenters Only:** Did everyone in the group participate and pull their weight. Points will be awarded or deducted based upon this evaluation. Please explain.

Reviewer's Name: _____

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UNIVERSITY POLICIES

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/

Incomplete "I"

All of the following must be true for the student to be eligible to receive a grade of "I." The student has completed a major portion of the course work with a passing grade (D or better), the student is unable to complete course requirements because of documented circumstances beyond their control, and the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).

Absences 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/

Academic Honesty Policy

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "***We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: ***"On my honor, I have neither given nor received unauthorized aid in doing this assignment***."

It is assumed that you will complete all work independently in each course unless 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: https://sccr.dso.ufl.edu/process/student-conduct-code/

Plagiarism is a very serious form of academic dishonesty. UF faculty use software programs to detect plagiarism. You, and only you, are responsible for preventing plagiarism in your own work. "I didn't know" is not an acceptable excuse. **!!!!IMPORTANT!!!!** Cutting and pasting information from the web has become a tool for writing papers and too often students fail to make appropriate changes to the

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information or fail to appropriately cite the information. **ANY WRITTEN ASSIGNMENTS THAT ARE NOT PROPERLY CITED WILL RECEIVE A '0' THE FIRST TIME. THE SECOND TIME, THE CASE WILL BE TURNED IN TO THE DEAN OF STUDENTS OFFICE.**

Email & Web Access Requirement

All students are required to have a UF e-mail account and must be able to access e-Learning. You will be responsible for checking the FYC 3101 e-Learning site before each class (at least three times a week) for course calendar, lecture notes, assignments, e-mail, and posted announcements. If you are experiencing problems with e-Learning, call **352-392-HELP** select option 7, or connect via email, (http://helpdesk.ufl.edu). Location: CSE 214/520. **DO NOT CALL/EMAIL ME until you have a Ticket number from the HELP desk.**

Software Use Policy

All academic staff, personnel, and students of the university are 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 regulations, disciplinary actions will be taken, as appropriate. The copyright policy is provided on the basis of endorsement by the Council on Information Technologies and Services (May 12, 1994). Guidelines for following this policy can be found at UF's Software Copyright Policy, Guideline, and Training Materials website.

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/

Computing Desk and Additional Help

http://helpdesk.ufl.edu The UF Computing Help Desk is there to assist you with all your computing questions. Phone: 392-HELP, E-mail: helpdesk@ufl.edu, Location: CSE 214/520

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See http://distance.ufl.edu/student-complaints for more details.

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Counseling Support 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.

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

- *UF Student Mental Health Services*: (352) 392-1171
  Daytime direct line: Mon. & Fri., 8-5; Tues./Wed./Thurs: 8-6. During hours when the SHCC facility is not open, call the same number to be referred to an on-call counselor.
  http://www.shcc.ufl.edu
- *UF Counseling Center*: 3190 Radio Road, (352) 392-1575 Daytime direct line M-F, 8-5.
  After hours, please see other numbers listed in this site: www.counseling.ufl.edu
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Wellness Coaching
- *Alachua County Crisis Center*: (352) 264-6789 Phone counseling 24 hours a day.
- *U Matter, We Care* (http://www.umatter.ufl.edu/). Hotline at 352-294-2273; umatter@ufl.edu
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center, 392-1161, sexual assault counseling.
- *Career Connections Center*: 1st Floor Reitz Union, 392-1601, career development assistance andcounseling, www.career.ufl.edu/
- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

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

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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/.

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

In Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

WRITING ASSISTANCE

The University Writing Studio

The University of Florida provides writing assistance to all students of all disciplines through the Writing Studio, which is part of the University Writing Program. Find more information about the services available and how to schedule an appointment at: http://writing.ufl.edu/writing-studio/.

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Institute of Food and Agricultural Sciences
Family, Youth and Community Sciences
Compiled by Dr. L. Forthun

Common Colloquialisms

In professional writing, you will want to avoid using colloquialisms (or slang) as much as possible. Avoid using: At the end of the day…I'm not saying…The fact that…; Due to the fact that…By and large… In no way…

Colloquialism	Alternative
Be a man	mature, strong, masculine
Opened his eyes	learned, became aware
In the dark	unaware
On the same page	Agree, share similar beliefs
Come back into play	Reentered, returned
Turned their backs	disowned, disregarded, refused to help
Just getting started	Beginning, initiated
Made himself scarce	Avoided, evaded
Burned out	tired, unhappy, exhausted
Set in stone	fixed, unchangeable
Followed their lead	obeyed, respected

A handful of. . .	**Three, four, five, etc. (be specific)**
Far-flung	distant, remote
On and off again	sporadic, unreliable
Put them through	Torment, anguish, suffering
Hold their own	Remain, endure, persist
Does her own thing	Independent, autonomous, free
Step up	Emerge, arise
No questions asked	Unquestioning, obedient
Pretty solid	secure, strong
Messed up	Mistake, error
Didn't want to have anything to do with …	Avoided, disowned, rejected, denied
Give and take	Reciprocal, mutual, shared
Back in the day	Retrospectively, in hind sight
Before my eyes	
Situation at hand	
Get over it	
Hold on to/let go of	
Shut her down	Interrupt,

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Institute of Food and Agricultural Sciences
Department of Family, Youth and Community Sciences
Compiled by Dr. L. Forthun

Grammar: Things to Remember

Common Problem:	Example:	Correction:
Missing comma after an introductory statement/words.	**Therefore** my paper will focus on…	**Therefore,** my paper will focus on…
Missing comma in a compound sentence.	Results indicated that maternal stress was related to behavior problems in the child **but** paternal stress is not.	Results indicated that maternal stress was related to behavior problems in the child**, but** paternal stress is not.
Comma splice.	The causes are unknown**,** there are several known risk factors associated with the disorder.	The causes are unknown**, but** there are several known risk factors associated with the disorder.
They're, There, & Their. *They're* is a contraction for *they are*. *There* refers to a location. *Their* is a possessive pronoun.	**There** study found that… **Their** professors at the University of Florida.	**Their** study found that… **They're** professors at the University of Florida.
Your, You're. *Your* is possessive. *You're* a contraction for *you are*.	**Your** never going to believe what we found.	**You're** never going to believe what we found.
Who, Which, & That. *Who* refers to people. *That* and *Which* refers to groups of things.	Tina is the one **that** graduated last semester.	Tina is the one **who** graduated last semester.
Avoid slang and colloquial language. ***Slang*** (cool, huge, totally, overkill) ***Colloquial*** (due to the fact that, pretty basic stuff, not a big deal, give and take, put it aside, by and large, better than nothing, in no way)	The results of the study suggest that the impact of siblings on children development is **huge.** The result was not significant **due to the fact that** the sample size was small.	The results of the study suggest that siblings have a **significant influence** on child development. The result was not significant **because** the sample size was small.
Shifting in tenses. *Past* vs. *present* tense	The study, **conducted** by researchers at the University of Florida, **finds** that…	The study, **conducted** by researchers at the University of Florida, **found** that…

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Common Problem:	Example:	Correction:
Lack of pronoun antecedent An **antecedent** is the word, phrase, or clause to which a pronoun refers.	**You** have to be diligent when monitoring children with autistic spectrum disorders.	**The teacher** has to be diligent when monitoring children with autistic spectrum disorders.
Lack of pronoun/antecedent agreement	If **undergraduate students** want to succeed in graduate school, **you** have to know grammar rules.	If **undergraduate students** want to succeed in graduate school, **they** have to know grammar rules.
Over vs. during	**Over** a five-year period…	**During** a five-year period…
Who vs. whom (he vs. him)	Q: To **who** does it belong? A: It belongs to **he**.	Q: To **whom** does it belong? A: It belongs to **him**.
Who's vs. whose	**Whose** coming over?	**Who's** (who is) coming over?
Rather vs. whether	I need to know **rather** it's this way or not.	I need to know **whether** it's this way or not.
Less vs. fewer **Fewer** refers to things that are countable. **Less** refers to things that are not countable.	We had *lesser* people at the fundraiser than we had hoped. *Fewer* talking would help my concentration.	We had *fewer* people at the fundraiser than we had hoped. *Less* talking would help my concentration.
You and me/ You and I	**You and me** should study for the exam tomorrow.	**You and I** should study for the exam tomorrow.

Straus, J. (2011). *The blue book of grammar and punctuation* (10th ed.). San Francisco, CA: Jossey-Bass.

Other common errors:

Common Errors	Definition
Run-on sentence.	A sentence containing two or more clauses not connected by the correct conjunction or punctuation.
Lack of proof-reading before submission.	Spell and grammar check do not catch everything, and they are not a replacement for proofreading. Check to distinguish between the correct and incorrect use of correctly spelled words.
"Lonely quotes"	Quotes that stand on their own as a sentence. Quotes should be integrated into a sentence and should never be used to begin a paragraph.

Retrieved from http://classweb.gmu.edu/WAC/EnglishGuide/Critical/grammar.html.

Original file: FYC3101_VictorHarris_FINAL NEW.pdf

Institute of Food and Agricultural Sciences
Department of Family, Youth and Community Sciences
Compiled by Dr. Victor Harris & Brian Visconti

APA 7th Edition: Top Things to Remember

1) Essays should be typed, double-spaced, with 1-inch margins on all sides, and 12-point font (either Times New Roman or Arial).

2) **Page Headers.** Include a page header at the top of every page. Page numbers should be flush right, and flush left you should type "Running head: TITLE OF YOUR PAPER IN ALL CAPS" on the first page, and "TITLE OF YOUR PAPER IN ALL CAPS" on every page afterthe first. The running head title should not exceed 50 characters (including spaces), so a shortened version of the title is often used. Remember, "Running" is capitalized, but "head" is not.

3) **Headings and Subheadings.** Use headings and subheadings (e.g., Introduction, Targeting My 8 Needs and 9 Skills, Family Structure and Parenting Strategy, etc.). Each level of heading (from Level 2 onward) is a subheading of the level above it. The five levels of APA 7th edition section headings are as follows:

   Level 1: **Centered, Bold, Title Case Heading**
   Level 2: **Flush Left, Bold, Title Case Heading**
   Level 3: ***Flush Left, Bold Italic, Title Case Heading***
   Level 4: **Indented, Bold, Title Case Heading Ending With a Period.**
   Level 5: ***Indented, Bold Italic, Title Case Heading, Ending With a Period.***

4) **Citations and Quotes.** Paraphrase when possible. When paraphrasing in-text or parenthetical citations include author and date but NOT THE PAGE NUMBER! For example, (Harris, 2008). When you quote someone, it should usually be to define a term or to state something specific not easily paraphrased. Lengthy or extensive quoting is usually not done in APA. When you directly quote someone, cite the author, date, and page number. For example, (Diehl & Trivette, 2011, p. 82). In an interview, cite personal communications in the text only and not in the reference list. For example, (L. Forthun, personal communication, November 1, 2012).

   a. If a quote exceeds 40 words, it becomes a block quote. To do this, place direct in a free-standing block of typewritten lines, without quotation marks:

      Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout. The parenthetical citation should come before the closing punctuation mark (Purdue OWL, 2012, In-Text Citations: The Basics section). QUOTES OF 40+ WORDS SHOULD BE USED RARELY!

5) **Multiple Author Citations.** When citing an article that has one or two authors, you must write their names every time. You can't use et al. with two authors. When citing an article with 3 or more authors, give the first author's name, followed by "et al.," and the year. When using et al., the citation looks like this (Fogarty et al., 2010). Note that there is no comma after the first author, but a period and a comma are always placed between "et al" and the year.

6) **Use of the Ampersand (&).** When referencing authors in the text, you must write "and" whenever there are two authors (e.g., "Gutter and Copur (2010) found…"), but when using in-text parenthetical citations you must use the ampersand. For example, (Gutter & Copur, 2010). You must also use the ampersand in ALL references in your reference list. For example,

   Gutter, M. S., Garrison, S., & Copur, Z. (2010). Social learning opportunities and the financial behaviors of college students. *Family and Consumer Sciences Research Journal, 38*(4), 387-404.

Original file: FYC3101_VictorHarris_FINAL NEW.pdf

7) **In-text Citations: Things to Remember:**
   a. One author: (Harris, 2008)
   b. Two authors: (Rellini & Montecchi, 2004)
   c. More than two authors: (Fogarty et al., 2010) every time.
   d. Add p. #'s for any direct quotes. Ex: (Rellini et al., 2004, p. 703)
   e. ALWAYS INCLUDE IN-TEXT CITATIONS WHEN YOU ARE STATING SOMETHING THAT IS NOT YOUR OWN.
8) **Reference List: Things to Remember:**
   a. The reference list should be started on a new page, with the word References at the top, centered, NOT in bold, italics, nor underlined.
   b. References should be in alphabetical order by first author's last name.
   c. References should be listed using a hanging indentation.
   d. When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
   e. Capitalize all major words in journal titles.
   f. Longer works, such as books and whole journals should be italicized.
   g. Shorter works such as journal articles should NOT be italicized.

   Example:

   Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Journal, volume number* (issue number), pages. doi:http://dx.doi.org/xx.xxx/yyyyy

Online Sources for further help: http://owl.english.purdue.edu/owl/resource/560/01/http://www.apastyle.org/

Harris, V.W. (2021) 10 Proven Steps for Writing a Winning Paper

Step 1: Decide on a Topic

Step 2: Look at the Criteria/Requirements

Step 3: Review the Research on this Topic (e.g., Google Scholar); Take Notes on the General Findings and Bookmark or Download the Information and/or Articles

Step 4: Construct an Outline of Your Paper Listing All Relevant Headings and Subheadings (Take all the time you need on this step; it is critical to your success as a writer)

Step 5: Introduction (Introduce your topic and a thorough overview of the paper; you can add to this later, as needed)

Step 6: List Bullet Points You Will Make in Each Section in a Logical Flow Before Writing Anything

Step 7: Begin Each Section with a Thesis Paragraph Overviewing the Points that Will Be Discussed in the Section

Step 8: Turn Each Point into a Paragraph Listing Citations as Needed

Step 9: Begin Each Paragraph with a Thesis Sentence Introducing the Main Point and What Will Be Discussed in the Paragraph

Step 10: Conclusion: Review and Synthesize What Was Stated or Specifically Learned in the Paper (Major Learning Outcomes/Points); State Future Directions and Implications for Thought and Inquiry

Original file: FYC3101_VictorHarris_FINAL NEW.pdf

Cover Sheet: Request 15846

Change to prerequisite for FYC4408

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 1:56:35 PM
Updated	6/16/2021 10:43:22 AM
Description of request	The department is requesting a prerequisite change to FYC4408. Currently FYC4408 requires a junior or senior standing. This request changes prerequisite to FYC4409.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		4/9/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			4/9/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|Modify for request 15846

Info

Request: Change to prerequisite for FYC4408
Description of request: The department is requesting a prerequisite change to FYC4408. Currently FYC4408 requires a junior or senior standing. This request changes prerequisite to FYC4409.
Submitter: Kathryn Ivey kbeaty@ufl.edu
Created: 6/16/2021 10:45:15 AM
Form version: 3

Responses

Current Prefix FYC
Course Level 4
Number 408
Lab Code None
Course Title Organizational Leadership 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 standing or higher or instructor permission.

Original file: Submitted form version 3.pdf

Proposed Prerequisites Request to change FYC4409 to a prerequisite provides foundational knowledge from FYC4409 prior to enrolling in FYC4408.
Change Co-requisites? No

Rationale No change to co-requisites

Original file: Submitted form version 3.pdf

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.

KW 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/.

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

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

KW 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.

Original file: CALS CC Checklist_FYC4408.pdf

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

KW 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.

KW 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.

KW 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.

KW 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.

KW 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.

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.

Original file: CALS CC Checklist_FYC4408.pdf

Organizational Leadership in Nonprofits (3 Credits)
FYC 4408 – Spring 2021

Instructor:	Kimberly Wiley, Ph.D.
Email:	kimberlywiley@ufl.edu or email through Canvas
Phone:	(352) 273-3557 Office; (850) 566-7130 Cell
Research Lab:	https://fycs.ifas.ufl.edu/research/wiley-lab/
Social Media:	Twitter: @kwileyfl https://www.linkedin.com/in/kimberly-wiley/
Office Hours:	By appointment. Sign up via https://calendly.com/drkimwiley/officehours
Teaching Assistant:	Gaillot Andre, Email through Canvas Inbox
Class Meetings:	Section 4429 No class meetings. 36H7 Tuesday Period 5 - 6 (11:45 AM - 1:40 PM) CSE E220 4408 Thursday Period 6 (12:50 PM - 1:40 PM) CSE E220

Course Website: The online and face-to-face sections will use one course Canvas page at http://elearning.ufl.edu.

Course Communications: Email Dr. Wiley and Teaching Assistant via the Canvas Inbox.

Required or Recommended Textbooks:
During the first two weeks of class, students will select **ONE** of the following:

- *Chasing Chaos* by Jessica Alexander
- *A School for My Village* by Twesigye Jackson Kaguri
- *The Blue Sweater: Bridging the Gap between Rich and Poor in an Interconnected World* by Jacqueline Novogratz
- *I am Malala* by Malala Yousafzai (with Christina Lamb)
- *Kaboom! A Movement to Save Play* by Darrell Hammond
- *When They Call You a Terrorist: A Black Lives Matter Memoir* by Patrisse Khan-Cullors and asha bandele
- Students may suggest alternative books, pending approval from the professor
- Additional required course readings will be posted on Canvas.

Additional Resources:

- The Nonprofit Quarterly: www.nonprofitquarterly.org (subscribe to free daily newsfeed)
- Additional suggested readings are posted in Canvas

Course Description: This course examines the challenges for nonprofit leaders, incorporating leadership theories as they apply to these organizations. This course equips students with the leadership skills needed to lead nonprofit organizations.

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

- Differentiate the concepts of management and leadership.
- Investigate the leadership, management, and governance structures of nonprofit organizations.
- Determine the role of mission in developing a nonprofit's overall strategy.
- Demonstrate best practices in building and managing a high-performance team.
- Detect bias and inequalities in leadership decision-making.
- Recognize how leaders may change over the course of their career.
- Characterize affective leadership within organizations serving family, youth, and communities.

How This Course Relates to the Student Learning Outcomes in the Family, Youth, and Community Sciences Nonprofit Major and MinoR: This course links concepts presented in FYC 4409, 4438, and 4410 and applies the contexts of leadership and program operations.

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:
Attendance Policy: Students enrolled in the online section should not attend the face-to-face section. There are only enough seats with adequate social distancing to accommodate the number of students enrolled in the face-to-face section. Students in the face-to-face section should attend the face-to-face section unless an issue arises, such as an illness that would make it unsafe for the student or others in the face-to-face section. In the case of temporary illness, students in the face-to-face section should continuing working through the online portal until they are cleared to return to class. They should work with the instructor to determine how to interface with the online version of the course so that there is continuity in their exposure to the material of the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Late Work and Make-up Policy: Late assignments will be penalized 10%.

Assignment Policy: Assignments should be submitted via Canvas unless otherwise instructed.

Live Course Recordings: On occasion, 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: Student assessment of instruction is an important part of efforts to improve teaching and learning. Students are encouraged to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

UF Policies:

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

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

Getting Help:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- http://helpdesk.ufl.edu
- (352) 392-HELP (4357)

- Walk-in: HUB 132

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.
Other resources are available at http://www.distance.ufl.edu/getting-help for:

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

(Required) Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Grading Policies:
Evaluation of Student's Mastery of Course Objectives:

Decision-making in Leadership Assignments (25%) Students will engage course material through a number of mini-assignments throughout the course. These assignments will vary but will relate to the content of the Module. Some assignments will be written, others will incorporate other forms such as historical timelines or visual representations. These activities are designed to help students interact with and challenge the course material. Examples of such assignments including reframing your resume and reflecting on a case study. Students should work independently on these assignments.

The Leader's Journey: Book Project (25%) Students will select from one of six memoirs of nonprofit leaders. Students will read this book by the mid-point of the semester. Three assignments are associated with this reading: a quiz, interviews with peers, who read different books, and a letter. Students write a letter about their author from the perspective of someone living in the community in which the author served.

Reading Quizzes (25%) Each module includes a quiz. Quizzes are based on the readings and should be completed before face-to-face meeting of the module or within the first week for online students. Students may prepare for quizzes by reading the assigned chapters and articles specified on Canvas. Quizzes are open book.

Digital Classroom Citizenship (25%): A digital classroom citizen connects with the instructor, teaching assistant, peers, and course materials weekly in meaningful ways. This score will be measured through (1) online interactions with Dr. Wiley, the teaching assistant, and classmates, (2) submission of worksheets and discussion boards labeled "Activity," and (3) incorporation of course readings and lectures in assignment submissions. ***Face-to-face students will complete Activity assignments in the classroom and submit them online. Online students will complete Activity assignments independently or with a small group of 2-3 students. If face-to-face students miss class, they should complete the assignment on their own.*** Strong digital classroom citizens

share the mic with peers, support classmates, and engage thoughtfully in class activities. Online discussions are informed by reading and viewing materials. I will assess your class contribution throughout the semester. A rubric for the four Digital Classroom Citizenship grades is available in the Canvas gradebook.

Information on current UF grading policies for assigning grade points:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Grading Scale

%	.930 or greater	.900---.929	.870---.899	.830---.869	.800---.829	.770---.799	.730---.769	.700---.729	.670---.699	.630---669	.600---.629	<.600
Letter Grade	A	A---	B+	B	B---	C+	C	C---	D+	D	D---	E

Course Schedule:
Critical Dates:
Complete reading of The Leader's Journey: Book Project book by: March 15

A Weekly Schedule of Topics:
Module 1: Introduction to the Nonprofit Sector (Week 1)
Module 2: Board Governance (Weeks 2-3)
Module 3: Mapping Competing Organizational Values (Weeks 4-5)
Module 4: Building Strategic Capacity (Weeks 6-7)
Module 5: Building Internal Process Capacity (Weeks 8-9)
Module 6: Building Human Capacity (Weeks 10-11)
Module 7: Building Innovative Capacity (Weeks 12-13)
Module 8: Looking Ahead (Weeks 14-15)

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Last update: 12/18/2020

Original file: FYC4408_36H7_ 4408_Wiley_Spring2021.pdf

Organizational Leadership in Nonprofits (3 Credits)
FYC 4408 – PROPOSED

Instructor: Kimberly Wiley, Ph.D.
Email: kimberlywiley@ufl.edu or email through Canvas
Phone: (352) 273-3557 Office; (850) 566-7130 Cell
Research Lab: https://fycs.ifas.ufl.edu/research/wiley-lab/
Social Media: Twitter: @kwileyfl
https://www.linkedin.com/in/kimberly-wiley/

Office Hours: By appointment. Sign up via https://calendly.com/drkimwiley/officehours
Teaching Assistant: TBA, Email through Canvas Inbox **Class Meetings:** Tuesday Period 7 (1:55-2:45 pm) FAC 0127
Thursday Period 7 and 8 (1:55-3:50 PM) ROL 205

Prerequisite: FYC4409

Course Website: The course will use Canvas http://elearning.ufl.edu

Course Communications: Email Dr. Wiley and Teaching Assistant via the Canvas Inbox.

Required or Recommended Textbooks:
During the first two weeks of class, students will select **ONE** of the following:

- *Chasing Chaos* by Jessica Alexander
- *A School for My Village* by Twesigye Jackson Kaguri
- *The Blue Sweater: Bridging the Gap between Rich and Poor in an Interconnected World* by Jacqueline Novogratz
- *I am Malala* by Malala Yousafzai (with Christina Lamb)
- *Kaboom! A Movement to Save Play* by Darrell Hammond
- *When They Call You a Terrorist: A Black Lives Matter Memoir* by Patrisse Khan-Cullors and asha bandele
- Students may suggest alternative books, pending approval from the professor
- Additional required course readings will be posted on Canvas.

Additional Resources:

- The Nonprofit Quarterly: www.nonprofitquarterly.org (subscribe to free daily newsfeed)
- Additional suggested readings are posted in Canvas

Course Description: This course examines the challenges for nonprofit leaders, incorporating leadership theories as they apply to these organizations. This course equips students with the leadership skills needed to lead nonprofit organizations.

Original file: FYC4408_Proposed_Wiley.pdf

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

- Differentiate the concepts of management and leadership.
- Investigate the leadership, management, and governance structures of nonprofit organizations.
- Determine the role of mission in developing a nonprofit's overall strategy.
- Demonstrate best practices in building and managing a high-performance team.
- Detect bias and inequalities in leadership decision-making.
- Recognize how leaders may change over the course of their career.
- Characterize affective leadership within organizations serving family, youth, and communities.

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:
Attendance Policy: Students enrolled in the online section should not attend the face-to-face section. There are only enough seats with adequate social distancing to accommodate the number of students enrolled in the face-to-face section. Students in the face-to-face section should attend the face-to-face section unless an issue arises, such as an illness that would make it unsafe for the student or others in the face-to-face section. In the case of temporary illness, students in the face-to-face section should continuing working through the online portal until they are cleared to return to class. They should work with the instructor to determine how to interface with the online version of the course so that there is continuity in their exposure to the material of the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Late Work and Make-up Policy: Late assignments will be penalized 10%.

Assignment Policy: Assignments should be submitted via Canvas unless otherwise instructed.

Original file: FYC4408_Proposed_Wiley.pdf

Online course evaluation: Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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/.

UF Policies:

University Policy on Accommodating 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/

University Policy on Academic Conduct: 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.

Getting Help:
For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- http://helpdesk.ufl.edu
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
• U Matter We Care, www.umatter.ufl.edu/

• Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/

• Student Success Initiative, http://studentsuccess.ufl.edu

Student Complaints:

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

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

Other resources are available at http://www.distance.ufl.edu/getting-help for:

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

Original file: FYC4408_Proposed_Wiley.pdf

Grading Policies:
Evaluation of Student's Mastery of Course Objectives:

Decision-making in Leadership Assignments (25%) Students will engage course material through a number of mini-assignments throughout the course. These assignments will vary but will relate to the content of the Module. Some assignments will be written, others will incorporate other forms such as historical timelines or visual representations. These activities are designed to help students interact with and challenge the course material. Examples of such assignments including reframing your resume and reflecting on a case study. Students should work independently on these assignments.

The Leader's Journey: Book Project (25%) Students will select from one of six memoirs of nonprofit leaders. Students will read this book by the mid-point of the semester. Three assignments are associated with this reading: a quiz, interviews with peers, who read different books, and a letter. Students write a letter about their author from the perspective of someone living in the community in which the author served.

Reading Quizzes (25%) Each module includes a quiz. Quizzes are based on the readings and should be completed before face-to-face meeting of the module or within the first week for online students. Students may prepare for quizzes by reading the assigned chapters and articles specified on Canvas. Quizzes are open book.

Digital Classroom Citizenship (25%): A digital classroom citizen connects with the instructor, teaching assistant, peers, and course materials weekly in meaningful ways. This score will be measured through (1) online interactions with Dr. Wiley, the teaching assistant, and classmates, (2) submission of worksheets and discussion boards labeled "Activity," and (3) incorporation of course readings and lectures in assignment submissions. ***Face-to-face students will complete Activity assignments in the classroom and submit them online. Online students will complete Activity assignments independently or with a small group of 2-3 students. If face-to-face students miss class, they should complete the assignment on their own.*** Strong digital classroom citizens

Original file: FYC4408_Proposed_Wiley.pdf

share the mic with peers, support classmates, and engage thoughtfully in class activities. Online discussions are informed by reading and viewing materials. I will assess your class contribution throughout the semester. A rubric for the four Digital Classroom Citizenship grades is available in the Canvas gradebook.

Information on current UF grading policies for assigning grade points:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Grading Scale

%	.930 or greater	.900---.929	.870---.899	.830---.869	.800---.829	.770---.799	.730---.769	.700---.729	.670---.699	.630---669	.600---.629	<.600
Letter Grade	A	A---	B+	B	B---	C+	C	C---	D+	D	D---	E

Course Schedule:
Critical Dates:
Complete reading of The Leader's Journey: Book Project book by: March 15

A Weekly Schedule of Topics:
Module 1: Introduction to the Nonprofit Sector (Week 1)
Module 2: Board Governance (Weeks 2-3)
Module 3: Mapping Competing Organizational Values (Weeks 4-5)
Module 4: Building Strategic Capacity (Weeks 6-7)
Module 5: Building Internal Process Capacity (Weeks 8-9)
Module 6: Building Human Capacity (Weeks 10-11)
Module 7: Building Innovative Capacity (Weeks 12-13)
Module 8: Looking Ahead (Weeks 14-15)

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Original file: FYC4408_Proposed_Wiley.pdf

Cover Sheet: Request 15847

Change to Prerequisite of FYC4410

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 2:04:45 PM
Updated	6/16/2021 10:49:29 AM
Description of request	Requesting to change the prerequisites to FYC4410 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		4/9/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			4/9/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|Modify for request 15847

Info

Request: Change to Prerequisite of FYC4410
Description of request: Requesting to change the prerequisites to FYC4410 by adding a Co-requisite of FYC4409 to facilitate timely completion of students in the minor.
Submitter: Kathryn Ivey kbeaty@ufl.edu
Created: 6/16/2021 10:48:24 AM
Form version: 2

Responses

Current Prefix FYC
Course Level 4
Number 410
Lab Code None
Course Title Fund Raising for Community Nonprofit 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 FYC4409

Original file: Submitted form version 2.pdf

Proposed Prerequisites Proposed change from FYC4409 as a prerequisite to a co-requisite
Change Co-requisites? Yes
Current Co-requisites None
Proposed Co-requisites Request to change FYC4409 to a co-requisite provides foundational knowledge from FYC4409 at the same time as completing a more specific topic within the nonprofit sector facilitating progress through the minor due to scheduling constraints.
Rationale Request to change FYC4409 to a co-requisite provides foundational knowledge from FYC4409 at the same time as completing a more specific topic within the nonprofit sector facilitating progress through the minor due to scheduling constraints.

Original file: Submitted form version 2.pdf

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

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

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.

Original file: CALS CC Checklist_FYC4410.pdf

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). 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.

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.

MK 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.

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.

Original file: CALS CC Checklist_FYC4410.pdf

FYC 4410: Fundraising for Nonprofit Organizations
Spring 2010

Syllabus updated: 10/28/19

Instructor: Jennifer A. Jones
Email: jenniferajones@ufl.edu
Office: McCarty D, 3002A
Phone: 352-294-7163
Social Media: Twitter: @jenny_a_jones

Office Hours: Mondays 12:30pm – 3:30pm
By Appointment

Teaching Assistant: Monica Lea, M.S. Student
Email through Canvas

Class Meetings: Monday, Wednesday, and Friday: 10:40pm – 11:30pm
McCarty "B" 2120

Prerequisites: Junior or Senior Standing

Course Description:
This course explores some of the current and emerging fundraising methods and strategies for nonprofit organizations. The course relies heavily on lectures, reading assignments, student presentations and a group project designed to provide students a hands-on fundraising planning experience. The course is offered in a hybrid format with on-campus and online lectures.

Course Goal:
Students will develop an appreciation for both the art and science of fundraising, will be able to operationalize fundraising best practices, and will be able to develop a comprehensive fundraising plan.

Course Objectives:
By the end of this course, you will be able to:

- Explain the role of the fundraiser.
- Explain the science behind why people give.
- Explain how nonprofit leaders determine which funding sources to pursue.
- Identify common nonprofit fundraising campaigns including annual appeals, capital campaigns, and planned giving campaigns.
- Use research to develop nonprofit fundraising strategies.
- Incorporate volunteers into fundraising.

Original file: FYC4410_ 14670_Jones_Spring_2019.pdf

- Develop nonprofit fundraising materials including case statements, annual appeal letters, social media campaigns, and planned giving brochures.
- Describe and negotiate common ethical dilemmas faced by fundraisers.

Required Readings:

- Tempel, E. R., Seiler, T.L., & Burlingame, D.F., (Eds.). (2016). Achieving Excellence in Fund Raising (4th ed.). Hoboken, NJ: John Wiley & Sons. ISBN 9781118853825. Also available as e-book.
    - *Student who wish to save money can use the copy available at the library (Library West).*
- Additional readings will be assigned and available via the course website.

Recommended Readings:

- Recommended readings will be available via the course website.

One the first day of class, students will complete an introduction sheet where they may share nicknames, gender pronouns, and other information they would like Dr. Jones to know.

Course Calendar

Module #1: Introduction to Fundraising
Week #1: Introduction to the Course and Overview of the Nonprofit Sector
Week #2: Introduction to Nonprofit Funding Sources
Week #3: Why People Give
Week #4: The Role of the Fundraiser
Week #5: Foundation Stewardship & Solicitation
Week #6: Donor Stewardship & Solicitation
Week #7: The Annual Appeal
Week #8: Marketing and Communications

Week #9: SPRING BREAK

Module #3: Fundraising Special Topics
Week #10: Online & Social Media Giving
Week #11: Major Gifts
Week #12: Capital Campaigns
Week #13: Planned Giving
Week #14: Working with Volunteers in Fundraising
Week #15: Fundraising Ethics & Policies
Week #16: Course Conclusions

Original file: FYC4410_ 14670_Jones_Spring_2019.pdf

Grading Scale

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 Requirements

Assignment	Points	Team/Individual
Attendance	100	Individual
Scavenger Hunt	50	Individual
Syllabus Quiz	50	Individual
Resource Model Activity	50	Individual
Weekly Reading Quizzes	250	Individual
Fundraiser Interview	100	Team
Thank You Letter	100	Individual
Direct Mail Letter	100	Individual
Social Media Campaign	100	Individual
Planned Giving Brochure	100	Individual
TOTAL	**1,000**	

Assignment: Fundraising Scavenger Hunt
Students will complete an online scavenger hunt designed to familiarize them with the publically-available resources and with the various regulatory bodies that oversee nonprofit fundraising.

Assignment: Syllabus Quiz
Students will take a brief quiz to demonstrate they have read the syllabus.

Assignment: Resource Model Activity
Students will complete a brief demonstrating they understand how nonprofits determine the best funding sources for their mission.

Assignment: Weekly Reading Quizzes
Students will complete 10 weekly quizzes on the readings at 25-points each.

Original file: FYC4410_ 14670_Jones_Spring_2019.pdf

Assignment: Fundraiser Interview
Students will interview a fundraiser about their work. The interview guide will be developed in class.

Assignment: Fundraising Documents
Students will serve as "consultants" to real nonprofit organizations (i.e., "clients"). During the course, students will develop a series of fundraising documents for these organizations which, with the students' permission, will be shared with the client nonprofit to use in their program.

- Direct Mail Letter
- Social Media Campaign
- Planned Giving Brochure
- Thank You Letter

Class Participation and Attendance
Students are expected to attend class sessions, participate in class discussions, and to contribute equally to their group project. Attendance will be taken each day, usually via a sign-in sheet or an in-class activity handout. Participation points will be deducted for unexcused absences. Each students gets *two "freebie" absences* for which points will not be deducted. It is recommended students use this freebie for times when they are sick but not sick enough to seek medical attention (i.e., where they might get a letter to excuse absence).

Students must be in class for the presentations by client nonprofit for which they will develop their course assignments. To reward students who read the syllabus, any student who emails Dr. Jones by 1/19 a one paragraph introduction of themselves and the name and a brief description of a nonprofit they believe is worthy of their donations will get 5 extra credit points. Use the subject line: "I read the syllabus!"

Extra Credit Opportunities (up to 25 points)
Students may or may not be given extra credit opportunities throughout the semester. Students can earn up to (but no more than) 25 extra credit points.

Classroom & Course Polices

Attendance
See "Class Participation and Attendance" above.

Late Assignments
Students are expected to turn assignments in on time. *Late assignments will be downgraded one letter grade.*

Students who are having difficulty of any kind are encouraged to talk to Dr. Jones, the Dean of Students' U Matter office, or the Disability Resource Center as soon as possible.

Basic Needs
Many students may struggle with basic needs such as food and housing. If you are struggling to meet your basic needs and it is affecting your performance at school, please reach out to the Dean of Students Office via phone (352-294-CARE) or email (umatter@ufl.edu). Free food is available to students via the Field and Fork Pantry (https://fieldandfork.ufl.edu/). If you are comfortable sharing your situation with me, please do so as it will allow me to share any other resources I may be able to access and to support you as you work through class material.

Arriving Late or Leaving Class Early
Sometimes students must arrive to class late or leave early. When this happens, students are expected to sit in the back of the class so as not to disturb the other students. Wherever possible, please let the instructor know when you know in advance you must arrive late or leave early.

Changes to the Syllabus
The instructor may change the syllabus at any time. The most up-to-date syllabus will be located on the course website. Changes will be discussed in class.

Communication
Email is the best way to communicate with the instructors. They check email daily during business hours.

Cell phones / Laptops / Tablets
Please do not use cell phones during class, including text-messaging.

Laptops and tablets should be used only for purposes related to the course. Please be considerate as computer usage is distracting to your professor, your fellow classmates, and to your own ability to learn. Students who are in violation will be asked to cease usage (first offense) and, if they continue, will be asked to leave the room (second offense).

Some in-class activities will require at least some students in each group to have a laptop or tablet. Where possible, we will let students know in advance when to bring a laptop or table. Students who are not able to bring a laptop or tablet can either work with a peer or can use hard-copy handouts provided the instructor. If you have concerns, please let us know.

Canvas – Course Website
It is students' responsibility to successfully utilize the course website. If you have difficulties with access please call the computer help desk at (352) 392-HELP. Your instructor is unable to help you with those problems. The UF Computing Help Desk The UF Computing Help Desk is there to assist you with all your computing questions. Please use the following information to contact the help desk:

Phone: (352)392-HELP (4357)
E-mail: helpdesk@ufl.edu
Location: CSE 214/520

Original file: FYC4410_ 14670_Jones_Spring_2019.pdf

URL: http://helpdesk.ufl.edu

University Policies

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: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

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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.

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

- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Training Programs
- Community Provider Database

Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

U Matter, We Care

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

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 with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting http://www.disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Disability Resource Center:
0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Students requesting other classroom accommodations 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. If you find yourself experiencing hardship during the semester, please reach out to the Dean of Students.

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.

FYC 4410: Fundraising for Nonprofit Organizations
PROPOSED
(3 credits)

Instructor: Muthusami Kumaran
Email: kumaran@ufl.edu
Office: McCarty D, 3025D
Phone: 352-273-3524
Office Hours: Mondays 12:30pm – 3:30pm
By Appointment

Teaching Assistant: TBA
Email through Canvas

Class Meetings: Tuesdays: 1:55-2:45 pm; Thursdays: 1.55-3.50 pm
AND 0032

Corequisites: FYC4409

Course Description:
This course explores contemporary fund-raising practices in the nonprofit sector applied to community organizations.

Course Goal:
Students will develop an appreciation for both the art and science of fundraising, will be able to operationalize fundraising best practices, and will be able to develop a comprehensive fundraising plan.

Course Objectives:
By the end of this course, you will be able to:

- Explain the role of the fundraiser.
- Explain the science behind why people give.
- Explain how nonprofit leaders determine which funding sources to pursue.
- Identify common nonprofit fundraising campaigns including annual appeals, capital campaigns, and planned giving campaigns.
- Use research to develop nonprofit fundraising strategies.
- Incorporate volunteers into fundraising.

- Develop nonprofit fundraising materials including case statements, annual appeal letters, social media campaigns, and planned giving brochures.
- Describe and negotiate common ethical dilemmas faced by fundraisers.

Required Readings:

- Tempel, E. R., Seiler, T.L., & Burlingame, D.F., (Eds.). (2016). Achieving Excellence in Fund Raising (4th ed.). Hoboken, NJ: John Wiley & Sons. ISBN 9781118853825. Also available as e-book.
    - *Student who wish to save money can use the copy available at the library (Library West).*
- Additional readings will be assigned and available via the course website.

Recommended Readings:

- Recommended readings will be available via the course website.

On the first day of class, students will complete an introduction sheet where they may share nicknames, gender pronouns, and other information they would like the instructor to know.

Course Calendar

Module #1: Introduction to Fundraising
Week #1: Introduction to the Course and Overview of the Nonprofit Sector
Week #2: Introduction to Nonprofit Funding Sources
Week #3: Why People Give
Week #4: The Role of the Fundraiser
Week #5: Foundation Stewardship & Solicitation
Week #6: Donor Stewardship & Solicitation
Week #7: The Annual Appeal
Week #8: Marketing and Communications

Module #3: Fundraising Special Topics
Week #10: Online & Social Media Giving
Week #11: Major Gifts
Week #12: Capital Campaigns
Week #13: Planned Giving
Week #14: Working with Volunteers in Fundraising
Week #15: Fundraising Ethics & Policies
Week #16: Course Conclusions

Original file: FYC4410_ Proposed_Kumaran.pdf

Grading Scale

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

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

Course Requirements

Assignment	Points	Team/Individual
Attendance	100	Individual
Scavenger Hunt	50	Individual (Module 1)
Syllabus Quiz	50	Individual (Module 1)
Resource Model Activity	50	Individual (Module 1)
Weekly Reading Quizzes	250	Individual
Fundraiser Interview	100	Team (Ongoing through semester)
Thank You Letter	100	Individual (Module 3)
Direct Mail Letter	100	Individual (Module 3)
Social Media Campaign	100	Individual (Module 3)
Planned Giving Brochure	100	Individual (Module 3)
TOTAL	**1,000**	

Assignment: Fundraising Scavenger Hunt
Students will complete an online scavenger hunt designed to familiarize them with the publicly-available resources and with the various regulatory bodies that oversee nonprofit fundraising.

Assignment: Syllabus Quiz
Students will take a brief quiz to demonstrate they have read the syllabus.

Assignment: Resource Model Activity
Students will complete a brief demonstrating they understand how nonprofits determine the best funding sources for their mission.

Original file: FYC4410_ Proposed_Kumaran.pdf

Assignment: Weekly Reading Quizzes
Students will complete 10 weekly quizzes on the readings at 25-points each.

Assignment: Fundraiser Interview
Students will interview a fundraiser about their work. The interview guide will be developed in class.

Assignment: Fundraising Documents
Students will serve as "consultants" to real nonprofit organizations (i.e., "clients"). During the course, students will develop a series of fundraising documents for these organizations which, with the students' permission, will be shared with the client nonprofit to use in their program.

- Direct Mail Letter
- Social Media Campaign
- Planned Giving Brochure
- Thank You Letter

Class Participation and Attendance
Students are expected to attend class sessions, participate in class discussions, and to contribute equally to their group project. Attendance will be taken each day, usually via a sign-in sheet or an in-class activity handout. Participation points will be deducted for unexcused absences. Each students gets *two "freebie" absences* for which points will not be deducted. It is recommended students use this freebie for times when they are sick but not sick enough to seek medical attention (i.e., where they might get a letter to excuse absence).

Students must be in class for the presentations by client nonprofit for which they will develop their course assignments.

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/

Extra Credit Opportunities (up to 25 points)
Students may or may not be given extra credit opportunities throughout the semester. Students can earn up to (but no more than) 25 extra credit points.

Classroom & Course Polices

Attendance
See "Class Participation and Attendance" above.

Late Assignments
Students are expected to turn assignments in on time. *Late assignments will be downgraded one letter grade.*

Students who are having difficulty of any kind are encouraged to talk to the instructor, the

Dean of Students' U Matter office, or the Disability Resource Center as soon as possible.

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/.

Basic Needs
Many students may struggle with basic needs such as food and housing. If you are struggling to meet your basic needs and it is affecting your performance at school, please reach out to the Dean of Students Office via phone (352-294-CARE) or email (umatter@ufl.edu). Free food is available to students via the Field and Fork Pantry (https://fieldandfork.ufl.edu/). If you are comfortable sharing your situation with me, please do so as it will allow me to share any other resources I may be able to access and to support you as you work through class material.

Arriving Late or Leaving Class Early
Sometimes students must arrive to class late or leave early. When this happens, students are expected to sit in the back of the class so as not to disturb the other students. Wherever possible, please let the instructor know when you know in advance you must arrive late or leave early.

Changes to the Syllabus
The instructor may change the syllabus at any time. The most up-to-date syllabus will be located on the course website. Changes will be discussed in class.

Communication
Email is the best way to communicate with the instructors. They check email daily during business hours.

Cell phones / Laptops / Tablets
Please do not use cell phones during class, including text-messaging.

Laptops and tablets should be used only for purposes related to the course. Please be considerate as computer usage is distracting to your professor, your fellow classmates, and to your own ability to learn. Students who are in violation will be asked to cease usage (first offense) and, if they continue, will be asked to leave the room (second offense).

Some in-class activities will require at least some students in each group to have a laptop or tablet. Where possible, we will let students know in advance when to bring a laptop or table. Students who are not able to bring a laptop or tablet can either work with a peer or can use hard-copy handouts provided the instructor. If you have concerns, please let us know.

Canvas – Course Website

It is students' responsibility to successfully utilize the course website. If you have difficulties with access please call the computer help desk at (352) 392-HELP. Your instructor is unable to help you with those problems. The UF Computing Help Desk The UF Computing Help Desk is there to assist you with all your computing questions. Please use the following information to contact the help desk:

Phone: (352)392-HELP (4357)
E-mail: helpdesk@ufl.edu
Location: CSE 214/520

Original file: FYC4410_ Proposed_Kumaran.pdf

URL: http://helpdesk.ufl.edu

University Policies

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: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

Campus Helping Resources

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

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

- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Training Programs
- Community Provider Database

Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/

Student Success Initiative, http://studentsuccess.ufl.edu

U Matter, We Care

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

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 with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting http://www.disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Disability Resource Center:
0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Students requesting other classroom accommodations 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. If you find yourself experiencing hardship during the semester, please reach out to the Dean of Students.

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 andrules, disciplinary action will be taken as appropriate.

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

Original file: FYC4410_ Proposed_Kumaran.pdf

Cover Sheet: Request 15848

Requesting change to prerequisites for FYC4426

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 2:11:51 PM
Updated	6/16/2021 10:34:44 AM
Description of request	Requesting to change the prerequisites to FYC4426 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		4/9/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			4/9/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|Modify for request 15848

Info

Request: Requesting change to prerequisites for FYC4426
Description of request: Requesting to change the prerequisites to FYC4426 by adding a Co-requisite of FYC4409 to facilitate timely completion of students in the minor.
Submitter: Kathryn Ivey kbeaty@ufl.edu
Created: 6/16/2021 10:25:45 AM
Form version: 2

Responses

Current Prefix FYC
Course Level 4
Number 426
Lab Code None
Course Title Risk Management in Nonprofit 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 FYC4409

Original file: Submitted form version 2.pdf

Proposed Prerequisites Request to change FYC4409 to a co-requisite provides foundational knowledge from FYC4409 at the same time as completing a more specific topic within the nonprofit sector facilitating progress through the minor due to scheduling constraints.
Change Co-requisites? Yes
Current Co-requisites None
Proposed Co-requisites Request to change FYC4409 to a co-requisite provides foundational knowledge from FYC4409 at the same time as completing a more specific topic within the nonprofit sector facilitating progress through the minor due to scheduling constraints.
Rationale Request to change FYC4409 to a co-requisite provides foundational knowledge from FYC4409 at the same time as completing a more specific topic within the nonprofit sector facilitating progress through the minor due to scheduling constraints.

Original file: Submitted form version 2.pdf

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.

DP 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/.

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

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

DP 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.

Original file: CALS CC Checklist_FYC4426.pdf

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

DP 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.

DP 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.

DP 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.

DP 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.

DP 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.

DP 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.

Original file: CALS CC Checklist_FYC4426.pdf

FYC 4426 Section 25561
RISK MANAGEMENT IN NONPROFIT ORGANIZATIONS
Fall 2020

Class Location: Zoom Online
Credits: 3

Meeting Time:
M - periods 4 (10:40 AM -11:30 AM)
W - period 4 (10:40 AM – 11:30 AM) F – period 4 (10:40 AM – 11:30 AM) Team Work Time

Instructor:

Dale Pracht, Ph.D.,

Department of Family, Youth & Community Sciences

Office:

3005 McCarty Hall D**,** University of Florida, Gainesville, FL 32611

Office Hours:

Friday 10:40 – 11:30 AM

Wednesday 2:00 P.M - 4:00 PM

by appointment

Phone # 352-273-3533

e-mail: dpracht@ufl.edu and CANVAS

Course Website: UF E-learning CANVAS

To schedule an appointment with Dr. Pracht please go to:

https://fycsadvising.acuityscheduling.com/

If the dates and times that are available conflict with your schedule please email me directly through CANVAS with 2-3 dates and times that will work best for you and I will respond as to my availability as soon as possible.

Virtual appointments can be done via phone, SKYPE, Blue Button, or Zoom. Please indicate which platform you prefer using for virtual appointments.

Course Description: This course will provide the student with a foundation in the concepts, principles and strategies associated with risk management in nonprofit organizations. Topics include the nature and purpose of risk management; the general risk management exposures facing nonprofit organizations; and risk mitigation strategies for nonprofits.

Course Goal: The goals of this course are: (1) to enable students to understand and analyze risk management concepts and practices to mitigate risk exposures associated with nonprofit organizations; and (2) to develop students' understanding on application of risk management strategies in three major nonprofit functions: governance, administration &

operations.

Students will also have a hands-on experience in developing a risk management plan for a chosen nonprofit.

Course Objectives:
Upon completing this course, students will be able to:

- Define the terms risk, uncertainty and loss in nonprofit organizations
- Explore the legal requirements of nonprofits
- List steps in the risk management process
- Describe mission, governance, and human risks associated with nonprofits
- Explain property, revenue and liability risks associated with nonprofits
- Conduct risk management analysis
- Prepare the risk management plan for a nonprofit organization

Required Readings:

Students are required to read the following text books for this course:

Herman, Melanie (2011). *Ready or Not…A Risk Management Guide for Nonprofit Executives*. 2nd edition. Leesburg, VA: Nonprofit Risk Management Center. ISBN 978-1- 893210-27-1

Herman, Melanie & M. E. Chopko (2014). Exposed: A Legal Field Guide for *Nonprofit Executives*. Leesburg, VA: Nonprofit Risk Management Center. ISBN: 978-1-893210-29-5

In addition, several other required readings will be made available through e-Learning and will be posted at least one week in advance of the classes in which they will be covered. The instructor will also post PowerPoint slides for each week by the end of the previous week. Class resources, announcements, updates, and assignments will also be made available through E- learning.

Grading Scale:

Letter Grade	Points
A	930-1000
A-	900-929
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

Grades will be based on the following:

Online resource quest summary	100 points
2 Case Study Evaluations	200 points
Nonprofit risk case study pres.	250 points
Team risk management plan	350 points
Class participation/attendance	100 points
TOTAL	**1000 points**
Extra Credit	*Up to 30 points*

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

ASSIGNMENTS

Online resource quest summary (100 points): In order to begin the literature review that will be helpful in completing the nonprofit risk case study and the risk management plan, each student will search the web and provide a 1-3 paragraph summary written report on each of the following:

- The Nonprofit Risk Management Center website (www.nonprofitrisk.org)
- One additional nonprofit risk management web site resource
- Podcast on a nonprofit risk management topic area of interest
- Nonprofit risk management blog or online news article
- Peer reviewed nonprofit risk management journal article

A detailed description of this assignment, titled "Instructions for the Online Resource Quest Summary" will be posted on e-learning

In Class Nonprofit Case Study Evaluations (200 points): Two in class assessments worth 100 points each will be given. Assessments will consist of the first class period answering the case study scenario assessment individually and then transitioning to working with your assigned nonprofit team to provide a final team answer to the nonprofit case study provided.

Nonprofit risk case study (250 points): Students will work in their assigned nonprofit team and will choose any one actual nonprofit risk issue, scandal, law suit, or a best practice in risk management and develop a written case study report (no more than 3 pages, double spaced).

The nonprofit teams will make an in-class presentation on their nonprofit risk case study on the pre- assigned schedule. It will be a 15 minute presentation using PowerPoint slides or other media and/or appropriate handouts, followed by a 5 minutes Q&A session. The written report will be worth 125 points and the in-class presentation will be worth 125 points. Further instructions will be provided in the class.

Team project on risk management plan for a nonprofit organization (350 points): Students will be required to complete a team project to develop a risk management plan for an existing nonprofit organization. Teams comprised of up to 4 students each will choose a local nonprofit organization, have discussions with relevant officers on risk management issues within the organization, and develop a risk management plan for that organization drawing from various strategies covered in the course. There will be two parts to this risk management plan project: 1) the written plan (150 points) and 2) presentation of the plan to the class (200 points). An internal peer review process will be used to encourage full participation of all team members. Further instructions will be provided in the class and on e-learning. The written Team risk management plan (hard copy) will be due on the last day of class, Tuesday, December 5th.

Class participation & attendance (100 points): Students are expected to complete assigned readings prior to the class and actively participate in class discussions, small Team discussions and the Team project. Points will be obtained by actively engaging in class discussions as well as through a series of "in-class reflection activities", attendance sign in sheets, peer evaluations, and other activities provided by the instructor throughout the semester. There will be 10 team updates on selected Fridays throughout the semester at 5 points each for a total of 50 points out of the 100 points allotted for participation where teams will report on progress and will write which team members participated that week.

Extra Credit Opportunities (up to 30 points): Students will be provided with opportunities to receive up to 30 extra credit points throughout the semester.

A few examples:

- To assist the professor in getting to know you better you will receive 5 extra credit points for turning in a note card with a photo and answers to questions on it as well as upload your picture and bio on CANVAS by specified due date.
- Become an active member assisting in a real life on-going risk management project for Florida 4-H Youth Development and receive up to 15 points of extra credit points.
- Random opportunities for earning 1-5 points of extra credit will be provided during class periods to encourage attendance.
- Attend a Professional Conference relating to risk management or the nonprofit field to receive up to 5 points of extra credit.
- Provide your own example of an opportunity relating to the course topic and receive up to 5 points of extra credit. This must be approved by the professor prior to completing.

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/ugrad/current/regulations/info/attendance.aspx.

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

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,

Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and

Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

Class Recordings: 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.

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

Online Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

Student Complaint Process: If you have an issue or complaint about the course or study environment, the first step is to talk to the instructor. Students wishing to file a complaint about the course should seek help from the appropriate resource located through the following link (for a residential course): https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Class Schedule and Course Outline: Each week will consist of a zoom lecture and class discussion on Monday and Wednesday and dedicated time for teams to work together on Friday toward completing their final project which is the assigned team research paper. The assignments and due dates are indicated in CANVAS under weekly modules. Please note that these readings and assignments are subject to revision as interests develop during the course. Additional readings may be assigned, and dates of topics may change throughout the semester and announce via class announcements in CANVAS.

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.

Online Course Evaluations Process

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

Student Complaints
Residential Course: https://www.dso.ufl.edu/documents/uf-_complaints_policy.pdf

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

FYC 4426
RISK MANAGEMENT IN NONPROFIT ORGANIZATIONS
PROPOSED

Class Location: ROG 0129
Credits: 3
Corequisite: FYC4409
Meeting Time:
M - periods 4 (10:40 AM -11:30 AM)
W - period 4 (10:40 AM – 11:30 AM) F – period 4 (10:40 AM – 11:30 AM) Team Work

Instructor:

Dale Pracht, Ph.D.,

Department of Family, Youth & Community Sciences

Office:

3005 McCarty Hall D**,** University

of Florida, Gainesville, FL 32611

Office Hours:

Friday 10:40 – 11:30 AM

Wednesday 2:00 P.M - 4:00 PM

by appointment

Phone # 352-273-3533

e-mail: dpracht@ufl.edu and CANVAS

Course Website: UF E-learning CANVAS

To schedule an appointment with Dr. Pracht please go to:

https://fycsadvising.acuityscheduling.com/

If the dates and times that are available conflict with your schedule please email me directly through CANVAS with 2-3 dates and times that will work best for you and I will respond as to my availability as soon as possible.

Virtual appointments can be done via phone, SKYPE, Blue Button, or Zoom. Please indicate which platform you prefer using for virtual appointments.

Course Description: This course will provide the student with a foundation in the theory, principles and techniques associated with risk management. Topics include the nature and purpose of risk management; the general risk management exposures facing nonprofit organizations; and risk financing strategies for nonprofits.

Course Goal: The goals of this course are: (1) to enable students to understand and analyze risk management concepts and practices to mitigate risk exposures associated withnonprofit organizations; and (2) to develop students' understanding on application of risk management strategies in three major nonprofit functions: governance, administration & operations.

Students will also have a hands-on experience in developing a risk management plan for a chosen nonprofit.

Course Objectives:
Upon completing this course, students will be able to:

- Define the terms risk, uncertainty and loss in nonprofit organizations
- Explore the legal requirements of nonprofits
- List steps in the risk management process
- Describe mission, governance, and human risks associated with nonprofits
- Explain property, revenue and liability risks associated with nonprofits
- Conduct risk management analysis
- Prepare the risk management plan for a nonprofit organization

Required Readings:

Students are required to read the following text books for this course:

Herman, Melanie (2011). *Ready or Not…A Risk Management Guide for Nonprofit Executives*. 2nd edition. Leesburg, VA: Nonprofit Risk Management Center. ISBN 978-1- 893210-27-1

Herman, Melanie & M. E. Chopko (2014). Exposed: A Legal Field Guide for *Nonprofit Executives*. Leesburg, VA: Nonprofit Risk Management Center. ISBN: 978-1-893210-29-5

In addition, several other required readings will be made available through e-Learning and will be posted at least one week in advance of the classes in which they will be covered. The instructor will also post PowerPoint slides for each week by the end of the previous week. Class resources, announcements, updates, and assignments will also be made available through E- learning.

Original file: FYC4426_PROPOSED_Pracht.pdf

Grading Scale:

Letter Grade	Points
A	930-1000
A-	900-929
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

Grades will be based on the following:

Online resource quest summary	100 points
2 Case Study Evaluations	200 points
Nonprofit risk case study pres.	250 points
Team risk management plan	350 points
Class participation/attendance	100 points
TOTAL	**1000 points**
Extra Credit	*Up to 30 points*

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/

ASSIGNMENTS

Online resource quest summary (100 points): In order to begin the literature review that will be helpful in completing the nonprofit risk case study and the risk management plan, each student will search the web and provide a 1-3 paragraph summary written report on each of the following:

- The Nonprofit Risk Management Center website (www.nonprofitrisk.org)
- One additional nonprofit risk management web site resource
- Podcast on a nonprofit risk management topic area of interest
- Nonprofit risk management blog or online news article
- Peer reviewed nonprofit risk management journal article

A detailed description of this assignment, titled "Instructions for the Online Resource Quest Summary" will be posted on e-learning

In Class Nonprofit Case Study Evaluations (200 points): Two in class assessments worth 100 points each will be given. Assessments will consist of the first class period answering the case study scenario assessment individually and then transitioning to working with your assigned nonprofit team to provide a final team answer to the nonprofit case study provided.

Nonprofit risk case study (250 points): Students will work in their assigned nonprofit team and will choose any one actual nonprofit risk issue, scandal, law suit, or a best practice in risk management and develop a written case study report (no more than 3 pages, double spaced).

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The nonprofit teams will make an in-class presentation on their nonprofit risk case study on the pre- assigned schedule. It will be a 15 minute presentation using PowerPoint slides or other media and/or appropriate handouts, followed by a 5 minutes Q&A session. The written report will be worth 125 points and the in-class presentation will be worth 125 points. Further instructions will be provided in the class.

Team project on risk management plan for a nonprofit organization (350 points): Students will be required to complete a team project to develop a risk management plan for an existing nonprofit organization. Teams comprised of up to 4 students each will choose a local nonprofit organization, have discussions with relevant officers on risk management issues within the organization, and develop a risk management plan for that organization drawing from various strategies covered in the course. There will be two parts to this risk management plan project: 1) the written plan (150 points) and 2) presentation of the plan to the class (200 points). An internal peer review process will be used to encourage full participation of all team members. Further instructions will be provided in the class and on e-learning. The written Team risk management plan (hard copy) will be due on the last day of class, Tuesday, December 5th.

Class participation & attendance (100 points): Students are expected to complete assigned readings prior to the class and actively participate in class discussions, small Team discussions and the Team project. Points will be obtained by actively engaging in class discussions as well as through a series of "in-class reflection activities", attendance sign in sheets, peer evaluations, and other activities provided by the instructor throughout the semester. There will be 10 team updates on selected Fridays throughout the semester at 5 points each for a total of 50 points out of the 100 points allotted for participation where teams will report on progress and will write which team members participated that week.

Extra Credit Opportunities (up to 30 points): Students will be provided with opportunities to receive up to 30 extra credit points throughout the semester.

A few examples:

- To assist the professor in getting to know you better you will receive 5 extra credit points for turning in a note card with a photo and answers to questions on it as well as upload your picture and bio on CANVAS by specified due date.
- Become an active member assisting in a real life on-going risk management project for Florida 4-H Youth Development and receive up to 15 points of extra credit points.
- Random opportunities for earning 1-5 points of extra credit will be provided during class periods to encourage attendance.
- Attend a Professional Conference relating to risk management or the nonprofit field to receive up to 5 points of extra credit.
- Provide your own example of an opportunity relating to the course topic and receive up to 5 points of extra credit. This must be approved by the professor prior to completing.

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/

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

• Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/.
• Student Success Initiative, http://studentsuccess.ufl.edu
- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer orreport a concern and a team member will reach out to the student in distress.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to helpyou find the care you need, or visit the Student Health Care Center website.
- *University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SWArcher Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Centerwebsite

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the

Original file: FYC4426_PROPOSED_Pracht.pdf

libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints:

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

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

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.

Online Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas coursemenu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

Student Complaint Process: If you have an issue or complaint about the course or study environment, the first step is to talk to the instructor. Students wishing to file a complaint about

the course should seek help from the appropriate resource located through the following link (for a residential course): https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

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.

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

Student Complaints
Residential Course: https://www.dso.ufl.edu/documents/uf-_complaints_policy.pdf

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

Week	Date	Topics	Readings & Materials	Assignments & Due Dates
1				
	M 8/31	*Syllabus Day: Course Overview* Introduction of Nonprofits & Risk Management	**CANVAS Module 1** Herman, Ch. 1 & 2	
	W 9/2		Herman & Chopko Ch. 1	
	F 9/4	Individual Online Activity	Online Resources provided	Begin Resource Quest Online Assignment #1
2	**M 9/7**	**Labor Day Holiday** ***No Class***		
	W 9/9	Risk Management	**CANVAS Module 2** Herman, Ch. 5	
	F 9/11	Individual Online Activity	Online Resources provided	
3	M 9/14	Strategic Risk Management	**CANVAS Module 3** Herman, Ch. 5	
	W 9/16	Project teams will be assigned based on your Nonprofit sector interests		
	F 9/18	Hybrid Team Project	Online Resources provided	Team Update One Due
4	M 9/21	Board Governance Related Risks (Module 4)	**CANVAS Module 4** Herman, Ch. 8 Herman & Chapko, Ch. 8	Online Resource Quest Due
	W 9/23			
	F 9/25	Hybrid Team Project	Online Resources provided	Team Update Two Due
5	M 9/28	Mission Risks & Asset Related Risks	**CANVAS Module 5** Herman, Ch. 8	
	W 9/30			
	F 10/2	Hybrid Team Project	Online Resources provided	Team Update Three Due

Original file: FYC4426_PROPOSED_Pracht.pdf

6	M 10/5	During class Nonprofit Case Study Evaluation #1		During class Nonprofit Case Study Evaluation #1 Due
	W 10/7	Fiscal and Revenue Risks	**CANVAS Module 6**	
	F 10/9	Hybrid Team Project	Online Resources provided	Team Update Four Due
7	M 10/12	Human Resources Risks	**CANVAS Module 7** Herman, Ch. 10	
	W 10/14	***In Class Team Case Study Presentations***		***In Class Team Case Study Presentations***
	F 10/16	Hybrid Team Project	Online Resources provided	Team Update Five Due
8	M 10/19	Workplace related Risks & Administrative Related Risks	**CANVAS Module 8**	
	W 10/21	***In Class Team Case Study Presentations***		***In Class Team Case Study Presentations***
	F 10/23	Hybrid Team Project	Online Resources provided	Team Update Six Due
9	M 10/26	Programs & Clients related Risks & Liabilities	**CANVAS Module 9**	
	W 10/28	***In Class Team Case Study Presentations***		***In Class Team Case Study Presentations***
	F 10/30	Hybrid Team Project	Online Resources provided	Team Update Seven Due
10	M 11/2	Volunteer Management Risks & Liabilities	**CANVAS Module 10**	In Class Team Case Study PowerPoint and Report Due
	W 11/4	Crisis Management and Operations Related Risks	Dr. Angie Lidsey, Assistant Professor, EDEN Contact	
	F 11/6	Hybrid Team Project	Online Resources provided	Team Update Eight Due
11	M 11/9	Observe how nonprofits and communities are implementing Risk Management Plans considering COVID -19 for Veterans Day Celebrations and be prepared to discuss your observations in class on 11/16 **Class does not meet online**	**CANVAS Module 11**	
	W 11/11	**Veterans Day**		
	F 11/13	Hybrid Team Project	Online Resources provided	Team Update Nine Due
12	M 11/16	Public Relations Related Risks	**CANVAS Module 12**	Veterans Day Risk Management Plan Observations Due

Original file: FYC4426_PROPOSED_Pracht.pdf

	W 11/18			
	F 11/20	Hybrid Team Project	Online Resources provided	Team Update Ten Due
13	M 11/23	During class Nonprofit Case Study Evaluation #2		During class Nonprofit Case Study Evaluation #2 Due
	W 11/25	**Thanksgiving Holiday**		
	F 11/27	**Thanksgiving Holiday**		
14	M 11/30	***Team Class Presentations***		***Team Class Presentations***
	W 12/2	***Team Class Presentations***		***Team Class Presentations***
	F 12/4	Hybrid Team Project	Online Resources provided	
15	M 12/7	***Team Class Presentations***		***Team Class Presentations***
	W 12/9	***Team Class Presentations*** "Last Lecture" Class Evaluations		***Team Class Presentations*** Team Project Report Due Team PowerPoint Due Teem Peer Evaluation Due

Original file: FYC4426_PROPOSED_Pracht.pdf

Cover Sheet: Request 16257

Modify SUR4949 Course Credits

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kristina Haselier khaselier@ufl.edu
Created	6/2/2021 11:33:32 AM
Updated	8/20/2021 11:15:33 AM
Description of request	Increase the credits of SUR4949 Co-op Work Experience from 1 credit to 2 credits.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Forest Resources and Conservation 60460000	Terrell Baker III		6/2/2021
SUR4949 Co-Op Work Experience_Syllabus.docx					6/2/2021
College	Pending	CALS - College of Agricultural and Life Sciences			6/2/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|Modify for request 16257

Info

Request: Modify SUR4949 Course Credits
Description of request: Increase the credits of SUR4949 Co-op Work Experience from 1 credit to 2 credits.
Submitter: Kristina Haselier khaselier@ufl.edu
Created: 6/2/2021 11:19:58 AM
Form version: 1

Responses

Current Prefix SUR
Course Level 4
Number 949
Lab Code None
Course Title Co-op Work Experience
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? Yes
Current Credit Hours 1
Proposed Credit Hours 2
Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? No

Original file: Submitted form version 1.pdf

Change Co-requisites? No

Rationale In past years, Geomatics majors have been required to complete 2 separate, 1-credit Co-op Work Experiences during 2 separate semesters. With our 2016 catalog revision to this major, the co-op experiences were combined to require 2 credits of SUR4949 during a single semester. So, students are now only completing a single Co-op Work Experience and need to be able to register for it as a single 2-credit course. This would align with our current UF Catalog semester plan for the Geomatics major.

Original file: Submitted form version 1.pdf

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.

__X__ 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/.

__X__ 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.

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

__X__ 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.

__X__ 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.

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

Original file: SUR4949_CALS CC Checklist.pdf

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

__X__ 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.

__X__ 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.

__X__ 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.

__X__ 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.

__X__ 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.

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

Certificates

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

Original file: SUR4949_CALS CC Checklist.pdf

SUR4949 *Co-Op Work Experience*

2 credits
Meeting times TBD
Pre-requisities: GEM major

Instructor: Bon Dewitt, 305 Reed Lab, 352.392.6010, bon@ufl.edu, office hours by appointment

Practical field experience of sufficient academic rigor.

Course Learning Objectives

- understand professional practice within the broad field of geomatics

Weekly Schedule of Topics

Schedule is at the discretion of the employer.

No textbooks required.

This course is S/U ("Satisfactory"/"Unsatisfactory"). Students will be evaluated by their employer, in consultation with the instructor.

Grades and Grade Points

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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/.

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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.
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Academic Honesty

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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.

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

Student Complaints should be directed to https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.

Cover Sheet: Request 16278

Creation of new graduate certificate - Beekeeping

Info

Process	Certificate|New|Grad|Revised
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Cameron Jack cjack@ufl.edu
Created	6/10/2021 12:44:56 PM
Updated	6/10/2021 2:08:35 PM
Description of request	I would like to propose the creation of a new graduate certificate program in the Entomology and Nematology Department. We now have several beekeeping courses, as well as several others that directly related to honey bee management and health. There is already significant interest for this certificate among traditional students as well as online distance students. I believe that this certificate program will maintain a high enrollment and be a significant improvement to our department's education portfolio.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Entomology and Nematology 60140000	Heather Mcauslane		6/10/2021
Graduate Beekeeping Certificate Catalog.pdf CALS CC Checklist_Beekeeping Certificate.pdf Program Permission.pdf					6/10/2021 6/10/2021 6/10/2021
College	Pending	CALS - College of Agricultural and Life Sciences			6/10/2021
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					

Original file: Cover sheet.pdf

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

Original file: Cover sheet.pdf

Certificate|New for request 16278

Info

Request: Creation of new graduate certificate - Beekeeping
Description of request: I would like to propose the creation of a new graduate certificate program in the Entomology and Nematology Department. We now have several beekeeping courses, as well as several others that directly related to honey bee management and health. There is already significant interest for this certificate among traditional students as well as online distance students. I believe that this certificate program will maintain a high enrollment and be a significant improvement to our department's education portfolio.
Submitter: Cameron Jack cjack@ufl.edu
Created: 6/10/2021 11:19:01 AM
Form version: 1

Responses

Certificate Name Beekeeping
Transcript Title Beekeeping
Credits 15
Level Graduate
CIP Code 26.0702
Degree Program Entomology and Nematology
Effective Term Earliest Available
Effective Year Earliest Available
Certificate Description This certificate prepares students with a foundational knowledge of honey bee biology and the craft of beekeeping. Additionally, this certificate will provide theoretical and practical learning opportunities, based on current research that encompasses the many elements of beekeeping worldwide.
Requirements for Admission Students or professionals with appropriate academic and/or professional background in beekeeping, as determined by the certificate coordinator.
Requirements for Completion Required (all students take)
ENY 6572 Apiculture I (3)
ENY 6575 Apiculture II (3)
ENY 6934 Honey Bee Biology (3)
Electives
ALS 5156 Agricultural Ecology Principles and Applications (3)
ENY 5006 Graduate Survey of Entomology (2)
ENY 5006L Graduate Survey of Entomology Lab (1)
ENY 6207 Ecology and Conservation of Pollinators (3)
ENY 6934 Social Insects (3)
ENY 6401 Insect Physiology (3)
ENY 6651C Insect Toxicology (3)
HOS 5117C Environmental Plant Identification and Use (3)

Rationale and Place in Curriculum Although honey bees have been a staple in American agriculture for centuries, there are few instructional efforts within universities to train students to become successful beekeepers. Most Land Grant Universities offer a single course in beekeeping, providing students with a basic overview of honey bee biology and management principles; however, almost no universities offer multiple courses on beekeeping. Recently, there has been a significant increase in the number of students taking the beekeeping courses at UF. A beekeeping certificate will be popular among those students who have demonstrated an interest in the subject. Additionally, there are many beekeepers around the world who will be interested in the certificate program. Beekeepers are desperate for more training as they face pests, pathogens and other management-related issues that have led to widespread loss of colonies. Furthermore, a certificate in Beekeeping from the University of Florida will be well-respected within the U.S. beekeeping community and may lead to career advancement opportunities within the commercial beekeeping industry for certificate holders.
Student Learning Outcomes 1. Describe the biology of the honey bee at both the individual and colony levels
2. Identify honey bee pests and pathogens and describe their biology
3. Develop an integrated pest management approach to controlling honey bee pests and

Original file: Submitted form version 1.pdf

pathogens
4. Compare different management practices in relation to achieving the goals of the beekeeper
5. Communicate the impact of honey bees and beekeeping to agriculture, environment and economy.

The SLOs will be assessed through assignments in the required courses, using an established rubric. Additionally, a pre-completion final exam will be required to assess achievement of the SLOs listed above. The final exam will be administered in the semester in which the last course in the certificate is taken. The final exam will be open book, administered in Canvas, and checked with Turnitin anti-plagiarism software to ensure originality. The exam will be graded by the certificate coordinator using a rubric and responses will be discussed with the student.

Original file: Submitted form version 1.pdf

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.

CJ 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/.

CJ 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.

CJ 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.

CJ 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.

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

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

Original file: CALS CC Checklist_Beekeeping Certificate.pdf

CJ 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.

CJ 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.

CJ 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.

CJ 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.

CJ 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.

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

Certificates

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

Original file: CALS CC Checklist_Beekeeping Certificate.pdf

BEEKEEPING

CERTIFICATE

- Home
- Graduate Catalog
- Colleges and Schools
- Agricultural and Life Sciences, College of
- Beekeeping Certificate

This certificate prepares students with a foundational knowledge of honey bee biology and the craft of beekeeping. Additionally, this certificate will provide theoretical and practical learning opportunities, based on current research that encompasses the many elements of beekeeping worldwide.

ABOUT THIS PROGRAM

- **College:** Agricultural and Life Sciences
- **Credits:** 15
- **Completion:** All courses contributing to the graduate certificate are letter graded and the lowest passing grade for courses is a C. Coursework contributing to the graduate certificate must reflect a cumulative GPA of 3.0 or greater. Courses earned with less than a B are not eligible to be transferred to a University of Florida graduate degree program
- **Contact:** cjack@ufl.edu| (352) 294-6926

Certificates must contain at least 15 credits of coursework that are unique to that program out of all other certificates and minors.

Department Information

REQUIRED COURSES

Code	Title	Credits
ENY 6572	Apiculture I	3
ENY 6575	Apiculture II	3
ENY 6934	Honey Bee Biology	3
Approved electives		6
Total Credits		**15**

Original file: Graduate Beekeeping Certificate Catalog.pdf

APPROVED ELECTIVES

Code	Title	Credits
ENY 5006	Principles of Entomology	2
ENY 5006L	Principles of Entomology Lab	1
ENY 6207	Ecology and Conservation of Pollinators	3
ENY 6401	Insect Physiology	3
ENY 6651C	Insect Toxicology	3
ENY 6934	Social Insects	3
ALS 5156	Agricultural Ecology Principles and Applications	3
HOS 5117C	Environmental Plant Identification and Use	3

Original file: Graduate Beekeeping Certificate Catalog.pdf

On Mar 17, 2021, at 4:59 PM, Jack,Cameron J <cjack@ufl.edu> wrote:

Hi Bart,

Thanks for the information about the course. This will help me guide the students better. A few of my online students are local, so I will encourage those who are local to check out the course.

I'm also planning an undergraduate/graduate certificate in Beekeeping within the Entomology and Nematology department. I think the Environmental Plant ID and Use course would be a wonderful addition as an elective. I do not anticipate this certificate to carry very large enrollments, and this course would be part of the elective options and limited to local students only, so I expect "new" enrollment in this course due to this certificate would not exceed 1-3 students/year. Do you anticipate that this course can accommodate that additional enrollment?

Best,

Cameron

Cameron Jack, Ph.D.
Lecturer and Distance Education Coordinator
Entomology and Nematology Department
University of Florida
PO Box 110620
1881 Natural Area Drive
Gainesville, FL, 32611
cjack@ufl.edu
(352)-294-6926

To Jack,Cameron J Wed 3/17/2021 7:07 PM

You replied to this message on 3/18/2021 10:15 AM.

I think so, sure.

Best,
Bart

Bart Schutzman Ph.D., Lecturer,
UF Environmental Horticulture Dept.
1531 Fifield Hall, Gainesville, FL 32611-0670
352.273.4572

Original file: Program Permission.pdf

Cover Sheet: Request 16120

Modification to Applications in AI-based SmartAg Systems

Info

Process	Certificate|Close/Modify|Grad|Revised
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jonathan Watson jaw7385@ufl.edu
Created	4/21/2021 12:35:46 PM
Updated	8/19/2021 8:17:56 AM
Description of request	A few minor additions and modifications: 1. Addition of AOM5435 Advanced Precision Agriculture to Tier I requirement. AOM5456 has also been given an official course code, that is now reflected in the certificate requirement under Tier I. 2. Addition of EEL5840 Fundamentals of Machine Learning as a Tier II option to give distance learning students an option for completing this certificate.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural and Biological Engineering 60070000	Kati Migliaccio		4/21/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			4/21/2021
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					
College Notified					

Original file: Cover sheet.pdf

Step	Status	Group	User	Comment	Updated
No document changes					

Original file: Cover sheet.pdf

Certificate|Close-Modify for request 16120

Info

Request: Modification to Applications in AI-based SmartAg Systems
Description of request: A few minor additions and modifications:

1. Addition of AOM5435 Advanced Precision Agriculture to Tier I requirement. AOM5456 has also been given an official course code, that is now reflected in the certificate requirement under Tier I.
2. Addition of EEL5840 Fundamentals of Machine Learning as a Tier II option to give distance learning students an option for completing this certificate.
Submitter: Jonathan Watson jaw7385@ufl.edu
Created: 4/19/2021 4:14:56 PM
Form version: 1

Responses

Current Certificate Name Applications in AI-based SmartAg Systems
Effective Term Fall
Effective Year 2021
Requested Action Other (selecting this option will open additional form fields below)

Change Certificate Name? No

Change Certificate Name on Transcript? No
Current Transcript Name Applications in AI-based SmartAg Systems

Change Credit Hours? No

Change Certificate Description? No

Change Certificate Prerequisites? No

Change Certificate Requirements? Yes
Current Requirements A 3-tier sequence of courses was devised based on current catalog of courses with emphasis on precision agriculture and SmartAg concepts. The required tier I course covers broad introductory and foundational concepts. The required tier II course focuses on general smart agriculture applications and development of systems. The elective tier III course will allow the student to focus and specialize in an area of their choosing. The 3-tier sequence consists 12 credits composed of two required courses followed by two electives that can be selected according to the student's area of focus or interest. The first course, at Tier I, introduces students to design analysis, and evaluation of SmartAg methods for applications in production agriculture, biological and food engineering, forestry, land, and water resources At Tier II, the student will develop machine learning skills that can be applied to a broad ranges of applications in agriculture and life sciences. In addition to current prerequisites for listed courses, the required courses will follow the proposed tiered structure sequence, i.e. Tier II will require Tier I courses. After completion of the first two courses, the student can select 2 additional specialized courses (electives) according to the student's area of focus or interest across different disciplines (see below). Courses in Tier III will require completion of Tier I and II. One such course is precision agriculture which introduces concepts such as data collection and mapping, yield monitoring, prescription application, temporal and spatial variability of soil, moisture and crop factors.

Tier I: AOM-5XXX Applied Methods in SmartAg Systems, 3 credit, and letter graded. (https://secure.aa.ufl.edu/Approval/reports/15217" https://secure.aa.ufl.edu/Approval/reports/15217): Pending course number assignment with SCNS

Tier II: ABE6933 Statistical Machine Learning, 3 credits, letter graded (Currently taught under Special

Original file: Submitted form version 1.pdf

Topics)

Tier III: Choose two from AOM5435 Advanced Precision Agriculture (3 credits, letter-graded), ABE6035 Advanced Remote Sensing: Science and Sensors (3 credits, letter-graded), ABE6645C Computer Simulation of Crop Growth and Management Responses (3 credits, letter-graded), ABE6933 Logistics of Agricultural Food Chains (3 credits, letter-graded; currently taught under Special Topics in Agricultural and Biological Engineering), GIS6116 Geographic Information Systems Analysis (3 credits, letter-graded), SUR6502C Foundations of UAS Mapping (3 credits, letter-graded), AOM6932 Controlled Environment Plant Production (3 credits, letter-graded; currently taught under Special Topics in Agricultural Operations Management.

- Consistent with longstanding Graduate Council policy, the only passing grades for students in a Graduate Certificate program are A, A-, B+, B, B-, C+, C, and S.
- All coursework used for the Graduate Certificate must meet a minimum overall 3.0 GPA (truncated).
- Coursework and credits used for a UF Graduate Certificate may also be used to fulfill some requirements for a UF graduate degree, subject to existing Graduate School policy, and with the approval of the academic unit offering the graduate degree program. Students will be made aware that only 15 credits taken in the certificate program may potentially be transferred towards a master's degree. As such, they will be strongly encouraged to apply to the master's program prior to their final semester in the certificate, otherwise they will be required to take an additional course in the master's program to fulfill the graduation requirement.
- Following traditional Transfer of Credit policy and procedures, up to 15 credits earned with a grade of B or better may be considered for transfer credit toward a future graduate degree provided.

Proposed Requirements A 3-tier sequence of courses was devised based on current catalog of courses with emphasis on precision agriculture and SmartAg concepts. The required Tier I course cover broad introductory and foundational concepts in AOM5456: Applied Methods in SmartAg Systems and applications of data collection and mapping, and yield monitoring in AOM5435: Advanced Precision Agriculture. The required Tier II course focuses on general smart agriculture applications and development of systems. The elective Tier III course will allow the student to focus and specialize in an area of their choosing. The 3-tier sequence consists 12 credits composed of two required courses followed by two electives that can be selected according to the student's area of focus or interest. The first course, at Tier I, introduces students to design analysis, and evaluation of SmartAg methods for applications in production agriculture, biological and food engineering, forestry, land, and water resources At Tier II, the student will develop machine learning skills that can be applied to a broad ranges of applications in agriculture and life sciences. In addition to current prerequisites for listed courses, the required courses will follow the proposed tiered structure sequence, i.e. Tier II will require Tier I courses. After completion of Tier I and Tier II, the student can select 1 additional specialized course (elective) according to the student's area of focus or interest across different disciplines (see below). Courses in Tier III will require completion of Tier I and II.

Tier I: Required AOM5456 Applied Methods in SmartAg Systems (3 credits, letter graded) AND AOM5435 Advanced Precision Agriculture (3 credits, letter graded).

Tier II: Required ABE6933 Statistical Machine Learning (3 credits, letter graded) (Currently taught under Special Topics) OR EEL5840 Fundamentals of Machine Learning (3 credits, letter graded).

Tier III: Choose one from ABE6035 Advanced Remote Sensing: Science and Sensors (3 credits, letter-graded), ABE6645C Computer Simulation of Crop Growth and Management Responses (3 credits, letter-graded), ABE6933 Logistics of Agricultural Food Chains (3 credits, letter-graded; currently taught under Special Topics in Agricultural and Biological Engineering), GIS6116 Geographic Information Systems Analysis (3 credits, letter-graded), SUR6502C Foundations of UAS Mapping (3 credits, letter-graded), AOM6932 Controlled Environment Plant Production (3 credits, letter-graded; currently taught under Special Topics in Agricultural Operations Management.

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- Coursework and credits used for a UF Graduate Certificate may also be used to fulfill some

Original file: Submitted form version 1.pdf

requirements for a UF graduate degree, subject to existing Graduate School policy, and with the approval of the academic unit offering the graduate degree program. Students will be made aware that only 15 credits taken in the certificate program may potentially be transferred towards a master's degree. As such, they will be strongly encouraged to apply to the master's program prior to their final semester in the certificate, otherwise they will be required to take an additional course in the master's program to fulfill the graduation requirement.

- Following traditional Transfer of Credit policy and procedures, up to 15 credits earned with a grade of B or better may be considered for transfer credit toward a future graduate degree provided.

Impact on Program These changes are expected to enhance this certificate program by providing a stronger foundation in smart agriculture/precision agriculture concepts and offering greater flexibility through additional course offerings for students enrolled in this certificate program. Furthermore, this change allows students located off-campus (e.g., students at REC) to complete distance learning course offerings such that they count towards the certificate requirement in Tier II. This change will positively impact future program offerings as ABE is planning the development of online graduate degrees adding additional value for students pursing those programs.

Rationale for Proposed Change(s) The addition of AOM5435 Advanced Precision Agriculture as a required Tier I course will provide students with a stronger foundation in smart agriculture concepts since precision agriculture and smart agriculture are synonymous. Students will learn concepts, principles and applications of technologies supporting precision farming and natural resource data management planning. This addition will also allow students to begin work on completing the certificate earlier since AOM5435 is a fall offering.

The addition of EEL5840 Fundamental of Machine Learning as Tier II requirement gives distance learning students an opportunity to complete this certificate as ABE6933 Statistical Machine Learning is currently only a face-to-face course offering.

Assessment Data Review To date, we have not collected any SLO and program goal data since the certificate does not officially launch until Fall 2021. Due to an ongoing proposal to develop a new online graduate program and some discussions about how we can improve the certificate, the ABE faculty has decided to make these changes now before we launch.

Academic Assessment Plan Changes We are still in the process of developing an Academic Assessment Plan. We are currently working with Dr. Joel Brendemuhl and once complete will submit the plan for review before the launch of the certificate in the Fall.

Original file: Submitted form version 1.pdf

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.

J.A.W. 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/.

N/A 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.

N/A 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.

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

Original file: CALS CC Checklist - Modification - JAW.pdf

N/A 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.

J.A.W. 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.

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

N/A 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.

N/A 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.

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

Certificates

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

	Tier I	Tier II	Tier III (Choose 2)						
Course Prefix & No.	AOM5XXX	ABE6933	AOM5435	ABE6035	ABE6645C	ABE6933	GIS6116	SUR6502C	AOM6932
Course Title	Applied Methods in SmartAg Systems	Statistical Machine Learning	Advanced Precision Agriculture	Advanced Remote Sensing: Science and Sensors	Computer Simulation of Crop Growth and Management Responses	Logistics of Agricultural Food Chains	Geographic Information Systems	Foundations of UAS Mapping	Controlled Environment Plant Production
Instructor	Co-taught (Watson Coordinator)	Nikolay Bliznyuk	Wonsuk "Daniel" Lee	Jasmeet Judge	Gerrit Hoogenboom & Ken Boote	Fedro Zazueta	Henry Hochmair, Amr Abd-Elrahman, & Bon Dewitt	Adam Benjamin, Katie Britt, and Justin Thomas	Celina Gomez, Ying Zhang & Adam Watson
Prerequisites	None	STA6093 or STA6166 or equivalent	None	MAP2302	None	None	SUR 3393 and SUR3393L	SUR3103C Geomatics or instructor consent	None
Credits	3	3	3	3	3	3	3	3	3
Grading Scale	Letter Graded	Letter Graded	Letter Graded	Letter Graded	Letter Graded	Letter Graded	Letter Graded	Letter Graded	Letter Graded
Semester	Spring	Fall	Fall (Even Years)	Spring	Summer C	Spring	Spring	Spring	Fall
Requirement of Certificate	Required	Required	Elective	Elective	Elective	Elective	Elective	Elective	Elective

	Course Prefix & No.	Course Title	Instructor(s)	Prerequisites	Credits	Grading Scale	Semester	Requirement of Certificate
Tier I (Must Take Both)	AOM5456	Applied Methods in SmartAg Systems	Co-taught (Adam Watson Coordinator)	None	3	Letter Graded	Spring	Required
	AOM5435	Advanced Precision Agriculture	Wonsuk "Daniel" Lee	None	3	Letter Graded	Fall (Even Years)	Required
Tier II (Choose Only 1)	ABE6933	Statistical Machine Learning	Nikolay Bliznyuk	STA6093 or STA6166 or equivalent	3	Letter Graded	Fall	Required
	EEL5840	Fundamentals of Machine Learning	Catia Silva, Alina Zare	None	3	Letter Graded	Spring, Fall	Required
Tier III (Choose Only 1)	ABE6035	Advanced Remote Sensing: Science and Sensors	Jasmeet Judge	MAP2302	3	Letter Graded	Spring	Elective
	ABE6645C	Computer Simulation of Crop Growth and Management	Gerrit Hoogenboom & Ken Boote	None	3	Letter Graded	Summer C	Elective
	ABE6933	Logistics of Agricultural Food Chains	Fedro Zazueta	None	3	Letter Graded	Spring	Elective
	GIS6116	Geographic Information Systems	Henry Hochmair, Amr Abd-Elrahman, & Bon Dewitt	SUR 3393 and SUR3393L	3	Letter Graded	Spring	Elective
	SUR6502C	Foundations of UAS Mapping	Adam Benjamin, Katie Britt, and Justin Thomas	SUR3103C Geomatics or instructor consent	3	Letter Graded	Spring	Elective
	AOM6932	Controlled Environment Plant Production	Celina Gomez, Ying Zhang & Adam Watson	None	3	Letter Graded	Fall	Elective

Cover Sheet: Request 16279

Creation of new undergraduate certificate - Beekeeping

Info

Process	Certificate|New|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Cameron Jack cjack@ufl.edu
Created	6/10/2021 1:49:46 PM
Updated	6/10/2021 2:07:56 PM
Description of request	I would like to propose the creation of a new undergraduate certificate program in the Entomology and Nematology Department. We now have several beekeeping courses, as well as several others that directly related to honey bee management and health. There is already significant interest for this certificate among traditional students as well as online distance students. I believe that this certificate program will maintain a high enrollment and be a significant improvement to our department's education portfolio.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Entomology and Nematology 60140000	Heather Mcauslane		6/10/2021
Undergraduate Beekeeping Certificate Catalog.pdf Program Permission.pdf CALS CC Checklist_Beekeeping Certificate.pdf					6/10/2021 6/10/2021 6/10/2021
College	Pending	CALS - College of Agricultural and Life Sciences			6/10/2021
No document changes					
Office of Institutional Planning and Research					
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					

Original file: Cover sheet.pdf

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

Original file: Cover sheet.pdf

Certificate|New for request 16279

Info

Request: Creation of new undergraduate certificate - Beekeeping
Description of request: I would like to propose the creation of a new undergraduate certificate program in the Entomology and Nematology Department. We now have several beekeeping courses, as well as several others that directly related to honey bee management and health. There is already significant interest for this certificate among traditional students as well as online distance students. I believe that this certificate program will maintain a high enrollment and be a significant improvement to our department's education portfolio.
Submitter: Cameron Jack cjack@ufl.edu
Created: 8/27/2019 2:23:14 PM
Form version: 1

Responses

Certificate Name Beekeeping
Transcript Title Beekeeping
Credits 15
Level Baccalaureate
CIP Code 26.0702
Degree Program Entomology and Nematology
Effective Term Earliest Available
Effective Year Earliest Available
Certificate Description This certificate prepares students with a foundational knowledge of honey bee biology and the craft of beekeeping. Additionally, this certificate will provide theoretical and practical learning opportunities, based on current research that encompasses the many elements of beekeeping worldwide.
Requirements for Admission Students or professionals with appropriate academic and/or professional background in beekeeping, as determined by the certificate coordinator.
Requirements for Completion Required (all students take)
ENY 4573 Beekeeping I (3)
ENY 4574 Beekeeping II (3)
ENY 4571 Honey Bee Biology (3)
Electives
ALS 3153 Agricultural Ecology (3)
ENY 2041C Practical Beekeeping (3)
ENY 3005 Principles of Entomology (2)
ENY 3005L Principles of Entomology Lab (1)
ENY 4208 Ecology and Conservation of Pollinators (3)
ENY 4455C Social Insects (3)
ORH 3513C Environmental Plant Identification and Use (3)

Rationale and Place in Curriculum Although honey bees have been a staple in American agriculture for centuries, there are few instructional efforts within universities to train students to become successful beekeepers. Most Land Grant Universities offer a single course in beekeeping, providing students with a basic overview of honey bee biology and management principles; however, almost no universities offer multiple courses on beekeeping. Recently, there has been a significant increase in the number of students taking the beekeeping courses at UF. A beekeeping certificate will be popular among those students who have demonstrated an interest in the subject. Additionally, there are many beekeepers around the world who will be interested in the certificate program. Beekeepers are desperate for more training as they face pests, pathogens and other management-related issues that have led to widespread loss of colonies. Furthermore, a certificate in Beekeeping from the University of Florida will be well-respected within the U.S. beekeeping community and may lead to career advancement opportunities within the commercial beekeeping industry for certificate holders.
Student Learning Outcomes 1. Describe the biology of the honey bee at both the individual and colony levels
2. Identify honey bee pests and pathogens and describe their biology
3. Develop an integrated pest management approach to controlling honey bee pests and pathogens

Original file: Submitted form version 1.pdf

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

Original file: Submitted form version 1.pdf

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.

CJ 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/.

CJ 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.

CJ 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.

CJ 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.

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

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

Original file: CALS CC Checklist_Beekeeping Certificate.pdf

CJ 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.

CJ 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.

CJ 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.

CJ 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.

CJ 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.

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

Certificates

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

Original file: CALS CC Checklist_Beekeeping Certificate.pdf

On Mar 17, 2021, at 4:59 PM, Jack,Cameron J <cjack@ufl.edu> wrote:

Hi Bart,

Thanks for the information about the course. This will help me guide the students better. A few of my online students are local, so I will encourage those who are local to check out the course.

I'm also planning an undergraduate/graduate certificate in Beekeeping within the Entomology and Nematology department. I think the Environmental Plant ID and Use course would be a wonderful addition as an elective. I do not anticipate this certificate to carry very large enrollments, and this course would be part of the elective options and limited to local students only, so I expect "new" enrollment in this course due to this certificate would not exceed 1-3 students/year. Do you anticipate that this course can accommodate that additional enrollment?

Best,

Cameron

Cameron Jack, Ph.D.
Lecturer and Distance Education Coordinator
Entomology and Nematology Department
University of Florida
PO Box 110620
1881 Natural Area Drive
Gainesville, FL, 32611
cjack@ufl.edu
(352)-294-6926

SM To Jack,Cameron J Wed 3/17/2021 7:07 PM

You replied to this message on 3/18/2021 10:15 AM.

I think so, sure.

Best,
Bart

Bart Schutzman Ph.D., Lecturer,
UF Environmental Horticulture Dept.
1531 Fifield Hall, Gainesville, FL 32611-0670
352.273.4572

Original file: Program Permission.pdf

BEEKEEPING

CERTIFICATE

- Home
- Undergraduate Catalog
- Colleges and Schools
- Agricultural and Life Sciences, College of
- Beekeeping Certificate

This certificate prepares students with a foundational knowledge of honey bee biology and the craft of beekeeping. Additionally, this certificate will provide theoretical and practical learning opportunities, based on current research that encompasses the many elements of beekeeping worldwide.

ABOUT THIS PROGRAM

- **College:** Agricultural and Life Sciences
- **Credits:** 15 | Completed with minimum grades of C
- **Contact:** cjack@ufl.edu| (352) 294-6926

Certificates must contain at least 15 credits of coursework that are unique to that program out of all other certificates and minors.

Department Information

REQUIRED COURSES

Code	Title	Credits
ENY 4573	Beekeeping I	3
ENY 4574	Beekeeping II	3
ENY 4932	Honey Bee Biology	3
Approved electives		6
Total Credits		**15**

Original file: Undergraduate Beekeeping Certificate Catalog.pdf

APPROVED ELECTIVES

Code	Title	Credits
ENY 2041C	Practical Beekeeping	3
ENY 3005	Principles of Entomology	2
ENY 3005L	Principles of Entomology Lab	1
ENY 4208	Ecology and Conservation of Pollinators	3
ENY 4455C	Social Insects	3
ALS 3153	Agricultural Ecology	3
ORH 3513C	Environmental Plant Identification and Use	3

Original file: Undergraduate Beekeeping Certificate Catalog.pdf

Cover Sheet: Request 16264

MS Interdisciplinary Concentration in Domestic Animal Genomics

Info

Process	Concentration|New/Modify/Close|Grad/Interdisciplinary
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Raluca Mateescu RALUCA@UFL.EDU
Created	6/3/2021 7:56:39 PM
Updated	6/3/2021 8:09:02 PM
Description of request	Request to create a new Interdisciplinary Concentration in Domestic Animal Genomics

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Raluca Mateescu		6/3/2021
Domestic Animal Genomics-MS-Concentration_CatalogEntry.docx Interdisciplinary Concentration in Domestic Animal Genomics MS.docx BioMed approval.pdf VMS approval.pdf					6/3/2021 6/3/2021 6/3/2021 6/3/2021
College	Pending	CALS - College of Agricultural and Life Sciences			6/3/2021
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					

Original file: Cover sheet.pdf

Concentration|New for request 16264

Info

Request: MS Interdisciplinary Concentration in Domestic Animal Genomics
Description of request: Request to create a new Interdisciplinary Concentration in Domestic Animal Genomics
Submitter: Raluca Mateescu RALUCA@UFL.EDU
Created: 6/3/2021 8:05:16 PM
Form version: 2

Responses

Proposed Action Create a Concentration
Degree Level M - Master's Degree
Thesis or Non-Thesis Thesis
Concentration Name MS Interdisciplinary Concentration in Domestic Animal Genomics
Credits 9
Effective Term Earliest Available
Effective Year Earliest Available
Students 5
Percentage of Credits Available Fully Online <50%
Percentage of Credits Available Off-Campus <25%
Is this an additional (secondary) concentration? Yes
All Department/Degree/Majors Adding Concentration Animal Sciences: M.S. in Animal Sciences
Animal Sciences: M.S. in Animal Molecular and Cellular Biology

Rationale for Proposed Concentration Advances in modern genome analysis hold exciting possibilities for a transition into the new era of systems biology, which will bring together genomic, transcriptomic, proteomic and metabolomic data using state-of-the-art statistical, biological, computational, and bioinformatics tools. Capitalization of the opportunities livestock genomics offers to society will require implementation of hands-on education programs grounded in sound scientific methods coupled with deep understanding of modern animal production systems to equip a new generation of students with critically needed knowledge and skills. Developing this expertise requires mastering quantitative genetics, computational and molecular biology, and statistics. Creation of a formal Domestic Animal Genomics Interdisciplinary Concentration in the Animal Sciences Department at the University of Florida will address this critical shortage by educating masters students with the skills required to excel in technologically advanced food and agricultural industries. Moreover, creation of the concentration will fulfill one of the objectives of a funded USDA National Needs Fellowship Program grant. It is expected that up to 4 students receiving funding through this grant will be among the first students to enter the interdisciplinary concentration.
Impacts on Other Programs There will be minimal impact. Some courses listed as electives may see a slight increase in enrollment (2-3 students) per year. All departments impacted have agreed to have their courses listed for the concentration.

Original file: Submitted form version 2.pdf

From:	Rowe,Thomas C
To:	Mateescu,Raluca
Cc:	Flanegan,James B; Bloom,Linda B; Lu, J; Baker,Henry V; Kirst,Matias; McIntyre, Lauren M; Brooks,Samantha; Concannon, Patrick
Subject:	Interdisciplinary Concentration in Domestic Animal Genomics
Date:	Monday, May 24, 2021 9:48:18 AM

Dear Raluca,

I have received approval from the departments/faculty who oversee GMS6231, BCH 5413 and BCH 6415 to allow students (approximately 1-3) from your proposed concentration in Domestic Animal Genomics to enroll in their courses. We are also supportive of allowing students from the Genetics and Genomics graduate programs to participate in your concentration with the approval of the student's graduate program director and faculty mentor.

Best regards,

Tom

Thomas C. Rowe, Ph.D.
Associate Dean for Graduate Education
Director, Graduate Program in Biomedical Sciences
Pronouns: he, him, his
University of Florida College of Medicine

Office: 352-273-8601
FAX: 352-627-4591

From: Mateescu,Raluca
Sent: Tuesday, February 2, 2021 9:59 AM
To: tomrowe@ufl.edu
Subject: Interdisciplinary Concentration in Domestic Animal Genomics

Dear Dean Rowe,

A group of faculty and myself are developing an interdisciplinary graduate concentration in domestic animal genomics. Students will be required to take 9 credits (MS) or 12 credits (PhD) from a list of approved courses. The concentration will be administered by the Animal Sciences Graduate Program.

The process of approval of an interdisciplinary concentration by the Graduate Council requires agreement from participating departments. I am emailing you for two reasons. First, I think some students from Biomedical Sciences might be interested in participating in the concentration (having it on their transcripts) and I need your written approval to list your graduate program as a participating program. Of course participation is voluntary and depends on the student and his or her supervisory committee agreeing on the desirability and feasibility of doing so.

Original file: BioMed approval.pdf

Secondly, several courses taught in your department are listed as courses that can be counted for credit towards the concentration. The specific courses listed are as follows:

GMS 6231 Genomics and Bioinformatics**, 3 credits**
BCH 5413 Mammalian Molecular Biology and Genetics, 3 credits
BCH 6415 Advanced Molecular and Cell Biology, 3 credits

I anticipate that the number of students who might take one of your courses as part of their efforts to complete the interdisciplinary concentration would be between 1 and 3 per year.

If you agree to allowing your students to participate in the interdisciplinary concentration, can you please send me a letter agreeing to inclusion of the courses as part of the concentration.

One letter could suffice for approval of both actions.

Thank you for considering this.

Original file: BioMed approval.pdf

From: Pascual,David W.
To: Mateescu,Raluca
Cc: Bowden,John Alfred; HERNANDEZ,JORGE ANTONIO
Subject: Domestic Animal Genomics
Date: Friday, May 21, 2021 1:19:13 PM

Thank you for inviting the College of Veterinary Medicine (CVM) to collaborate with IFAS Animal Sciences in the proposed new interdisciplinary graduate concentration in domestic animal genomics.

After consulting with CVM's Graduate Studies Committee members, I can inform you that CVM is interested and willing to collaborate with IFAS Animal Sciences in the proposed new interdisciplinary graduate concentration in domestic animal genomics.

CVM graduate students pursuing a MS degree or PhD degree in Veterinary Medical Sciences (VMS) and with interest in participating in the new concentration will remain in their selected major (VMS).

Currently, there is one VME course that can be considered for inclusion as an elective course in the new concentration: VME 6934 Food Animal Reproduction and Health. The course coordinator is Dr. Fiona Maunsell in CVM's Department of Large Animal Clinical Sciences.

If you need more information, let me know.

David W. Pascual, PhD
Assoc. Dean

Original file: VMS approval.pdf

MS Interdisciplinary Concentration in Domestic Animal Genomics

Advances in modern genome analysis hold exciting possibilities for a transition into the new era of systems biology, which will bring together genomic, transcriptomic, proteomic and metabolomic data using state-of-the-art statistical, biological, computational, and bioinformatics tools. Capitalization of the opportunities livestock genomics offers to society will require implementation of hands-on education programs grounded in sound scientific methods coupled with deep understanding of modern animal production systems to equip a new generation of students with critically needed knowledge and skills. Developing this expertise requires mastering quantitative genetics, computational and molecular biology, and statistics. Creation of a formal Domestic Animal Genomics Interdisciplinary Concentration in the Animal Sciences Department at the University of Florida will address this critical shortage by educating masters students with the skills required to excel in technologically advanced food and agricultural industries. Moreover, creation of the concentration will fulfill one of the objectives of a funded USDA National Needs Fellowship Program grant. It is expected that up to 4 students receiving funding through this grant will be among the first students to enter the interdisciplinary concentration.

Requirements for entry

Enrollment in a doctoral program in any of the graduate programs offering the concentration. These programs are Animal Sciences, Animal Molecular and Cellular Biology, Genetics and Genomics, Biomedical Sciences, and Veterinary Medical Sciences.

Requirements for completion

Requirements for the MS concentration will include 9 credits, including 6 credits of core courses and 3 other credits from a group of elective courses. In addition to the requisite credits in the core and elective courses, it is expected that students will also successfully complete courses chosen in consultation with the supervisory committee in topics such as statistics, biochemistry, cell biology, reproduction, nutrition, and research ethics.

Core courses (9 credits)

Course Number	Title	Department	Credit hours	Term Offered	Description
ANS 6389L	Techniques in Molecular Genetics Lab	Animal Sciences	2	Spring	Laboratory molecular biology techniques used in animal genetics.
ANS 6387	Genetic Analysis of Complex Traits in Livestock	Animal Sciences	3	Spring	Fundamental principles of genetic analyses of complex traits
ANS 6932	Animal Genetics and Genomics Seminar and Research Studies	Animal Sciences	1	Spring/Fall	Animal Genetics and Genomics Seminar and Research Studies

Elective courses

ANS 6745	Introduction to Statistical Genetics, 3 credits
ANS 6932	Special topics - Statistics for Animal Genomics Data, 3 credits
GMS 6231	Genomics and Bioinformatics, 3 credits
PCB 5065	Advanced Genetics, 4 credits
BCH 5413	Mammalian Molecular Biology and Genetics, 3 credits
BCH 6415	Advanced Molecular and Cell Biology, 3 credits
BSC 6438	R for Functional Genomics, 3 credits
BSC 6459	Fundamentals of Bioinformatics, 3 credits
VME 6934	Seminar in Reproduction and Medicine, 1 credit

Interdisciplinary Concentration in Domestic Animal Genomics – MS

Advances in modern genome analysis hold exciting possibilities for a transition into the new era of systems biology, which will bring together genomic, transcriptomic, proteomic and metabolomic data using state-of-the-art statistical, biological, computational, and bioinformatics tools. Capitalization of the opportunities livestock genomics offers to society will require implementation of hands-on education programs grounded in sound scientific methods coupled with deep understanding of modern animal production systems to equip a new generation of students with critically needed knowledge and skills. Developing this expertise requires mastering quantitative genetics, computational and molecular biology, and statistics. Creation of a formal Domestic Animal Genomics Interdisciplinary Concentration in the Animal Sciences Department at the University of Florida will address this critical shortage by educating masters students with the skills required to excel in technologically advanced food and agricultural industries. Moreover, creation of the concentration will fulfill one of the objectives of a funded USDA National Needs Fellowship Program grant. It is expected that up to 4 students receiving funding through this grant will be among the first students to enter the interdisciplinary concentration.

Participating graduate programs offering the Concentration

Animal Sciences (administrator of the program)

Animal Molecular and Cellular Biology

Genetics and Genomics

Biomedical Sciences

Requirements for entry

Graduate students enrolled in any participating graduate program at the University of Florida that offers the concentration.

Requirements for completion

Requirements for the MS concentration will include 9 credits, including 6 credits of core courses and 3 other credits from a group of elective courses. In addition to the requisite credits in the core and elective courses, it is expected that students will also successfully complete courses chosen in consultation with the supervisory committee in topics such as statistics, biochemistry, cell biology, reproduction, nutrition, and research ethics.

Core Courses

ANS 6389L	Techniques in Molecular Genetics Lab, 2 credits
ANS 6387	Genetic Analysis of Complex Traits in Livestock, 3 credits
ANS 6932	Animal Genetics and Genomics Seminar and Research Studies, 1 credit maximum

Elective Courses

ANS 6745	Introduction to Statistical Genetics, 3 credits
ANS 6932	Special topics - Statistics for Animal Genomics Data, 3 credits
GMS 6231	Genomics and Bioinformatics, 3 credits
PCB 5065	Advanced Genetics, 4 credits
BCH 5413	Mammalian Molecular Biology and Genetics, 3 credits
BCH 6415	Advanced Molecular and Cell Biology, 3 credits
BSC 6438	R for Functional Genomics, 3 credits
BSC 6459	Fundamentals of Bioinformatics, 3 credits
VME 6934	Seminar in Reproduction and Medicine, 1 credit

Cover Sheet: Request 16265

PhD Interdisciplinary Concentration in Domestic Animal Genomics

Info

Process	Concentration|New/Modify/Close|Grad/Interdisciplinary
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Raluca Mateescu RALUCA@UFL.EDU
Created	6/3/2021 8:03:06 PM
Updated	6/3/2021 8:08:41 PM
Description of request	Request to create a new Interdisciplinary Concentration in Domestic Animal Genomics.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Raluca Mateescu		6/3/2021
Domestic Animal Genomics-PhD-Concentration_CatalogEntry.docx Interdisciplinary Concentration in Domestic Animal Genomics PhD.docx BioMed approval.pdf VMS approval.pdf					6/3/2021 6/3/2021 6/3/2021 6/3/2021
College	Pending	CALS - College of Agricultural and Life Sciences			6/3/2021
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					

Original file: Cover sheet.pdf

Concentration|New for request 16265

Info

Request: PhD Interdisciplinary Concentration in Domestic Animal Genomics
Description of request: Request to create a new Interdisciplinary Concentration in Domestic Animal Genomics.
Submitter: Raluca Mateescu RALUCA@UFL.EDU
Created: 6/3/2021 7:58:43 PM
Form version: 1

Responses

Proposed Action Create a Concentration
Degree Level D - Doctoral Degree
Thesis or Non-Thesis Thesis
Concentration Name PhD Interdisciplinary Concentration in Domestic Animal Genomics
Credits 12
Effective Term Earliest Available
Effective Year Earliest Available
Students 5
Percentage of Credits Available Fully Online <50%
Percentage of Credits Available Off-Campus <25%
Is this an additional (secondary) concentration? Yes
All Department/Degree/Majors Adding Concentration Animal Sciences: PhD in Animal Sciences
Animal Sciences: PhD in Animal Molecular and Cellular Biology
Rationale for Proposed Concentration Advances in modern genome analysis hold exciting possibilities for a transition into the new era of systems biology, which will bring together genomic, transcriptomic, proteomic and metabolomic data using state-of-the-art statistical, biological, computational, and bioinformatics tools. Capitalization of the opportunities livestock genomics offers to society will require implementation of hands-on education programs grounded in sound scientific methods coupled with deep understanding of modern animal production systems to equip a new generation of students with critically needed knowledge and skills. Developing this expertise requires mastering quantitative genetics, computational and molecular biology, and statistics. Creation of a formal Domestic Animal Genomics Interdisciplinary Concentration in the Animal Sciences Department at the University of Florida will address this critical shortage by educating doctoral students with the skills required to excel in technologically advanced food and agricultural industries. Moreover, creation of the concentration will fulfill one of the objectives of a funded USDA National Needs Fellowship Program grant. It is expected that up to 4 students receiving funding through this grant will be among the first students to enter the interdisciplinary concentration.
Impacts on Other Programs There will be minimal impact. Some courses listed as electives may see a slight increase in enrollment (2-3 students) per year. All departments impacted have agreed to have their courses listed for the concentration.

Original file: Submitted form version 1.pdf

From:	Rowe,Thomas C
To:	Mateescu,Raluca
Cc:	Flanegan,James B; Bloom,Linda B; Lu, J; Baker,Henry V; Kirst,Matias; McIntyre, Lauren M; Brooks,Samantha; Concannon, Patrick
Subject:	Interdisciplinary Concentration in Domestic Animal Genomics
Date:	Monday, May 24, 2021 9:48:18 AM

Dear Raluca,

I have received approval from the departments/faculty who oversee GMS6231, BCH 5413 and BCH 6415 to allow students (approximately 1-3) from your proposed concentration in Domestic Animal Genomics to enroll in their courses. We are also supportive of allowing students from the Genetics and Genomics graduate programs to participate in your concentration with the approval of the student's graduate program director and faculty mentor.

Best regards,

Tom

Thomas C. Rowe, Ph.D.
Associate Dean for Graduate Education
Director, Graduate Program in Biomedical Sciences
Pronouns: he, him, his
University of Florida College of Medicine

Office: 352-273-8601
FAX: 352-627-4591

From: Mateescu,Raluca
Sent: Tuesday, February 2, 2021 9:59 AM
To: tomrowe@ufl.edu
Subject: Interdisciplinary Concentration in Domestic Animal Genomics

Dear Dean Rowe,

A group of faculty and myself are developing an interdisciplinary graduate concentration in domestic animal genomics. Students will be required to take 9 credits (MS) or 12 credits (PhD) from a list of approved courses. The concentration will be administered by the Animal Sciences Graduate Program.

The process of approval of an interdisciplinary concentration by the Graduate Council requires agreement from participating departments. I am emailing you for two reasons. First, I think some students from Biomedical Sciences might be interested in participating in the concentration (having it on their transcripts) and I need your written approval to list your graduate program as a participating program. Of course participation is voluntary and depends on the student and his or her supervisory committee agreeing on the desirability and feasibility of doing so.

Original file: BioMed approval.pdf

Secondly, several courses taught in your department are listed as courses that can be counted for credit towards the concentration. The specific courses listed are as follows:

GMS 6231 Genomics and Bioinformatics**, 3 credits**
BCH 5413 Mammalian Molecular Biology and Genetics, 3 credits
BCH 6415 Advanced Molecular and Cell Biology, 3 credits

I anticipate that the number of students who might take one of your courses as part of their efforts to complete the interdisciplinary concentration would be between 1 and 3 per year.

If you agree to allowing your students to participate in the interdisciplinary concentration, can you please send me a letter agreeing to inclusion of the courses as part of the concentration.

One letter could suffice for approval of both actions.

Thank you for considering this.

Original file: BioMed approval.pdf

From: Pascual,David W.
To: Mateescu,Raluca
Cc: Bowden,John Alfred; HERNANDEZ,JORGE ANTONIO
Subject: Domestic Animal Genomics
Date: Friday, May 21, 2021 1:19:13 PM

Thank you for inviting the College of Veterinary Medicine (CVM) to collaborate with IFAS Animal Sciences in the proposed new interdisciplinary graduate concentration in domestic animal genomics.

After consulting with CVM's Graduate Studies Committee members, I can inform you that CVM is interested and willing to collaborate with IFAS Animal Sciences in the proposed new interdisciplinary graduate concentration in domestic animal genomics.

CVM graduate students pursuing a MS degree or PhD degree in Veterinary Medical Sciences (VMS) and with interest in participating in the new concentration will remain in their selected major (VMS).

Currently, there is one VME course that can be considered for inclusion as an elective course in the new concentration: VME 6934 Food Animal Reproduction and Health. The course coordinator is Dr. Fiona Maunsell in CVM's Department of Large Animal Clinical Sciences.

If you need more information, let me know.

David W. Pascual, PhD
Assoc. Dean

Original file: VMS approval.pdf

PhD Interdisciplinary Concentration in Domestic Animal Genomics

Advances in modern genome analysis hold exciting possibilities for a transition into the new era of systems biology, which will bring together genomic, transcriptomic, proteomic and metabolomic data using state-of-the-art statistical, biological, computational, and bioinformatics tools. Capitalization of the opportunities livestock genomics offers to society will require implementation of hands-on education programs grounded in sound scientific methods coupled with deep understanding of modern animal production systems to equip a new generation of students with critically needed knowledge and skills. Developing this expertise requires mastering quantitative genetics, computational and molecular biology, and statistics. Creation of a formal Domestic Animal Genomics Interdisciplinary Concentration in the Animal Sciences Department at the University of Florida will address this critical shortage by educating doctoral students with the skills required to excel in technologically advanced food and agricultural industries. Moreover, creation of the concentration will fulfill one of the objectives of a funded USDA National Needs Fellowship Program grant. It is expected that up to 4 students receiving funding through this grant will be among the first students to enter the interdisciplinary concentration.

Requirements for entry

Enrollment in a doctoral program in any of the graduate programs offering the concentration. These programs are Animal Sciences, Animal Molecular and Cellular Biology, Genetics and Genomics, Biomedical Sciences, and Veterinary Medical Sciences.

Requirements for completion

Requirements for the PhD concentration will include 12 credits, including 6 credits of core courses and 6 other credits from a group of elective courses. In addition to the requisite credits in the core and elective courses, it is expected that students will also successfully complete courses chosen in consultation with the supervisory committee in topics such as statistics, biochemistry, cell biology, reproduction, nutrition, and research ethics.

Core courses (9 credits)

Course Number	Title	Department	Credit hours	Term Offered	Description
ANS 6389L	Techniques in Molecular Genetics Lab	Animal Sciences	2	Spring	Laboratory molecular biology techniques used in animal genetics.
ANS 6387	Genetic Analysis of Complex Traits in Livestock	Animal Sciences	3	Spring	Fundamental principles of genetic analyses of complex traits
ANS 6932	Animal Genetics and Genomics Seminar and Research Studies	Animal Sciences	1	Spring/Fall	Animal Genetics and Genomics Seminar and Research Studies

Elective courses

ANS 6745	Introduction to Statistical Genetics, 3 credits
ANS 6932	Special topics - Statistics for Animal Genomics Data, 3 credits
GMS 6231	Genomics and Bioinformatics, 3 credits
PCB 5065	Advanced Genetics, 4 credits
BCH 5413	Mammalian Molecular Biology and Genetics, 3 credits
BCH 6415	Advanced Molecular and Cell Biology, 3 credits
BSC 6438	R for Functional Genomics, 3 credits
BSC 6459	Fundamentals of Bioinformatics, 3 credits
VME 6934	Seminar in Reproduction and Medicine, 1 credit

Interdisciplinary Concentration in Domestic Animal Genomics – PhD

Advances in modern genome analysis hold exciting possibilities for a transition into the new era of systems biology, which will bring together genomic, transcriptomic, proteomic and metabolomic data using state-of-the-art statistical, biological, computational, and bioinformatics tools. Capitalization of the opportunities livestock genomics offers to society will require implementation of hands-on education programs grounded in sound scientific methods coupled with deep understanding of modern animal production systems to equip a new generation of students with critically needed knowledge and skills. Developing this expertise requires mastering quantitative genetics, computational and molecular biology, and statistics. Creation of a formal Domestic Animal Genomics Interdisciplinary Concentration in the Animal Sciences Department at the University of Florida will address this critical shortage by educating doctoral students with the skills required to excel in technologically advanced food and agricultural industries. Moreover, creation of the concentration will fulfill one of the objectives of a funded USDA National Needs Fellowship Program grant. It is expected that up to 4 students receiving funding through this grant will be among the first students to enter the interdisciplinary concentration.

Participating graduate programs offering the Concentration

Animal Sciences (administrator of the program)

Animal Molecular and Cellular Biology

Genetics and Genomics

Biomedical Sciences

Veterinary Medical Sciences

Requirements for entry

Graduate students enrolled in any participating graduate program at the University of Florida that offers the concentration.

Requirements for completion

Requirements for the PhD concentration will include 12 credits, including 6 credits of core courses and 6 other credits from a group of elective courses. In addition to the requisite credits in the core and elective courses, it is expected that students will also successfully complete courses chosen in consultation with the supervisory committee in topics such as statistics, biochemistry, cell biology, reproduction, nutrition, and research ethics.

Core Courses

ANS 6389L Techniques in Molecular Genetics Lab, 2 credits

ANS 6387 Genetic Analysis of Complex Traits in Livestock, 3 credits

ANS 6932 Animal Genetics and Genomics Seminar and Research Studies, 1 credit maximum

Elective Courses

ANS 6745 Introduction to Statistical Genetics, 3 credits

ANS 6932 Special topics - Statistics for Animal Genomics Data, 3 credits

GMS 6231 Genomics and Bioinformatics, 3 credits

PCB 5065 Advanced Genetics, 4 credits

BCH 5413 Mammalian Molecular Biology and Genetics, 3 credits

BCH 6415 Advanced Molecular and Cell Biology, 3 credits

BSC 6438 R for Functional Genomics, 3 credits

BSC 6459 Fundamentals of Bioinformatics, 3 credits

VME 6934 Seminar in Reproduction and Medicine, 1 credit

Cover Sheet: Request 16291

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	6/16/2021 11:27:43 AM
Updated	6/16/2021 11:49:42 AM
Description of request	We are proposing the changes to this minor to reduce the footprint from 18-19 credits to 15-16 to better align with other minors at the university. The proposed minor better prepares students for a career in the nonprofit sector.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		6/16/2021
Nonprofit minor_Current.docx Nonprofit minor_Proposed.docx					6/16/2021 6/16/2021
College	Pending	CALS - College of Agricultural and Life Sciences			6/16/2021
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Minor|Modify for request 16291

Info

Request: Change to Nonprofit Organizational Leadership minor
Description of request: We are proposing the changes to this minor to reduce the footprint from 18-19 credits to 15-16 to better align with other minors at the university. The proposed minor better prepares students for a career in the nonprofit sector.
Submitter: Kathryn Ivey kbeaty@ufl.edu
Created: 6/16/2021 11:11:05 AM
Form version: 1

Responses

Name Nonprofit Organizational Leadership
Code FYC
Effective Term Earliest Available
Effective Year Earliest Available
Proposed Changes The changes to the minor reduces the footprint from 18-19 credits to 15-16 credits and makes one course required that was optional, makes a selection between FYC4622 and FYC4426 as required now are elective options, and removes the requirement of a Practicum. MAR3023--Principles of Marketing was part of the minor from 2011-2016 and has been added back as an elective.
Pedagogical Rationale/Justification These changes make this minor more consistent with other minors at the university in terms of credits. The changes to the required courses better align with the practices within the nonprofit sector.
Impact on Other Programs There are no perceived impacts due to these changes. MAR3023--Principles of Marketing was part of the minor from 2011-2016 and has been added back as an elective. This addition returns us to previously approved set of elective courses.
Catalog Copy Yes

Original file: Submitted form version 1.pdf

NONPROFIT ORGANIZATIONAL LEADERSHIP

MINOR

The Nonprofit Organizational Leadership minor provides the knowledge and competencies to perform a variety of roles in nonprofit organizations, for-profit companies and corporations, and government agencies at the local, state, and national levels.

UNDERGRADUATE CATALOG

ABOUT THIS PROGRAM

- **College:** Agricultural and Life Sciences
- **Credits:** 18-19 | Completed with minimum grades of C and an overall 2.5 GPA for courses in the minor

The minor is open to all UF students and it must be added before a student completes 90 credits. A cumulative 2.5 GPA is necessary for admission to the minor. Students must earn a minimum grade of B in FYC 4409 to continue in the minor; this course also is a prerequisite for the internship or practicum.
The minor draws primarily from the faculty in Family, Youth and Community Sciences. Electives can be taken from the colleges of Agricultural and Life Sciences, Business, Liberal Arts and Sciences, Journalism and Communications, and Education.

REQUIRED COURSES

Code	Title	Credits
FYC 4408	Organizational Leadership for Nonprofits	3
or FYC 4428	Human Resource Management for Nonprofits	
FYC 4409	Working with Nonprofit Organizations in Community Settings	3

Code	Title	Credits
FYC 4410	Fund Raising for Community Nonprofit Organizations	3
FYC 4426	Risk Management in Nonprofit Organizations	3
or FYC 4622	Planning and Evaluating Family, Youth and Community Science Programs	
FYC 4941	Practicum in Family, Youth and Community Sciences	3
Approved elective		3-4
Total Credits		**18-19**
Course List		

APPROVED ELECTIVES

Code	Title	Credits
ACG 2021	Introduction to Financial Accounting	4
AEB 4126	Agricultural and Natural Resource Ethics	3
AEB 4424	Human Resources Management in Agribusiness	3
FYC 4114	Ethical Issues in Family, Youth and Community Sciences	3
FYC 4427	Non-Governmental Organizations	3
POS 3263	Policy, Ethics and Public Leadership	3
SDS 4410	Interpersonal Communication Skills	3
Course List		

NONPROFIT ORGANIZATIONAL LEADERSHIP

MINOR

The Nonprofit Organizational Leadership minor provides the knowledge and competencies to perform a variety of roles in nonprofit organizations, for-profit companies and corporations, and government agencies at the local, state, and national levels.

UNDERGRADUATE CATALOG

ABOUT THIS PROGRAM

- **College:** Agricultural and Life Sciences
- **Credits:** ~~18-19~~15-16 | Completed with minimum grades of C ~~and an overall 2.5 GPA~~ for courses in the minor

The minor is open to all UF students. ~~and it must be added before a student completes 90 credits. A cumulative 2.5 GPA is necessary for admission to the minor. Students must earn a minimum grade of B in FYC 4409 to continue in the minor; this course also is a prerequisite for the internship or practicum.~~
The minor draws primarily from the faculty in Family, Youth and Community Sciences. The ~~E~~electives~~s~~ can be taken from the colleges of Agricultural and Life Sciences, Business, Liberal Arts and Sciences, Journalism and Communications, and Education.

REQUIRED COURSES

Code	Title	Credits
FYC 4408	Organizational Leadership for Nonprofits	3
~~or FYC 4428~~	~~Human Resource Management for Nonprofits~~	
FYC 4428	Human Resource Management for Nonprofits	3

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Commented [IB1]: FYC4428 will now be a required course for the minor instead of optional.

Code	Title	Credits
FYC 4409	Working with Nonprofit Organizations in Community Settings	3
FYC 4410	Fund Raising for Community Nonprofit Organizations	3
~~FYC 4426~~ ~~or FYC 4622~~	~~Risk Management in Nonprofit Organizations~~ ~~Planning and Evaluating Family, Youth and Community Science Programs~~	~~3~~
~~FYC 4941~~	~~Practicum in Family, Youth and Community Sciences~~	~~3~~
Approved elective		3-4
Total Credits		~~18-19~~15-16
Course List		

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Commented [IB2]: Both FYC4426 and FYC4622 have been moved to the elective option and no longer required.

Commented [IB3]: Faculty and department have removed these courses as required.

APPROVED ELECTIVES

Code	Title	Credits
ACG 2021	Introduction to Financial Accounting	4
AEB 4126	Agricultural and Natural Resource Ethics	3
AEB 4424	Human Resources Management in Agribusiness	3
FYC 4114	Ethical Issues in Family, Youth and Community Sciences	3
FYC4426	Risk Management for Nonprofits	3
FYC 4427	Non-Governmental Organizations	3
FYC4622	Planning and Evaluation of FYCS Programs	3
MAR3023	Principles of Marketing	4

Formatted Table

Code	Title	Credits
POS 3263	Policy, Ethics and Public Leadership	3
SDS 4410	Interpersonal Communication Skills	3
Course List		

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Cover Sheet: Request 12897

FAS6xxx Spatial Sciences for Marine Environmental Characterization

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jennifer Vogel alpha32605@ufl.edu
Created	8/2/2018 11:28:37 AM
Updated	6/25/2021 3:06:19 PM
Description of request	Create new course in Fisheries & Aquatic Sciences

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Forest Resources and Conservation 60460000	William Lindberg		8/6/2018
No document changes					
College	Recycled	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	CALS CC recommended that this course be recycled at their 8/17/18 meeting. Comments have been sent to the submitter.	9/21/2018
No document changes					
Department	Approved	CALS - Forest Resources and Conservation 60460000	Terrell Baker III		2/7/2019
No document changes					
College	Recycled	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Corrections have not been made that were requested by the CALS CC back in September.	2/7/2019
No document changes					
Department	Approved	CALS - Forest Resources and Conservation 60460000	Terrell Baker III		2/16/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			2/16/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					

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Step	Status	Group	User	Comment	Updated
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|New for request 12897

Info

Request: FAS6xxx Spatial Sciences for Marine Environmental Characterization
Description of request: Create new course in Fisheries & Aquatic Sciences
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 2/16/2021 1:29:01 PM
Form version: 5

Responses

Recommended Prefix FAS
Course Level 5
Number xxx
Category of Instruction Joint (Ugrad/Grad)
Lab Code None
Course Title Spatial Sciences for Marine Environmental Characterization
Transcript Title Marine Spatial Scienc
Degree Type Graduate

Delivery Method(s) On-Campus
Co-Listing Yes
Co-Listing Explanation Graduate students will be asked to prepare and give a lecture on the different classifiers and species distribution models that can be used in habitat mapping. This includes two formative assignments worth 10% each. Their summative presentation will be worth an additional10% of their final grade
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 An introduction to the geospatial technologies, concepts and methods required to acquire, analyze and manage geographic data used in a context of marine habitat mapping. Emphasis is given to the understanding and appreciation of maps as a mean of communication between stakeholders with different backgrounds and expertise.
Prerequisites n/a
Co-requisites n/a
Rationale and Placement in Curriculum The School of Forest Resources & Conservation hosts both Fisheries and Aquatic Sciences and Geomatics graduate programs, and this course serves both majors. The fields of cartography, remote sensing, and geographic information systems (GIS) will be reviewed, and students will be introduced to quantitative methods relevant to the study of marine geomorphology and biology and how they combine to provide a spatial representation of marine habitats. This is a relatively new, promising career field that students must be able to have experience in.

Course Objectives The overall goal of this course is to improve spatial awareness and map literacy in students. Upon successful completion of the course, students will be able to:
Undergraduate
-Identify and apply data collection techniques relevant to marine habitat mapping
-Explain the different components of marine habitats and how they can be quantified and situated in a geographic context
-Prepare different types of spatial data for their inclusion in a habitat mapping workflow
-Produce habitat maps in different contexts
Graduate

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-Identify and apply data collection techniques relevant to marine habitat mapping
-Explain the different components of marine habitats and how they can be quantified and situated in a geographic context
-Prepare different types of spatial data for their inclusion in a habitat mapping workflow
-Evaluate, critically, spatial data and mapping outcomes in given contexts
-Design a suitable habitat mapping project for a given purpose

Course Textbook(s) and/or Other Assigned Reading Recommended readings: “How to lie with maps, 3rd edition”, by Mark Monmonier. 256 p

Required readings
Brown, C.J., Smith, S.J., Lawton, P., and J.T. Anderson (2011) Benthic habitat mapping: a review of progress towards improved understanding of the spatial ecology of the seafloor using acoustic techniques. Estuarine, Coastal and Shelf Science, 92, 502-520.

Costa, B.M., Battista, T.A., and S.J. Pittman (2009) Comparative evaluation of airborne LiDAR and ship-based multibeam SoNAR bathymetry and intensity for mapping coral reef ecosystem. Remote Sensing of Environment, 113, 1082-1100.

Greene, G.H., Bizarro, J.J., Tilden, J.E., Lopez, H.L., and M.D. Erdey (2005) The benefits and pitfalls of geographic information systems in marine benthic habitat mapping. In: Wright, D.J. and A.J. Scholz (eds.) Place matters: Geospatial tools for marine science, conservation, and management in the Pacific northwest, pp. 34–46. Corvallis: Oregon State University Press.

Knudby, A., LeDrew, E., and A. Brenning (2010) Predictive mapping of reef fish species richness, diversity and biomass in Zanzibar using IKONOS imagery and machine-learning techniques. Remote Sensing of Environment, 114(6), 1230-1241.

McArthur, M.A., Brooke, B.P., Przeslawski, R., Ryan, D.A., Lucieer, V.L., Nichol, S., McCallum, A.W., Mellin, C., Cresswell, I.D., and L.C. Radke (2010) On the use of abiotic surrogates to describe marine benthic biodiversity. Estuarine, Coastal and Shelf Science, 88, 21-32.

Wilson, M.F.J., O’Connell, B., Brown, C., Guinan, J.C., and A.J. Grehan (2007) Multiscale terrain analysis of multibeam bathymetry data for habitat mapping on the continental slope. Marine Geodesy, 30, 3-35.
Weekly Schedule of Topics Week 1
9/2 (Lab) Course Introduction,
Introduction to Spatial Sciences
9/3
Introduction to Marine Habitat Mapping,
Spatial Data Characteristics, Geodatabases
Costa et al. (2009) OR
Knudby et al. (2010)
Week 2
9/9 (Lab) Introduction to GIS
9/10 Remote Sensing Summary #1
Week 3
9/16 (Lab) Quiz #1
9/17
Cartography
Brown et al. (2011) OR
McArthur et al. (2010)
Week 4
9/23 (Lab) Quiz #2
9/24 Surrogacy,
Habitat Mapping Approaches
Greene et al. (2005) OR
Wilson et al. (2007) Summary #2
Week 5
9/30 (Lab) Lab #1,

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Quiz #3
10/1
Fitness-for-use,
Geomorphometry
Summary #3
Week 6
10/7 (Lab) Lab #2,
Quiz #4
10/8 Classifiers, Species Distribution Models,
Spatial Analysis of Marine Environments
Week 7
10/14 (Lab) Lab #3,
Quiz #5
10/15 Visit of the Map Library and Field Trip
Week 8
10/21 (Lab) Project Planning Lab #4
10/22 Peer-Review, Science Communication,
Proposal Preparation
Week 9
10/28 (Lab) Proposal Preparation
10/29 Proposal Presentation Speed Talk
Week 10
11/4 (Lab) Team Work
11/5 Communicating with Maps,
Stakeholders Involvement
Week 11
11/11
(No Class)
11/12
Team Work
Week 12
11/18 (Lab) Report Part #1
11/19
Week 13
11/25
(No Class)
11/26
(No Class) Report Part #2
Week 14
12/2 (Lab) Team Work 12/3
Week15
12/9 (Lab) Project Presentation
Final
Presentation,
Final Report
Links and Policies All UF and CALS required policies are included in the syllabus

Grading Scheme Undergrad
Reading Summaries

3x5% each (15%)
Quizzes 4 best of 5 5% each (20%)
Labs 3 best of 4 5% each (15%)
Lecture n/a
2-Pages Project Proposal n/a
Lightning Talk

10%
Final Report

30%
Final Presentation

Original file: Submitted form version 5.pdf

n/a

Grad
Reading Summaries

2 best of 3x 5% each (10%)
Quizzes 4 best of 5 2.5% each (10%)
Labs 3 best of 4 5% each (15%)
Lecture 10%
2-Pages Project Proposal 10%
Lightning Talk

5%
Final Report

30%
Final Presentation

10%

Grading Scale (%)
A 93-100
A- 90-92.99
B+ 87-89.99
B 83-86.99
B- 80-82.99
C+ 77-79.99
C- 73-76.99
C 70-72.99
D+ 67-69.99
D 63-66.99
D- 60-62.99
E < 60

Instructor(s) Dr. Vincent Lecours

Original file: Submitted form version 5.pdf

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.

__x__ 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/.

__x__ 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.

__x__ 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.

__x__ 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.

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

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

Original file: CALS CC Checklist SSMEC.pdf

___x_ 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.

__x__ 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.

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

___x_ 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.

___x_ 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.

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

Certificates

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

Original file: CALS CC Checklist SSMEC.pdf

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

Department	Name and Title
Soil and Water Sciences	Matt Whiles, Chair and Professor
Phone Number	**E-mail**
3522943161	mwhiles@ufl.edu

Comments

There appears to be no overlap or conflict with any offerings in SWSD. The explicit focus on marine systems sets this apart from anything taught in SWSD.

Department	Name and Title
Phone Number	**E-mail**

Comments

Department	Name and Title
Phone Number	**E-mail**

Comments

University of Florida
FAS 6932 (4 credits)
Spatial Sciences for Marine Environmental Characterization
Fall 2020 Syllabus
Delivery Format: Online, Synchronous
Lab day: Wednesday, 1:55 PM-4:55 PM (Online OR CSE C222)
Lecture day: Thursday, 9:35 AM-11:30 AM (Online)
https://ufl.instructure.com/courses/403112

Instructor: Vincent Lecours, Ph.D.
Office: FAS Millhopper Facility, Room 12
Phone Number: (352) 273-3617
Email Address: vlecours@ufl.edu
Office Hours: By appointment
Preferred Course Communications: email

Prerequisites

There are no prerequisites for this course.

PURPOSE AND OUTCOME

Course Overview

An introduction to the geospatial technologies, concepts and methods required to acquire, analyze and manage geographic data used in a context of marine habitat mapping. Emphasis is given to the understanding and appreciation of maps as a mean of communication between stakeholders with different backgrounds and expertise.

Additional Information: The fields of cartography, remote sensing, and geographic information systems (GIS) will be reviewed, and students will be introduced to quantitative methods relevant to the study of marine geomorphology and biology and how they combine to provide a spatial representation of marine habitats.

Relation to Program Outcomes

This course provides an interdisciplinary perspective on the study of marine environments. It involves concepts from biology, ecology, geomorphology, oceanography and the spatial sciences. It is meant to bridge the Geomatics Program with the Fisheries and Aquatic Sciences Program by complementing existing courses in those programs (*e.g.*, SUR6934 – Marine Geomatics, FAS6932 – Spatial Ecology and Modeling). The course is aimed at graduate students from both programs, at students from the Department of Wildlife Ecology and Conservation, and any others with an interest in using the spatial sciences to map and study the marine environment.

Overall Course Goals

In this course, students will…

1. *Learn* about marine habitats and what defines them
2. *Improve* their spatial awareness and geographic literacy
3. *Improve* their digital literacy and fluency
4. *Cultivate* critical thinking

5. *Develop* cooperative attitude and leadership skills
6. *Develop* oral and written communication skills

Upon successful completion of the course, students will be able to (see page 10 for a full list of student learning objectives):

-*Identify and apply* data collection techniques relevant to marine habitat mapping
-*Explain* the different components of marine habitats and how they can be quantified and situated in a geographic context
-*Prepare* different types of spatial data for their inclusion in a habitat mapping workflow
-*Evaluate*, critically, spatial data and mapping outcomes in given contexts
-*Design* a suitable habitat mapping project for a given purpose

Instructional Methods

Course concepts will be introduced using real examples to demonstrate how spatial sciences can assist in answering marine sciences questions. This course has a lab and field-based components in which students will learn how to collect spatial data and to perform GIS-based marine environmental characterization. The in-class time will be focused on discussions and building skillsets like spatial critical thinking and science communication. A series of assignments and in-class tasks will provide students with the opportunity to use spatial data and maps for both interpretation and analysis.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule (subject to change)

This course plan and syllabus are subject to change in response to student and instructor needs. Any changes will be clearly communicated in advance through Canvas.

Weeks	Dates	Topics	Readings (subject to change)	Assignments
1	**9/2** (Lab)	Course Introduction, Introduction to Spatial Sciences		
	9/3	Introduction to Marine Habitat Mapping, Spatial Data Characteristics, Geodatabases	Costa *et al.* (2009), Knudby *et al.* (2010)	
2	**9/9** (Lab)	Introduction to GIS		
	9/10	Remote Sensing		Summary #1
3	**9/16** (Lab)			Quiz #1
	9/17	Cartography	Brown *et al.* (2011), McArthur *et al.* (2010)	
4	**9/23** (Lab)			Quiz #2
	9/24	Surrogacy, Habitat Mapping Approaches	Greene *et al.* (2005), Wilson *et al.* (2007)	Summary #2
5	**9/30** (Lab)			Lab #1, Quiz #3
	10/1	Fitness-for-use, Geomorphometry		Summary #3
6	**10/7** (Lab)			Lab #2, Quiz #4
	10/8	Classifiers, Species Distribution Models, Spatial Analysis of Marine Environments		Lecture
7	**10/14** (Lab)			Lab #3, Quiz #5
	10/15	Visit of the Map Library and Field Trip		
8	**10/21** (Lab)	Project Planning		Lab #4

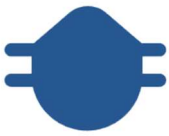
Weeks	Dates	Topics	Readings (subject to change)	Assignments
	10/22	Peer-Review, Science Communication, Proposal Preparation		
9	**10/28** (Lab)	Proposal Preparation		
	10/29	Proposal Presentation		Speed Talk, Proposal
10	**11/4** (Lab)	Team Work		
	11/5	Communicating with Maps, Stakeholders Involvement		
11	**11/11** (No Class)			
	11/12	Team Work		Peer-Review
12	**11/18** (Lab)			Report Part #1
	11/19			
13	**11/25** (No Class)			
	11/26 (No Class)			Report Part #2
14	**12/2** (Lab)	Team Work		
	12/3			
15	**12/9** (Lab)	Project Presentation		Final Presentation, Final Report

COURSE LOGISTICS

Format

In the Fall 2020, this course will be offered synchronously online. If and only if a student prefers using the required software (*e.g.*, ArcGIS) on a university computer instead of their personal device, it will be possible to hold face-to-face sessions on Wednesdays. It is the responsibility of the students to communicate with the instructor to ask for face-to-face sessions at least two days ahead of time, as the assumption will be that everything is held online. The visit of the map library and field trip will also be held virtually.

During all face-to-face activities, the following public health and safety protocols are required of all students, instructors, and teaching assistants:



Bring and wear a face mask at all times when indoors.

Wash or sanitize hands (20 sec) before and during class.

Maintain at least 6ft of distance from others.

If you feel sick or have symptoms, stay home.

Any individuals who are unable or unwilling to meet these requirements cannot participate in face-to-face activities and may be subject to progressive discipline. If you are experiencing COVID-19 symptoms please use the UF Health screening system and follow the instructions on whether you are

able to attend class. 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.

Canvas and Zoom

Students may access lectures, assignments, readings, and supporting materials through the course Canvas site as they become available.

Technology Requirements:

- A computer or mobile device with high-speed internet connection.
- A webcam, headset and/or microphone, and speakers.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser.
- Installation of proctoring software may be required and will be provided if so.

Synchronous online sessions may be recorded. By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to being recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or concerns about privacy, it is your responsibility to discuss it with your instructor.

Course Materials and Technology

Recommended readings: "How to lie with maps, 3rd edition", by Mark Monmonier. 256 p.

The course will use a variety of GIS software, including open-source software that can be downloaded on any desktop computer and laptop, and the commercial ESRI ArcGIS Desktop software. ArcGIS is available by getting a license from the UF GeoPlan Center (https://www.geoplan.ufl.edu/licensed_software.shtml), in the UF computer labs (https://labs.at.ufl.edu/; note that the labs may be reserved for classes), or remotely from the UFApps (https://info.apps.ufl.edu/).

Technical support is available through the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

ACADEMIC REQUIREMENTS AND GRADING

Assignments and Exams

- Readings will be provided throughout the semester. Students are expected to write a short summary of each reading and to contrast the readings, in preparation for class discussion. Three opportunities will be provided to write such summary; students must submit at least two summaries over the course of the semester. If a student submits more than two summaries, those with the highest grades will be counted as part of the final grade.
- In lieu of comprehensive mid-term and final exams, five quizzes will be given to assess the students' understanding of remote sensing, cartographic and GIS concepts, in addition to their ability to describe data collection and analytical techniques relevant to marine habitat mapping and explain the different components of marine habitats and how they can be quantified and situated in a geographic context. The four highest grades of the five quizzes will be counted as part of the final grade.

- This course has a lab component during which the students will apply theoretical concepts in a practical, GIS environment using real data. Four of the lab assignments will be graded, and the three highest grades of those assignments will count towards the final grade.
- Graduate students will be asked to coordinate and give a lecture on the different classifiers and species distribution models that can be used in habitat mapping. Their presentation will be worth 10% of their final grade.
- A team project will be assigned in the second half of the semester. Students will be asked to conduct a habitat mapping project in order to assess their ability to prepare different types of spatial data for their inclusion in a habitat mapping workflow, critically evaluate spatial data and mapping outcomes, and design a proper habitat mapping project. The evaluation of the project will be based on an oral (two presentations, 15% of the overall grade) and a written component (two reports, 40% of the overall grade). The final report will be submitted in sections, on which students will receive feedback and have the opportunity to get back partial grades if the feedback is integrated into the final version of the report. As part of the project proposal, students will also be asked to provide constructive review of their colleagues' work.
- All assignments will be submitted on the course website. Presentation of the assignments must be neat, logical, organized and appropriately referenced. Poor presentation will be penalized up to a maximum of 20% of the value of assignments and exams.

Grading

Requirement	**% of final grade**
Reading Summaries (2 best of 3)	5% each (10%)
Quizzes (4 best of 5)	2.5% each (10%)
Labs (3 best of 4)	5% each (15%)
Lecture	10%
2-Pages Project Proposal	10%
Lightning Talk (Individual)	5%
Final Report (Team)	30%
Final Presentation (Team)	10%

Points earned	**93-100**	**90-92**	**87-89**	**83-86**	**80-82**	**77-79**	**73-76**	**70-72**	**67-69**	**63-66**	**60-62**	**Below 60**
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	**A**	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**C-**	**D+**	**D**	**D-**	**E**	**WF**	**I**	**NG**	**S-U**
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Late Policy

Due dates are indicated in the calendar above. Any modifications to these dates will be announced by the instructor when assignments are given. A deduction of 10% will be made for each day that an assignment is late, with the first 10% being removed immediately after the due time.

Policy Related to Make-up Exams, Other Work, and Required Class Attendance

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration. For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352- 392-4357 (option 2).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to actively engage in the course throughout the semester. You must come to the online discussions (live or not) prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live discussion sessions. If you are not prepared, you may struggle to keep pace with the activities occurring in the course, and it is unlikely that you will reach the higher learning goals of the course. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

In order to facilitate the creation of a functional learning community and out of respect for the instructor and the other students, it is expected that all cell phones be either set on silent mode or turned off, except when authorized by the instructor. Please mute your microphone when not speaking. Recording devices are strictly prohibited.

Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained in this class at all times. All members of the class are expected to follow rules of common courtesy, decency, and civility in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students' Office.

Netiquette Guide for Online Courses

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions

and chats. Failure to do so may result in loss of participation points and/or referral to the Dean of Students' Office. These guidelines for online behavior and interaction are known as netiquette.

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone .
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail.

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

Opportunities for Input and Online Faculty Course Evaluation Process

Your comments are very valuable to the instructor. They will be used by the instructor to make specific improvements to the course (*e.g.*, assignments) and teaching style. The instructor will be providing opportunities throughout the semester for students to provide direct feedback on the course. However, students are encouraged to email the instructor at any time if they have concerns or comments to share with the instructor.

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

Finally, at the end of the semester, 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 Integrity

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

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

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. 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.

Inclusive Learning Environment

This course embraces the University of Florida's Non-Discrimination Policy, which reads,

> *The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.*

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website: http://multicultural.ufl.edu.

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.

SUPPORT SERVICES

Accommodations 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 within the first week of class. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor of the course to receive accommodations. Please make sure you provide this letter to the instructor by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.
0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Student Life, Wellness, and Counseling Help

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.

- The Counseling and Wellness Center (352-392-1575) offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. Online and in person assistance is available.
- U Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the U Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the website at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from the Alachua County Crisis Center (352-264-6789) http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx
- Career Connections Center http://career.ufl.edu/
- Other resources are available at http://www.distance.ufl.edu/getting-help for online students.

Do not wait until you reach a crisis to come in and talk with us. You are not alone so do not be afraid to ask for assistance.

Student Complaint Process

The School of Forest Resources & Conservation cares about your experience and we will make every effort to address course concerns. We request that all of our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered.

If you have a more urgent concern, your first point of contact should be the SFRC Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration: http://www.distance.ufl.edu/student-complaint-process.

READING LIST

Brown, C.J., Smith, S.J., Lawton, P., and J.T. Anderson (2011) Benthic habitat mapping: a review of progress towards improved understanding of the spatial ecology of the seafloor using acoustic techniques. *Estuarine, Coastal and Shelf Science*, 92, 502-520.

Costa, B.M., Battista, T.A., and S.J. Pittman (2009) Comparative evaluation of airborne LiDAR and ship-based multibeam SoNAR bathymetry and intensity for mapping coral reef ecosystem. *Remote Sensing of Environment*, 113, 1082-1100.

Greene, G.H., Bizarro, J.J., Tilden, J.E., Lopez, H.L., and M.D. Erdey (2005) The benefits and pitfalls of geographic information systems in marine benthic habitat mapping. *In*: Wright, D.J. and A.J. Scholz (eds.) *Place matters: Geospatial tools for marine science, conservation, and management in the Pacific northwest*, pp. 34–46. Corvallis: Oregon State University Press.

Knudby, A., LeDrew, E., and A. Brenning (2010) Predictive mapping of reef fish species richness, diversity and biomass in Zanzibar using IKONOS imagery and machine-learning techniques. *Remote Sensing of Environment*, 114(6), 1230-1241.

McArthur, M.A., Brooke, B.P., Przeslawski, R., Ryan, D.A., Lucieer, V.L., Nichol, S., McCallum, A.W., Mellin, C., Cresswell, I.D., and L.C. Radke (2010) On the use of abiotic surrogates to describe marine benthic biodiversity. *Estuarine, Coastal and Shelf Science*, 88, 21-32.

Wilson, M.F.J., O'Connell, B., Brown, C., Guinan, J.C., and A.J. Grehan (2007) Multiscale terrain analysis of multibeam bathymetry data for habitat mapping on the continental slope. *Marine Geodesy*, 30, 3-35.

Student Learning Outcomes

Classes	Student Learning Objectives	Course Goals					
		1	2	3	4	5	6
Lab 1	Describe spatial sciences		✓				
	Explain how maps can be used to communicate		✓				
	Compare different mapping outcomes		✓				
	Identify sources of differences in mapping outcomes		✓				
Lecture 1	Define habitats and marine habitat mapping	✓					
	Explain the different components of marine habitats	✓					
	Recognize different types of spatial data		✓				
Lab 2	Memorize the different components of a GIS			✓			

	Manipulate spatial data in GIS		✓	✓			
Lecture 2	Summarize and contrast two pieces of the scientific literature	✓	✓		✓		✓
	Define remote sensing		✓				
	Contrast optical and acoustic remote sensing		✓				
	Define wavelength, frequency, and wave velocity		✓				
	Explain the electromagnetic spectrum and its relevance to habitat mapping	✓	✓				
	Contrast different types of sensors and platforms		✓				
	Describe data collection techniques relevant to marine habitat mapping	✓	✓				
Lab 3	Locate satellite imagery and bathymetric data		✓	✓			
	Manipulate satellite imagery and bathymetric data		✓	✓			
Lecture 3	Summarize and contrast two pieces of the scientific literature	✓	✓		✓		✓
	Recognize different types of maps		✓				
	Memorize different cartographic concepts, norms, and conventions		✓				
	Explain geographic reference systems and map projections		✓				
Lab 4	Prepare different types of spatial data for their inclusion in a habitat mapping workflow	✓	✓	✓			
	Design different types of maps		✓	✓			
Lecture 4	Summarize and contrast two pieces of the scientific literature	✓	✓		✓		✓
	Define surrogacy	✓					
	Recognize potential surrogates of species/habitat distributions	✓					
	Contrast the different approaches to habitat mapping	✓					
Lab 5	Locate different types of data for habitat mapping	✓	✓	✓			
	Apply unsupervised and supervised approaches to habitat mapping	✓	✓	✓			
Lecture 5	Summarize and contrast two pieces of the scientific literature	✓	✓		✓		✓
	Describe issues of data quality relevant to habitat mapping	✓	✓				
	Describe the concept of fitness-for-use	✓	✓		✓		
	Explain what is geomorphometry and its relevance for marine habitat mapping	✓	✓				
Lab 6	Locate bathymetric data			✓			
	Manipulate bathymetric data to derive a suite of terrain attributes		✓	✓			
	Apply an unsupervised approach to habitat characterization		✓	✓			
	Design a multi-paneled map		✓	✓			
Lecture 6	Summarize and contrast two pieces of the scientific literature	✓	✓		✓		✓
	Summarize different unsupervised and supervised approaches to habitat mapping		✓		✓	✓	✓
	Contrast different types of additional spatial analyses that can be performed from habitat maps (*e.g.*, seascape analyses, hotspot analyses, connectivity analyses)	✓	✓				
Lab 7	Evaluate different types of additional spatial analyses that can be performed from habitat maps	✓	✓	✓	✓		
Lab 8	Locate existing spatial data and their associated metadata	✓	✓	✓			
	Evaluate, critically, spatial data for a given context	✓	✓		✓		
Lecture 8	Design a suitable habitat mapping project for a given purpose	✓	✓		✓		✓
Lab 9	Design a suitable habitat mapping project for a given purpose	✓	✓		✓		✓

	Design a locational map with environmental data		✓	✓			
Lecture 9	Critique (peer-review) other students' research idea				✓		✓
	Defend a project idea on paper	✓	✓				✓
	Defend a project idea orally and efficiently (speed talk)						✓
Lab 10-14	Cooperate to complete a habitat mapping project	✓	✓	✓		✓	
	Coordinate a team to complete a habitat mapping project	✓	✓	✓		✓	
	Design habitat maps	✓	✓	✓		✓	
	Assemble a scientific article	✓	✓	✓		✓	✓
Lectures 10-14	Cooperate to complete a habitat mapping project	✓	✓	✓		✓	
	Coordinate a team to complete a habitat mapping project	✓	✓	✓		✓	
	Design habitat maps	✓	✓	✓		✓	
	Assemble a scientific article	✓	✓	✓		✓	✓
Lab 15	Cooperate to complete a habitat mapping project	✓	✓	✓		✓	
	Coordinate a team to complete a habitat mapping project	✓	✓	✓		✓	
Lecture 15	Defend a habitat mapping project orally						✓
	Defend a habitat mapping project on paper						✓

University of Florida
FAS 4932 (4 credits)
Spatial Sciences for Marine Environmental Characterization
Fall 2020 Syllabus
Delivery Format: Online, Synchronous
Lab day: Wednesday, 1:55 PM-4:55 PM (Online OR CSE C222)
Lecture day: Thursday, 9:35 AM-11:30 AM (Online)
https://ufl.instructure.com/courses/403112

Instructor: Vincent Lecours, Ph.D.
Office: FAS Millhopper Facility, Room 12
Phone Number: (352) 273-3617
Email Address: vlecours@ufl.edu
Office Hours: By appointment
Preferred Course Communications: email

Prerequisites

There are no prerequisites for this course.

PURPOSE AND OUTCOME

Course Overview

An introduction to the geospatial technologies, concepts and methods required to acquire, analyze and manage geographic data used in a context of marine habitat mapping. Emphasis is given to the understanding and appreciation of maps as a mean of communication between stakeholders with different backgrounds and expertise.

Additional Information: The fields of cartography, remote sensing, and geographic information systems (GIS) will be reviewed, and students will be introduced to quantitative methods relevant to the study of marine geomorphology and biology and how they combine to provide a spatial representation of marine habitats.

Relation to Program Outcomes

This course provides an interdisciplinary perspective on the study of marine environments. It involves concepts from biology, ecology, geomorphology, oceanography and the spatial sciences. It is meant to bridge the Geomatics Program with the Fisheries and Aquatic Sciences Program by complementing existing courses in those programs (*e.g.*, SUR4934 – Marine Geomatics). The course is aimed at upper-level undergraduate students from both programs, at students from the Department of Wildlife Ecology and Conservation, and any others with an interest in using the spatial sciences to map and study the marine environment.

Overall Course Goals

In this course, students will…

1. *Learn* about marine habitats and what defines them
2. *Improve* their spatial awareness and geographic literacy
3. *Improve* their digital literacy and fluency
4. *Cultivate* critical thinking
5. *Develop* cooperative attitude
6. *Develop* oral and written communication skills

Upon successful completion of the course, students will be able to (see page 11 for a full list of student learning objectives):

-*Identify* and *apply* data collection techniques relevant to marine habitat mapping
-*Explain* the different components of marine habitats and how they can be quantified and situated in a geographic context
-*Prepare* different types of spatial data for their inclusion in a habitat mapping workflow
-*Produce* habitat maps in different contexts

Instructional Methods

Course concepts will be introduced using real examples to demonstrate how spatial sciences can assist in answering marine sciences questions. This course has a lab and field-based components in which students will learn how to collect spatial data and to perform GIS-based marine environmental characterization. The in-class time will be focused on discussions and building skillsets like spatial critical thinking and science communication. A series of assignments and in-class tasks will provide students with the opportunity to use spatial data and maps for both interpretation and analysis.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule (subject to change)

This course plan and syllabus are subject to change in response to student and instructor needs. Any changes will be clearly communicated in advance through Canvas.

Weeks	Dates	Topics	Readings (subject to change)	Assignments
1	**9/2** (Lab)	Course Introduction, Introduction to Spatial Sciences		
	9/3	Introduction to Marine Habitat Mapping, Spatial Data Characteristics, Geodatabases	Costa *et al.* (2009) OR Knudby *et al.* (2010)	
2	**9/9** (Lab)	Introduction to GIS		
	9/10	Remote Sensing		Summary #1
3	**9/16** (Lab)			Quiz #1
	9/17	Cartography	Brown *et al.* (2011) OR McArthur *et al.* (2010)	
4	**9/23** (Lab)			Quiz #2
	9/24	Surrogacy, Habitat Mapping Approaches	Greene *et al.* (2005) OR Wilson *et al.* (2007)	Summary #2

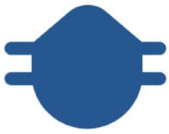
Weeks	Dates	Topics	Readings (subject to change)	Assignments
5	**9/30** (Lab)			Lab #1, Quiz #3
	10/1	Fitness-for-use, Geomorphometry		Summary #3
6	**10/7** (Lab)			Lab #2, Quiz #4
	10/8	Classifiers, Species Distribution Models, Spatial Analysis of Marine Environments		
7	**10/14** (Lab)			Lab #3, Quiz #5
	10/15	Visit of the Map Library and Field Trip		
8	**10/21** (Lab)	Project Planning		Lab #4
	10/22	Peer-Review, Science Communication, Proposal Preparation		
9	**10/28** (Lab)	Proposal Preparation		
	10/29	Proposal Presentation		Speed Talk
10	**11/4** (Lab)	Team Work		
	11/5	Communicating with Maps, Stakeholders Involvement		
11	**11/11** (No Class)			
	11/12	Team Work		
12	**11/18** (Lab)			Report Part #1
	11/19			
13	**11/25** (No Class)			
	11/26 (No Class)			Report Part #2
14	**12/2** (Lab)	Team Work		
	12/3			
15	**12/9** (Lab)	Project Presentation		Final Presentation, Final Report

COURSE LOGISTICS

Format

In the Fall 2020, this course will be offered synchronously online. If and only if a student prefers using the required software (*e.g.*, ArcGIS) on a university computer instead of their personal device, it will be possible to hold face-to-face sessions on Wednesdays. It is the responsibility of the students to communicate with the instructor to ask for face-to-face sessions at least two days ahead of time, as the assumption will be that everything is held online. The visit of the map library and field trip will also be held virtually.

During all face-to-face activities, the following public health and safety protocols are required of all students, instructors, and teaching assistants:



Bring and wear a face mask at all times when indoors.

Wash or sanitize hands (20 sec) before and during class.

Maintain at least 6ft of distance from others.

If you feel sick or have symptoms, stay home.

Any individuals who are unable or unwilling to meet these requirements cannot participate in face-to-face activities and may be subject to progressive discipline. If you are experiencing COVID-19 symptoms please use the UF Health screening system and follow the instructions on whether you are able to attend class. 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.

Canvas and Zoom

Students may access lectures, assignments, readings, and supporting materials through the course Canvas site as they become available.

Technology Requirements:

- A computer or mobile device with high-speed internet connection.
- A webcam, headset and/or microphone, and speakers.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser.
- Installation of proctoring software may be required and will be provided if so.

Synchronous online sessions may be recorded. By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to being recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or concerns about privacy, it is your responsibility to discuss it with your instructor.

Course Materials and Technology

Recommended readings: "How to lie with maps, 3rd edition", by Mark Monmonier. 256 p.

The course will use a variety of GIS software, including open-source software that can be downloaded on any desktop computer and laptop, and the commercial ESRI ArcGIS Desktop software. ArcGIS is available by getting a license from the UF GeoPlan Center (https://www.geoplan.ufl.edu/licensed_software.shtml), in the UF computer labs (https://labs.at.ufl.edu/; note that the labs may be reserved for classes), or remotely from the UFApps (https://info.apps.ufl.edu/).

Technical support is available through the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

ACADEMIC REQUIREMENTS AND GRADING

Assignments and Exams

- Readings will be provided throughout the semester. Students are expected to write a short summary of their assigned readings in preparation for class discussion. Three opportunities will be provided to write such summary; students must submit at least two summaries over the course of the semester. If a student submits more than two summaries, those with the highest grades will be counted as part of the final grade.
- In lieu of comprehensive mid-term and final exams, five quizzes will be given to assess the students' understanding of remote sensing, cartographic and GIS concepts, in addition to their ability to describe data collection and analytical techniques relevant to marine habitat mapping and explain the different components of marine habitats and how they can be quantified and situated in a geographic context. The four highest grades of the five quizzes will be counted as part of the final grade.
- This course has a lab component during which the students will apply theoretical concepts in a practical, GIS environment using real data. Four of the lab assignments will be graded, and the three highest grades of those assignments will count towards the final grade.
- A team project will be assigned in the second half of the semester. Students will be asked to propose a habitat mapping project of their choice, which has to include the production of habitat maps using different approaches seen in class, in addition to at least one spatial analysis. The proposals will be peer-reviewed (double-blind) and students will select two or three projects among those proposed to be completed in multidisciplinary teams. The maps that will be produced will be used to assess their ability to prepare different types of spatial data for their inclusion in a habitat mapping workflow. The evaluation of the project will be based on an oral (two presentations, 25% of the overall grade) and a written component (one report, 30% of the overall grade). The final report will be submitted in sections, on which students will receive feedback and have the opportunity to get back partial grades if the feedback is integrated into the final version of the report.
- All assignments will be submitted on the course website. Presentation of the assignments must be neat, logical, organized and appropriately referenced. Poor presentation will be penalized up to a maximum of 20% of the value of assignments and exams.

Grading

Requirement	% of final grade
Reading Summaries (2 best of 3)	5% each (10%)
Quizzes (4 best of 5)	5% each (20%)
Labs (3 best of 4)	5% each (15%)

Lightning Talk (Individual)	10%
Final Report (Team)	30%
Final Presentation (Team)	15%

Points earned	**93-100**	**90-92**	**87-89**	**83-86**	**80-82**	**77-79**	**73-76**	**70-72**	**67-69**	**63-66**	**60-62**	**Below 60**
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	**A**	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**C-**	**D+**	**D**	**D-**	**E**	**WF**	**I**	**NG**	**S-U**
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Late Policy

Due dates are indicated in the calendar above. Any modifications to these dates will be announced by the instructor when assignments are given. A deduction of 10% will be made for each day that an assignment is late, with the first 10% being removed immediately after the due time.

Policy Related to Make-up Exams, Other Work, and Required Class Attendance

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration. For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352- 392-4357 (option 2).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to actively engage in the course throughout the semester. You must come to the online discussions (live or not) prepared by completing all out-of-class assignments. This

preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live discussion sessions. If you are not prepared, you may struggle to keep pace with the activities occurring in the course, and it is unlikely that you will reach the higher learning goals of the course. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

In order to facilitate the creation of a functional learning community and out of respect for the instructor and the other students, it is expected that all cell phones be either set on silent mode or turned off, except when authorized by the instructor. Please mute your microphone when not speaking. Recording devices are strictly prohibited.

Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained in this class at all times. All members of the class are expected to follow rules of common courtesy, decency, and civility in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students' Office.

Netiquette Guide for Online Courses

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Failure to do so may result in loss of participation points and/or referral to the Dean of Students' Office. These guidelines for online behavior and interaction are known as netiquette.

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone .
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail.

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all."
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

Opportunities for Input and Online Faculty Course Evaluation Process

Your comments are very valuable to the instructor. They will be used by the instructor to make specific improvements to the course (*e.g.*, assignments) and teaching style. The instructor will be providing opportunities throughout the semester for students to provide direct feedback on the course. However, students are encouraged to email the instructor at any time if they have concerns or comments to share with the instructor.

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

Finally, at the end of the semester, 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 Integrity

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

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

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. 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.

Inclusive Learning Environment

This course embraces the University of Florida's Non-Discrimination Policy, which reads,

> *The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.*

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website: http://multicultural.ufl.edu.

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.

SUPPORT SERVICES

Accommodations 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 within the first week of class. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor of the course to receive accommodations. Please make sure you provide this letter to the instructor by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.
0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Student Life, Wellness, and Counseling Help

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.

- The Counseling and Wellness Center (352-392-1575) offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. Online and in person assistance is available.
- U Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the U Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the website at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from the Alachua County Crisis Center (352-264-6789) http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx
- Career Connections Center http://career.ufl.edu/
- Other resources are available at http://www.distance.ufl.edu/getting-help for online students.

Do not wait until you reach a crisis to come in and talk with us. You are not alone so do not be afraid to ask for assistance.

Student Complaint Process

The School of Forest Resources & Conservation cares about your experience and we will make every effort to address course concerns. We request that all of our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered.

If you have a more urgent concern, your first point of contact should be the SFRC Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration: http://www.distance.ufl.edu/student-complaint-process.

READING LIST

Brown, C.J., Smith, S.J., Lawton, P., and J.T. Anderson (2011) Benthic habitat mapping: a review of progress towards improved understanding of the spatial ecology of the seafloor using acoustic techniques. *Estuarine, Coastal and Shelf Science*, 92, 502-520.

Costa, B.M., Battista, T.A., and S.J. Pittman (2009) Comparative evaluation of airborne LiDAR and ship-based multibeam SoNAR bathymetry and intensity for mapping coral reef ecosystem. *Remote Sensing of Environment*, 113, 1082-1100.

Greene, G.H., Bizarro, J.J., Tilden, J.E., Lopez, H.L., and M.D. Erdey (2005) The benefits and pitfalls of geographic information systems in marine benthic habitat mapping. *In*: Wright, D.J. and A.J. Scholz (eds.) *Place matters: Geospatial tools for marine science, conservation, and management in the Pacific northwest*, pp. 34–46. Corvallis: Oregon State University Press.

Knudby, A., LeDrew, E., and A. Brenning (2010) Predictive mapping of reef fish species richness, diversity and biomass in Zanzibar using IKONOS imagery and machine-learning techniques. *Remote Sensing of Environment*, 114(6), 1230-1241.

McArthur, M.A., Brooke, B.P., Przeslawski, R., Ryan, D.A., Lucieer, V.L., Nichol, S., McCallum, A.W., Mellin, C., Cresswell, I.D., and L.C. Radke (2010) On the use of abiotic surrogates to describe marine benthic biodiversity. *Estuarine, Coastal and Shelf Science*, 88, 21-32.

Wilson, M.F.J., O'Connell, B., Brown, C., Guinan, J.C., and A.J. Grehan (2007) Multiscale terrain analysis of multibeam bathymetry data for habitat mapping on the continental slope. *Marine Geodesy*, 30, 3-35.

Student Learning Outcomes

Classes	Student Learning Objectives	Course Goals					
		1	2	3	4	5	6
Lab 1	Describe spatial sciences		✓				
	Explain how maps can be used to communicate		✓				
	Compare different mapping outcomes		✓				
	Identify sources of differences in mapping outcomes		✓				
Lecture 1	Define habitats and marine habitat mapping	✓					
	Explain the different components of marine habitats	✓					
	Recognize different types of spatial data		✓				
Lab 2	Memorize the different components of a GIS			✓			
	Manipulate spatial data in GIS		✓	✓			
Lecture 2	Summarize a piece of the scientific literature	✓	✓		✓		✓
	Define remote sensing		✓				

	Contrast optical and acoustic remote sensing		✓				
	Define wavelength, frequency, and wave velocity		✓				
	Explain the electromagnetic spectrum and its relevance to habitat mapping	✓	✓				
	Contrast different types of sensors and platforms		✓				
	Describe data collection techniques relevant to marine habitat mapping	✓	✓				
Lab 3	Locate satellite imagery and bathymetric data		✓	✓			
	Manipulate satellite imagery and bathymetric data		✓	✓			
Lecture 3	Summarize a piece of the scientific literature	✓	✓		✓		✓
	Recognize different types of maps		✓				
	Memorize different cartographic concepts, norms, and conventions		✓				
	Explain geographic reference systems and map projections		✓				
Lab 4	Prepare different types of spatial data for their inclusion in a habitat mapping workflow	✓	✓	✓			
	Design different types of maps		✓	✓			
Lecture 4	Summarize a piece of the scientific literature	✓	✓		✓		✓
	Define surrogacy	✓					
	Recognize potential surrogates of species/habitat distributions	✓					
	Contrast the different approaches to habitat mapping	✓					
Lab 5	Locate different types of data for habitat mapping	✓	✓	✓			
	Apply unsupervised and supervised approaches to habitat mapping	✓	✓	✓			
Lecture 5	Summarize a piece of the scientific literature	✓	✓		✓		✓
	Describe issues of data quality relevant to habitat mapping	✓	✓				
	Describe the concept of fitness-for-use	✓	✓		✓		
	Explain what is geomorphometry and its relevance for marine habitat mapping	✓	✓				
Lab 6	Locate bathymetric data			✓			
	Manipulate bathymetric data to derive a suite of terrain attributes		✓	✓			
	Apply an unsupervised approach to habitat characterization		✓	✓			
	Design a multi-paneled map		✓	✓			
Lecture 6	Summarize a piece of the scientific literature	✓	✓		✓		✓
	Remember different unsupervised and supervised approaches to habitat mapping		✓		✓	✓	✓
	Contrast different types of additional spatial analyses that can be performed from habitat maps (*e.g.*, seascape analyses, hotspot analyses, connectivity analyses)	✓	✓				
Lab 7	Evaluate different types of additional spatial analyses that can be performed from habitat maps	✓	✓	✓	✓		
Lab 8	Locate existing spatial data and their associated metadata	✓	✓	✓			
	Evaluate, critically, spatial data for a given context	✓	✓		✓		
Lecture 8	Design a suitable habitat mapping project for a given purpose	✓	✓		✓		✓
Lab 9	Design a suitable habitat mapping project for a given purpose	✓	✓		✓		✓

	Design a locational map with environmental data		✓	✓			
	Defend a project idea orally and efficiently (speed talk)						✓
Labs 10-14	Cooperate to complete a habitat mapping project	✓	✓	✓		✓	
	Design habitat maps	✓	✓	✓		✓	
	Assemble a scientific article	✓	✓	✓		✓	✓
Lectures 10-14	Cooperate to complete a habitat mapping project	✓	✓	✓		✓	
	Design habitat maps	✓	✓	✓		✓	
	Assemble a scientific article	✓	✓	✓		✓	✓
Lab 15	Defend a habitat mapping project orally						✓
	Defend a habitat mapping project on paper						✓

Cover Sheet: Request 12896

FASxxxx Invasion Ecology of Aquatic Animals

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jennifer Vogel alpha32605@ufl.edu
Created	8/2/2018 11:16:49 AM
Updated	6/11/2021 8:19:35 AM
Description of request	Create new undergraduate / graduate co-taught course in Fisheries and Aquatic Sciences

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Forest Resources and Conservation 60460000	William Lindberg		8/6/2018
No document changes					
College	Recycled	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	CALS CC recommended this be recycled at their 8/17/18 meeting. Comments have been sent to the submitter.	9/21/2018
No document changes					
Department	Approved	CALS - Forest Resources and Conservation 60460000	Terrell Baker III		2/7/2019
No document changes					
College	Recycled	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Corrections by the CALS CC have not been made which were requested back in September and thus it is being recycled to the department pending those corrections.	2/7/2019
No document changes					
Department	Approved	CALS - Forest Resources and Conservation 60460000	Terrell Baker III		2/16/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			2/16/2021
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					

Original file: Cover sheet.pdf

Step	Status	Group	User	Comment	Updated
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					

Original file: Cover sheet.pdf

Course|New for request 12896

Info

Request: FASxxxx Invasion Ecology of Aquatic Animals
Description of request: Create new undergraduate / graduate co-taught course in Fisheries and Aquatic Sciences
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 5/28/2021 9:20:11 AM
Form version: 4

Responses

Recommended Prefix FAS
Course Level 6
Number xxx
Category of Instruction Joint (Ugrad/Grad)
Lab Code None
Course Title Invasion Ecology of Aquatic Animals
Transcript Title Invasion Ecol Aquatic
Degree Type Graduate

Delivery Method(s) Online
Co-Listing Yes
Co-Listing Explanation Graduate students have an additional summative end of course assignment. They have two options for this assignment—(1)a topic review or (2) a paper based on the analysis of a data set. Topics or data sets must be approved by the instructor. (Option 1) The student will choose an ecological topic pertinent to invasion ecology (e.g., relation of community diversity and invasibility) and write a detailed literature review of the subject. (Option 2) The student will provide a data set pertinent to invasion ecology, analyze the data, and write a short, data-based paper. This project will provide experience in finding and obtaining literature, assimilating and synthesizing technical information, and producing a detailed, written product. The deliverables for this assignment are worth 20% of the final grade.
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 A comprehensive overview of invasion ecology, highlighting aspects related to aquatic animals, including ecological concepts and debates underlying this developing field; biology and life history of nonnative aquatic animals, including characteristics of successful invaders; risk analysis methodology; and the conservation and regulatory implications of nonnative aquatic species.
Prerequisites n/a
Co-requisites n/a
Rationale and Placement in Curriculum Students intending to successfully obtain careers in fisheries and aquatic ecology sciences must be equipped with an understanding of real-world issues with invasive species and how to assess, manage, conserve aquatic ecosystems with potential or actual invasives. This course provides experience with these critical topics.
Course Objectives At the end of this course, each student will be able to:
•explain the concepts associated with aquatic species invasions
•apply basic risk assessment methodology
•critically evaluate literature and arguments, especially when faced with uncertainty and scientific disagreement
•effectively communicate orally and in scientific writing

Original file: Submitted form version 4.pdf

•discuss the complex relationship between science, management, and regulation of invasive aquatic species

Course Textbook(s) and/or Other Assigned Reading There is no required textbook for the course.

Required readings will be provided in Canvas and will include papers listed under “Readings” below which must be read by about the date specified below as they will be discussed in class and participation is expected.

Additional References

- Davis, M.A. 2009. Invasion Biology. Oxford University Press.
- Elton, C.E. 1958. The Ecology of Invasions by Animals and Plants. Revised edition (2000). The University of Chicago Press.
- Lockwood, J.L., M.F. Hoopes, and M.P. Marchetti. 2007. Invasion Ecology. Blackwell Publishing.
- Williamson, M. 1996. Biological Invasions. Chapman & Hall.

Readings

Colautti, R.I., and H.J. MacIsaac. 2004. A neutral terminology to define ‘invasive’ species. Diversity and Distributions 10: 135-141.
Beck et al. 2008. Invasive species defined in a policy context: recommendations from the federal Invasive Species Advisory Committee. Invasive Plant Science and Management 1:414-421.
Hill, J.E. 2008. Non-native species in aquaculture: terminology, potential impacts, and the invasion process. USDA-Southern Regional Aquaculture Center Publication No. 4303.
Velleger et al. 2011. Homogenization patterns of the world’s freshwater fish faunas. Proceedings of the National Academy of Sciences 108:18003–18008.
Fitzgerald, D.B., M. Tobler, and K.O. Winemiller. 2016. From richer to poorer: successful invasion by freshwater fishes depends on species richness of donor and recipient basins. Global Change Biology 22:2440-2450.
Hill, J.E. 2008. Non-native species in aquaculture: terminology, potential impacts, and the invasion process. USDA-Southern Regional Aquaculture Center Publication No. 4303.
Catford et al. 2009. Reducing redundancy in invasion ecology by integrating hypotheses into a single theoretical framework. Diversity and Distributions 15:22-40.
Blackburn et al. 2011. A proposed unified framework for biological invasions. Trends in Ecology and Evolution 26:333-339.
Gozlan, R.E. 2008. Introduction of non-native freshwater fish: is it all bad? Fish and Fisheries 9: 106-115.
Vitule, J.R., C.A. Freire, and D. Simberloff. 2009. Introduction of non-native freshwater fish can certainly be bad. Fish and Fisheries 10: 98-108.
Courtenay, Jr., W.R. 1997. Nonindigenous fishes. Pages 109-122 in D.S. Simberloff, D.C. Schmitz, and T.C. Brown, editors. Strangers in Paradise, Island Press.
Shafland, P.L. 1996. Exotic fish assessments: an alternative view. Reviews in Fisheries Science 4:123-132.
Trexler, J.C., W.F. Loftus, F. Jordan, J.J. Lorenz, J.H. Chick, and R.M. Kobza. 2000. Empirical assessment of fish introductions in a subtropical wetland: an evaluation of contrasting views. Biological Invasions 2:265-277.
Schofield, P.J., and W.F. Loftus. 2015. Non-native fishes in Florida freshwaters: a literature review and synthesis. Reviews in Fish Biology and Fisheries 25:117-145.
Pimentel, D., R. Zuniga, and D. Morrison. 2005. Update on the environmental and economic costs associated with alien-invasive species in the United States. Ecological Economics 52: 273-288.
Blackburn et al. 2014. A unified classification of alien species based on the magnitude of their environmental impacts. PLoS Biology 12(5):e1001850.
Hill, J.E. 2002. Exotic fishes in Florida. LakeLines, North American Lake Management Society 22(1):39-43.
Shafland et al. 2008. Florida’s exotic freshwater fishes—2007. Florida Scientist 71:220-245.
Hill, J.E. 2009. Risk analysis for non-native species in aquaculture. USDA-Southern Regional Aquaculture Center Publication No. 4304.
Copp, G.H. 2013. The Fish Invasiveness Screening Kit (FISK) for non-native freshwater fishes—a summary of current applications. Risk Analysis 33:1394-1396.
Roy et al. 2017. Developing a framework of minimum standards for the risk assessment of alien species. Journal of Applied Ecology. DOI: 10.1111/1365-2664.13025.
Hardin, S., and J.E. Hill. 2012. Risk analysis of Barramundi Perch Lates calcarifer aquaculture in Florida. North American Journal of Fisheries Management 32:577-585.
Hill, J.E., and K.M. Lawson. 2015. Risk screening of Arapaima, a new species proposed for

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aquaculture in Florida. North American Journal of Fisheries Management 35:885-894.
Neal et al. 2017. Evaluation of proposed Speckled Peacock Bass Cichla temensis introduction to Puerto Rico. North American Journal of Fisheries Management 37:1093-1106.
Vander Zanden, M.J., and J.D. Olden. 2008. A management framework for preventing the secondary spread of aquatic invasive species. Canadian Journal of Fisheries and Aquatic Sciences 65: 1512-1522.
Kolar et al. 2010. Chapter 8. Managing undesired and invading fishes. Pages 213-259 in Hubert and Quist (editors). Inland fisherymanagement in North America, 3rd ed. American Fisheries Society, Bethesda, MD.
DeRivera, C. E., G.M. Ruiz, A.H. Hines, and P. Jivoff. 2005. Biotic Resistance to Invasion: Native predator limits abundance and distribution of an introduced crab. Ecology 86 (12): 3364-3376.
Jeschke, J. 2014. General Hypotheses in Invasion Ecology. Diversity and Distributions 20:1229-1234.
Henriksson, A., J. Yu, D.A. Wardle, and G. Englund. 2015. Biotic resistance in freshwater fish communities: species richness, saturation or species identity? Oikos 124:1058-1064.
Shea, K. and P. Chesson. 2002. Community ecology theory as a framework for biological invasions. Trends in Ecology and Evolution 17: 170-176.
White et al. 2006. Biotic indirect effects: a neglected concept in invasion biology. Diversity and Distributions 12:443-455.
Zenni, R.D., and M.A. Nunez. 2013. The elephant in the room: the role of failed invasions in understanding invasion biology. Oikos 122:801-815.
Weekly Schedule of Topics 1 Introduction/Pathways of Introduction
2 Biogeography/Invasion Process
3 Stages of Invasion Process
4 Invasion Process Theory. Species Choice Due
5 Impacts
6 Impacts
7 Classic Case Studies. Species Profiles Due; Review/Data Set Topic Due.
8 Florida Case Studies/Review
9 Spring Break—No Class
10 Risk Analysis/Risk Assessment. Mid-Term Exam
11 Risk Assessment
12 Risk Assessment Case Studies
13 International, Federal, and State Management and Policy. Risk Assessment Presentation
14 Management Techniques/Case Studies
15 Ecological Theory
16 Ecological Theory/Review. Topic Reviews or Data Papers Due
Final Exam (Thursday 3-5 pm)

Links and Policies All required UF and CALS policies are included in the syllabus.
Grading Scheme 15% Species Synopsis
20% Mid-Term exam
15% Risk assessment
20% Topic review/Data Paper
20% Final exam
10% Discussion participation

Grading Scale (%)
A 94-100%;
A- 90-93.99;
B+ 86-89.99;
B 83-85.99;
B- 80-82.99;
C+ 76-79.99;
C 73-75.99;
C- 70-72.99;
D+ 66-69.99;
D 63-65.99;
D- 60-62.99;
E <60%

Instructor(s) Dr. Jeff Hill

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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.

___x_ 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/.

___x_ 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.

__x__ 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.

__x__ 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.

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

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

Original file: CALS CC Checklist_Invasion Ecology Aquatic Animals.pdf

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

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

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

__x__ 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.

___x_ 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.

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

Certificates

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

Original file: CALS CC Checklist_Invasion Ecology Aquatic Animals.pdf

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

Department	Name and Title
Wildlife Ecology and Conservation	Eric Hellgren, Professor and Chair
Phone Number	**E-mail**
846-0553	hellgren@ufl.edu

Comments

Comments from department: Jeff Hill has taught this class for years and it is good to see him seeking a permanent course number. Although there is overlap in background information of our invasive species courses, we view the courses as complementary. WEC students sometimes take this course, which is a good focus course for the Ecology Focus Area in the wildlife ecology and conservation major. We support this course for a permanent number.

Department	Name and Title
Phone Number	**E-mail**

Comments

Department	Name and Title
Phone Number	**E-mail**

Comments

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

Department	Name and Title
Large Animal Clinical Sciences	Ruth Francis-Floyd, Professor
Phone Number	**E-mail**
386-643-8904	rffloyd@ufl.edu

Comments

I have reviewed the syllabu for Invasion Ecoloy of Aquatic Animals (FAS 6932). This course complements existing curricula in aquatic animal health and conservation offered through both the College of Veterinary Medicine and the School of Forest, Fisheries and Geomatic Sciences. There is no obvious duplication of content with existing course work. Students will learn basic risk analysis skills as well as gain a better understanding of invasion ecology and species of concern in Florida. This is a great addition and students in both units will benefit from the content. I have no concerns and welcome the addition to our curriculum.

Department	Name and Title
Phone Number	**E-mail**

Comments

Department	Name and Title
Phone Number	**E-mail**

Comments

Invasion Ecology of Aquatic Animals

FAS 6932 (3 credits) Spring, 2020

Course Description

A comprehensive overview of invasion ecology, highlighting aspects related to aquatic animals, including ecological concepts and debates underlying this developing field; biology and life history of nonnative aquatic animals, including characteristics of successful invaders; risk analysis methodology; and the conservation and regulatory implications of nonnative aquatic species.

Instructor

***Jeffrey E. Hill**, Ph.D.*
jeffhill@ufl.edu

SFRC Program in Fisheries and Aquatic Sciences
UF/IFAS Tropical Aquaculture Laboratory (TAL)
1408 24th Street SE
Ruskin, FL 33570
813-671-5230 x118
Office hours: Available by email or phone; office visits available by appointment.
Note that the instructor is located about 2 hrs from main campus and will be most available for discussion in Gainesville before and after class.

Graduate Teaching Assistant

Allison Durland Donahou
adurland@ufl.edu
UF/IFAS School of Natural Resources and the Environment
Office hours: Available for meetings on campus or by email, Skype, or phone

Student Learning Outcomes

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

- explain the concepts associated with species invasions
- apply basic risk assessment methodology
- critically evaluate literature and arguments, especially when faced with uncertainty and scientific disagreement
- effectively communicate orally and in scientific writing

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- discuss the complex relationship between science, management, and regulation

Course Meeting Times

Wednesday Periods 7-9 (1:55-4:55 pm); MCCD G001 (*MCCB 3086 on 1/8, 1/22, and 2/19)

Required Readings

There is no required text for the course. Some important texts that I draw heavily upon for the course are listed as "Additional References," below. Required readings will be provided in Canvas and will include the following papers which must be read by about the date specified below as they will be discussed in class and participation is expected.

Papers	Read by:
Colautti, R.I., and H.J. MacIsaac. 2004. A neutral terminology to define 'invasive' species. Diversity and Distributions 10: 135-141. Beck et al. 2008. Invasive species defined in a policy context: recommendations from the federal Invasive Species Advisory Committee. Invasive Plant Science and Management 1:414-421. Hill, J.E. 2008. Non-native species in aquaculture: terminology, potential impacts, and the invasion process. USDA-Southern Regional Aquaculture Center Publication No. 4303.	Jan 8
Velleger et al. 2011. Homogenization patterns of the world's freshwater fish faunas. Proceedings of the National Academy of Sciences 108: 18003–18008. Fitzgerald, D.B., M. Tobler, and K.O. Winemiller. 2016. From richer to poorer: successful invasion by freshwater fishes depends on species richness of donor and recipient basins. Global Change Biology 22:2440-2450.	Jan 15
Hill, J.E. 2008. Non-native species in aquaculture: terminology, potential impacts, and the invasion process. USDA-Southern Regional Aquaculture Center Publication No. 4303. Catford et al. 2009. Reducing redundancy in invasion ecology by integrating hypotheses into a single theoretical framework. Diversity and Distributions 15:22-40. Blackburn et al. 2011. A proposed unified framework for biological invasions. Trends in Ecology and Evolution 26:333-339.	Jan 22
Gozlan, R.E. 2008. Introduction of non-native freshwater fish: is it all bad? Fish and Fisheries 9: 106-115. Vitule, J.R., C.A. Freire, and D. Simberloff. 2009. Introduction of non-native freshwater fish can certainly be bad. Fish and Fisheries 10: 98-108.	Jan 29

Courtenay, Jr., W.R. 1997. Nonindigenous fishes. Pages 109-122 in D.S. Simberloff, D.C. Schmitz, and T.C. Brown, editors. Strangers in Paradise, Island Press. Shafland, P.L. 1996. Exotic fish assessments: an alternative view. Reviews in Fisheries Science 4:123-132. Trexler, J.C., W.F. Loftus, F. Jordan, J.J. Lorenz, J.H. Chick, and R.M. Kobza. 2000. Empirical assessment of fish introductions in a subtropical wetland: an evaluation of contrasting views. Biological Invasions 2:265-277. Schofield, P.J., and W.F. Loftus. 2015. Non-native fishes in Florida freshwaters: a literature review and synthesis. Reviews in Fish Biology and Fisheries 25:117-145.	Feb 5
Pimentel, D., R. Zuniga, and D. Morrison. 2005. Update on the environmental and economic costs associated with alien-invasive species in the United States. Ecological Economics 52: 273-288. Blackburn et al. 2014. A unified classification of alien species based on the magnitude of their environmental impacts. PLoS Biology 12(5):e1001850.	Feb 12
Hill, J.E. 2002. Exotic fishes in Florida. LakeLines, North American Lake Management Society 22(1):39-43. Shafland et al. 2008. Florida's exotic freshwater fishes—2007. Florida Scientist 71:220-245.	Feb 26
Hill, J.E. 2009. Risk analysis for non-native species in aquaculture. USDA-Southern Regional Aquaculture Center Publication No. 4304. Copp, G.H. 2013. The Fish Invasiveness Screening Kit (FISK) for non-native freshwater fishes—a summary of current applications. Risk Analysis 33:1394-1396. Roy et al. 2017. Developing a framework of minimum standards for the risk assessment of alien species. Journal of Applied Ecology. DOI: 10.1111/1365-2664.13025.	March 18
Hardin, S., and J.E. Hill. 2012. Risk analysis of Barramundi Perch Lates calcarifer aquaculture in Florida. North American Journal of Fisheries Management 32:577-585. Hill, J.E., and K.M. Lawson. 2015. Risk screening of Arapaima, a new species proposed for aquaculture in Florida. North American Journal of Fisheries Management 35:885-894. Neal et al. 2017. Evaluation of proposed Speckled Peacock Bass Cichla temensis introduction to Puerto Rico. North American Journal of Fisheries Management 37:1093-1106.	March 25
Vander Zanden, M.J., and J.D. Olden. 2008. A management framework for preventing the secondary spread of aquatic invasive species. Canadian Journal of Fisheries and Aquatic Sciences 65: 1512-1522. Kolar et al. 2010. Chapter 8. Managing undesired and invading fishes. Pages 213-259 in Hubert and Quist (editors). Inland fishery	April 8

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management in North America, 3rd ed. American Fisheries Society, Bethesda, MD.	
DeRivera, C. E., G.M. Ruiz, A.H. Hines, and P. Jivoff. 2005. Biotic Resistance to Invasion: Native predator limits abundance and distribution of an introduced crab. Ecology 86 (12): 3364-3376. Jeschke, J. 2014. General Hypotheses in Invasion Ecology. Diversity and Distributions 20:1229-1234. Henriksson, A., J. Yu, D.A. Wardle, and G. Englund. 2015. Biotic resistance in freshwater fish communities: species richness, saturation or species identity? Oikos 124:1058-1064.	April 15
Shea, K. and P. Chesson. 2002. Community ecology theory as a framework for biological invasions. Trends in Ecology and Evolution 17: 170-176. White et al. 2006. Biotic indirect effects: a neglected concept in invasion biology. Diversity and Distributions 12:443-455. Zenni, R.D., and M.A. Nunez. 2013. The elephant in the room: the role of failed invasions in understanding invasion biology. Oikos 122:801-815.	April 22

Additional, supplemental readings will be provided in Canvas. These supplemental readings will be provided for each lecture topic and by invited speakers.

Class Format, Policies on Attendance and Make-up Exams

The course is a classroom-based, lecture and discussion format. For the online version, in-class lectures will be recorded each week and posted to Canvas where you can view them. No specific pre-requisites are required but the class is intended for advanced undergraduates. Given the broad scope of the field of invasion ecology, the course will cover diverse topics, each requiring a base of knowledge for the course to build upon. Students should have prior coursework in biology and have an understanding of basic ecological concepts.

Attendance records will not be maintained, but it is the responsibility of the student to maintain satisfactory progress in the course and to make up all work. Late project assignments will be penalized 10% on the first day and 5% on each subsequent day. Missed quizzes cannot be taken after the scheduled date without prior written consent of the instructor except under exceptional circumstances. Cases of serious illness, bereavement, or activities covered under the Twelve-Day Rule will be considered for make-up. Appropriate documentation must be provided in all cases.

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

Students are expected to turn off all cell phones, messaging devices, or other communications devices during class unless specifically allowed by the instructor.

Assignments

Projects **MUST** be turned into the instructor before class ends on the due date. There will be a penalty for late projects. Make prior arrangements and expect to turn projects in early if there are conflicts with the schedule.

- *Species Synopsis* – Students will choose a non-native aquatic species of relevance to Florida and write a brief species synopsis. The species may be freshwater, estuarine, or marine and must be a non-plant taxon. Species will be chosen in consultation with the course instructor to prevent student overlap. A detailed outline of the project requirements will be provided during class. In brief, students will conduct literature and internet searches to obtain information on the occurrence, life history, ecology, effects, and regulatory status of the species and write a fact sheet summarizing this information and pointing out gaps in knowledge.

- *Risk Assessment* – Students will participate in teams to conduct a risk assessment using the Federal Aquatic Nuisance Species Task Force RAM Committee Generic Analysis method or a risk screen using the Fish Invasiveness Screening Kit (FISK or related FISK-like variant) or the U.S Fish and Wildlife Service Ecological Risk Screening Summary (ERSS) on a select group from the class species synopses. Teams will provide a copy of their completed risk assessment along with a short narrative explaining their methodology and results. More detailed information and requirements will be posted in Canvas.

- *Topic Review/Data Paper*— Graduate students have two options for this assignment—(1) a topic review or (2) a paper based on the analysis of a data set. Topics or data sets must be approved by the instructor. (Option 1) The student will choose an ecological topic pertinent to invasion ecology (e.g., relation of community diversity and invasibility) and write a detailed literature review of the subject. (Option 2) The student will provide a data set pertinent to invasion ecology, analyze the data, and write a short, data-based paper. This project will provide experience in finding and obtaining literature, assimilating and synthesizing technical information, and producing a detailed, written product. More detailed instructions will be provided during class.

- *Exams* – There will be two exams (a midterm and final). These will cover all information in lectures, readings, and from invited speakers. Species profiles and risk assessments (except what is covered in lecture), and topic reviews will not be covered on exams.

In-class and Online Discussions

This course includes class discussions of the assigned readings. This forms the basis for the participation/discussion grade. For the online version of this course, face-to-face discussions

will be replaced with text-based discussion threads in Canvas. The teaching assistant will create, start, and moderate each discussion. **Students from all sections are encouraged to participate; online students are required to participate.**

- Discussions will be announced once they are created so check Canvas frequently.
- Each student is required to post a minimum of three comments and/or replies per discussion. Discussions will remain open for one week.
- Two discussion grades will be dropped.

Evaluation of Student Learning (Graduate Student)

15% Species Synopsis
20% Mid-Term exam
15% Risk assessment
20% Topic review/Data Paper
20% Final exam
10% Discussion participation

Grading Scale

A 94-100%; A- 90-93.99; B+ 86-89.99; B 83-85.99; B- 80-82.99; C+ 76-79.99; C 73-75.99; C- 70-72.99; D+ 66-69.99; D 63-65.99; D- 60-62.99; E <60%

https://catalog.ufl.edu/graduate/regulations/#text

Schedule of Class Topics

WEEK	DATE	TOPIC	ASSIGNMENTS
1	Jan 8	Introduction/Pathways of Introduction	***MCCB 3086**
2	Jan 15	Biogeography/Invasion Process	
3	Jan 22	Stages of Invasion Process	**Species Choice Due; *MCCB 3086**
4	Jan 29	Invasion Process Theory	
5	Feb 5	Impacts	
6	Feb 12	Impacts	
7	Feb 19	Classic Case Studies	**Species Profiles Due; Review/Data Set Topic Due; *MCCB 3086**
8	Feb 26	Florida Case Studies /Review	
9	Mar 4	**Spring Break—No Class**	
10	Mar 11	Risk Analysis/Risk Assessment	**Mid-Term Exam**
11	March 18	Risk Assessment	
12	March 25	Risk Assessment Case Studies	

13	April 1	Management Techniques/Case Studies	
14	April 8	International, Federal, and State Management and Policy	**Risk Assessment Presentation**
15	April 15	Ecological Theory	
16	April 22	Ecological Theory/Review	**Topic Reviews or Data Papers Due**
	April 30		**Final Exam (Thursday 12:30-2:30 pm)**

Additional References

Davis, M.A. 2009. Invasion Biology. Oxford University Press.

Elton, C.E. 1958. The Ecology of Invasions by Animals and Plants. Revised edition (2000). The University of Chicago Press.

Lockwood, J.L., M.F. Hoopes, and M.P. Marchetti. 2013. Invasion Ecology, 2nd Ed. Blackwell Publishing.

Williamson, M. 1996. Biological Invasions. Chapman & Hall.

Online Evaluation

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

Other Information

Honor Pledge

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

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Software Use

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

Campus Helping Resources

- Contact information for the Counseling and Wellness Center: https://counseling.ufl.edu/, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

- Career Resource Center, First Floor JWRU, 392-1601, **www.crc.ufl.edu/**

Students with Disabilities

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

Invasion Ecology of Aquatic Animals
FAS 4932 (3 credits) Spring, 2020

Course Description

A comprehensive overview of invasion ecology, highlighting aspects related to aquatic animals, including ecological concepts and debates underlying this developing field; biology and life history of nonnative aquatic animals, including characteristics of successful invaders; risk analysis methodology; and the conservation and regulatory implications of nonnative aquatic species.

Instructor

***Jeffrey E. Hill**, Ph.D.*
jeffhill@ufl.edu

SFRC Program in Fisheries and Aquatic Sciences
UF/IFAS Tropical Aquaculture Laboratory (TAL)
1408 24th Street SE
Ruskin, FL 33570
813-671-5230 x118
Office hours: Available by email or phone; office visits available by appointment.
Note that the instructor is located about 2 hrs from main campus and will be most available for discussion in Gainesville before and after class.

Graduate Teaching Assistant

Allison Durland Donahou
adurland@ufl.edu
UF/IFAS School of Natural Resources and the Environment
Office hours: Available for meetings on campus or by email, Skype, or phone

Student Learning Outcomes

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

- explain the concepts associated with aquatic species invasions
- apply basic risk assessment methodology
- critically evaluate literature and arguments, especially when faced with uncertainty and scientific disagreement
- effectively communicate orally and in scientific writing
- discuss the complex relationship between science, management, and regulation of invasive aquatic species

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Course Meeting Times

Wednesday Periods 7-9 (1:55-4:55 pm); MCCD G001 (*MCCB 3086 on 1/8, 1/22, and 2/19)

Required Readings

There is no required text for the course. Some important texts that I draw heavily upon for the course are listed as "Additional References," below. Required readings will be provided in Canvas and will include the following papers which must be read by about the date specified below as they will be discussed in class and participation is expected.

Papers	**Read by:**
Colautti, R.I., and H.J. MacIsaac. 2004. A neutral terminology to define 'invasive' species. Diversity and Distributions 10: 135-141. Beck et al. 2008. Invasive species defined in a policy context: recommendations from the federal Invasive Species Advisory Committee. Invasive Plant Science and Management 1:414-421. Hill, J.E. 2008. Non-native species in aquaculture: terminology, potential impacts, and the invasion process. USDA-Southern Regional Aquaculture Center Publication No. 4303.	Jan 8
Velleger et al. 2011. Homogenization patterns of the world's freshwater fish faunas. Proceedings of the National Academy of Sciences 108:18003–18008. Fitzgerald, D.B., M. Tobler, and K.O. Winemiller. 2016. From richer to poorer: successful invasion by freshwater fishes depends on species richness of donor and recipient basins. Global Change Biology 22:2440-2450.	Jan 15
Hill, J.E. 2008. Non-native species in aquaculture: terminology, potential impacts, and the invasion process. USDA-Southern Regional Aquaculture Center Publication No. 4303. Catford et al. 2009. Reducing redundancy in invasion ecology by integrating hypotheses into a single theoretical framework. Diversity and Distributions 15:22-40. Blackburn et al. 2011. A proposed unified framework for biological invasions. Trends in Ecology and Evolution 26:333-339.	Jan 22
Gozlan, R.E. 2008. Introduction of non-native freshwater fish: is it all bad? Fish and Fisheries 9: 106-115. Vitule, J.R., C.A. Freire, and D. Simberloff. 2009. Introduction of non-native freshwater fish can certainly be bad. Fish and Fisheries 10: 98-108.	Jan 29
Courtenay, Jr., W.R. 1997. Nonindigenous fishes. Pages 109-122 in D.S. Simberloff, D.C. Schmitz, and T.C. Brown, editors. Strangers in Paradise, Island Press.	Feb 5

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Shafland, P.L. 1996. Exotic fish assessments: an alternative view. Reviews in Fisheries Science 4:123-132. Trexler, J.C., W.F. Loftus, F. Jordan, J.J. Lorenz, J.H. Chick, and R.M. Kobza. 2000. Empirical assessment of fish introductions in a subtropical wetland: an evaluation of contrasting views. Biological Invasions 2:265-277. Schofield, P.J., and W.F. Loftus. 2015. Non-native fishes in Florida freshwaters: a literature review and synthesis. Reviews in Fish Biology and Fisheries 25:117-145.	
Pimentel, D., R. Zuniga, and D. Morrison. 2005. Update on the environmental and economic costs associated with alien-invasive species in the United States. Ecological Economics 52: 273-288. Blackburn et al. 2014. A unified classification of alien species based on the magnitude of their environmental impacts. PLoS Biology 12(5):e1001850.	Feb 12
Hill, J.E. 2002. Exotic fishes in Florida. LakeLines, North American Lake Management Society 22(1):39-43. Shafland et al. 2008. Florida's exotic freshwater fishes—2007. Florida Scientist 71:220-245.	Feb 26
Hill, J.E. 2009. Risk analysis for non-native species in aquaculture. USDA-Southern Regional Aquaculture Center Publication No. 4304. Copp, G.H. 2013. The Fish Invasiveness Screening Kit (FISK) for non-native freshwater fishes—a summary of current applications. Risk Analysis 33:1394-1396. Roy et al. 2017. Developing a framework of minimum standards for the risk assessment of alien species. Journal of Applied Ecology. DOI: 10.1111/1365-2664.13025.	March 18
Hardin, S., and J.E. Hill. 2012. Risk analysis of Barramundi Perch Lates calcarifer aquaculture in Florida. North American Journal of Fisheries Management 32:577-585. Hill, J.E., and K.M. Lawson. 2015. Risk screening of Arapaima, a new species proposed for aquaculture in Florida. North American Journal of Fisheries Management 35:885-894. Neal et al. 2017. Evaluation of proposed Speckled Peacock Bass Cichla temensis introduction to Puerto Rico. North American Journal of Fisheries Management 37:1093-1106.	March 25
Vander Zanden, M.J., and J.D. Olden. 2008. A management framework for preventing the secondary spread of aquatic invasive species. Canadian Journal of Fisheries and Aquatic Sciences 65: 1512-1522. Kolar et al. 2010. Chapter 8. Managing undesired and invading fishes. Pages 213-259 in Hubert and Quist (editors). Inland fishery management in North America, 3rd ed. American Fisheries Society, Bethesda, MD.	April 8
DeRivera, C. E., G.M. Ruiz, A.H. Hines, and P. Jivoff. 2005. Biotic Resistance to Invasion: Native predator limits abundance and	April 15

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distribution of an introduced crab. Ecology 86 (12): 3364-3376. Jeschke, J. 2014. General Hypotheses in Invasion Ecology. Diversity and Distributions 20:1229-1234. Henriksson, A., J. Yu, D.A. Wardle, and G. Englund. 2015. Biotic resistance in freshwater fish communities: species richness, saturation or species identity? Oikos 124:1058-1064.	
Shea, K. and P. Chesson. 2002. Community ecology theory as a framework for biological invasions. Trends in Ecology and Evolution 17: 170-176. White et al. 2006. Biotic indirect effects: a neglected concept in invasion biology. Diversity and Distributions 12:443-455. Zenni, R.D., and M.A. Nunez. 2013. The elephant in the room: the role of failed invasions in understanding invasion biology. Oikos 122:801-815.	April 22

Additional, supplemental readings will be provided in Canvas. These supplemental readings will be provided for each lecture topic and by invited speakers.

Class Format, Policies on Attendance and Make-up Exams

The course is a classroom-based, lecture and discussion format. No specific pre-requisites are required but the class is intended for advanced undergraduates. Given the broad scope of the field of invasion ecology, the course will cover diverse topics, each requiring a base of knowledge for the course to build upon. Students should have prior coursework in biology and have an understanding of basic ecological concepts.

Attendance records will not be maintained, but it is the responsibility of the student to maintain satisfactory progress in the course and to make up all work. Late project assignments will be penalized 10% on the first day and 5% on each subsequent day. Missed quizzes cannot be taken after the scheduled date without prior written consent of the instructor except under exceptional circumstances. Cases of serious illness, bereavement, or activities covered under the Twelve-Day Rule will be considered for make-up. Appropriate documentation must be provided in all cases.

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

Students are expected to turn off all cell phones, messaging devices, or other communications devices during class unless specifically allowed by the instructor.

Assignments

Projects **MUST** be turned into the instructor before class ends on the due date. There will be a penalty for late projects. Make prior arrangements and expect to turn projects in early if there are conflicts with the schedule.

- *Species Synopsis* – Students will choose a non-native aquatic species of relevance to Florida and write a brief species synopsis. The species may be freshwater, estuarine, or marine and must be a non-plant taxon. Species will be chosen in consultation with the course instructor to prevent student overlap. A detailed outline of the project requirements will be provided during class. In brief, students will conduct literature and internet searches to obtain information on the occurrence, life history, ecology, effects, and regulatory status of the species and write a fact sheet summarizing this information and pointing out gaps in knowledge.

- *Risk Assessment* – Students will participate in teams to conduct a risk assessment using the Federal Aquatic Nuisance Species Task Force RAM Committee Generic Analysis method or a risk screen using the Fish Invasiveness Screening Kit (FISK or related FISK-like variant) or the U.S Fish and Wildlife Service Ecological Risk Screening Summary (ERSS) on a select group from the class species synopses. Teams will provide a copy of their completed risk assessment along with a short narrative explaining their methodology and results. More detailed information and requirements will be posted in Canvas.

- *Exams* – There will be two exams (a midterm and final). These will cover all information in lectures, readings, and from invited speakers. Species profiles and risk assessments (except what is covered in lecture), and topic reviews will not be covered on exams.

Evaluation of Student Learning (Undergraduate Student)

20% Species Synopsis
25% Mid-Term exam
20% Risk assessment
25% Final exam
10% Discussion participation

Grading Scale

A 94-100%; A- 90-93.99; B+ 86-89.99; B 83-85.99; B- 80-82.99; C+ 76-79.99; C 73-75.99; C-70-72.99; D+ 66-69.99; D 63-65.99; D- 60-62.99; E <60%

https://catalog.ufl.edu/graduate/regulations/#text

Schedule of Class Topics

WEEK	DATE	TOPIC	ASSIGNMENTS
1	Jan 8	Introduction/Pathways of Introduction	***MCCB 3086**
2	Jan 15	Biogeography/Invasion Process	
3	Jan 22	Stages of Invasion Process	**Species Choice Due; *MCCB 3086**
4	Jan 29	Invasion Process Theory	
5	Feb 5	Impacts	
6	Feb 12	Impacts	
7	Feb 19	Classic Case Studies	**Species Profiles Due; *MCCB 3086**
8	Feb 26	Florida Case Studies /Review	
9	Mar 4	**Spring Break—No Class**	
10	Mar 11	Risk Analysis/Risk Assessment	**Mid-Term Exam**
11	March 18	Risk Assessment	
12	March 25	Risk Assessment Case Studies	
13	April 1	Management Techniques/Case Studies	
14	April 8	International, Federal, and State Management and Policy	**Risk Assessment Presentation**
15	April 15	Ecological Theory	
16	April 22	Ecological Theory/Review	
	April 30		**Final Exam (Thursday 12:30-2:30 pm)**

Additional References

Davis, M.A. 2009. Invasion Biology. Oxford University Press.

Elton, C.E. 1958. The Ecology of Invasions by Animals and Plants. Revised edition (2000). The University of Chicago Press.

Lockwood, J.L., M.F. Hoopes, and M.P. Marchetti. 2007. Invasion Ecology. Blackwell Publishing.

Williamson, M. 1996. Biological Invasions. Chapman & Hall.

Online Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times

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when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Other Information

Honor Pledge

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

Software Use

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

Campus Helping Resources

- Contact information for the Counseling and Wellness Center: https://counseling.ufl.edu/, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

- Career Resource Center, First Floor JWRU, 392-1601, **www.crc.ufl.edu/**

Students with Disabilities

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

Cover Sheet: Request 15958

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	5/24/2021 2:22:01 PM
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					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

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: 5/24/2021 2:47:45 PM
Form version: 2

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 Ctld. 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 3
Course Description This course covers foundational information on the principles of controlled environment plant production, including the interactions between plants and their microenvironments, climate control technologies and strategies, and economic principles and analysis methods.
Prerequisites Junior Standing
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

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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 CO2 concentration in a strawberry greenhouse under different CO2 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

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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 Grading:

Pts. Per Assignment No. of Assignments Total Points in Category
Syllabus Quiz 8

1

8
Discussion* 8

13

104
Quizzes*

8

13

104
Exam 1

100

1

100
Exam 2

100

1

100
Exam 3

100

1

100
Total After Drops

30

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516
*Two lowest grades from this category will be dropped.

*Two lowest grades from this category will be dropped.

Syllabus Quiz (8 pts.). A syllabus quiz will be assigned at the first week of the semester to avoid misconceptions of important content and policies on the syllabus, such as the course structure, due dates, late work, and communication policies. Students will have 7 days to complete the quiz.

Discussion Posts (8 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. 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. The two lowest grades will be dropped for the final course grade.

Weekly quizzes (8pts. Each). 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, the two lowest grades will be dropped.

Exams (100pts. Each). Each module with 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, the following grading scale will be used:
Grading Scale:

A 516 – 480 pts.
A- 479 – 464 pts.
B+ 463 – 433 pts.
B 432 – 428 pts.
B- 427 – 413 pts.
C+ 412 – 397 pts.
C 396 – 377 pts.
C- 376 – 361 pts.
D+ 360 – 346 pts.
D 345 – 325 pts.
D- 324 – 310 pts.
E 309 – 0 pts.

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

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Extension. You can download the extension at 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.

Instructor(s) Celina Gomez, Ying Zhang, & Adam Watson
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

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

Department	Name and Title
Soil and Water Sciences	Matt Whiles, Chair and Professor
Phone Number	**E-mail**
3522943161	mwhiles@ufl.edu

Comments

There appears to be no overlap or conflict with any offerings in SWSD. The explicit focus on marine systems sets this apart from anything taught in SWSD.

Department	Name and Title
Phone Number	**E-mail**

Comments

Department	Name and Title
Phone Number	**E-mail**

Comments

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

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Comments

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Department	Name and Title
Phone Number	**E-mail**

Comments

Department	Name and Title
Phone Number	**E-mail**

Comments

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
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
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
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: Junior standing

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:

WEEK	**TOPICS/ASSIGNMENTS & EXAMS**
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:

	Pts. Per Assignment	No. of Assignments	Total Points in Category
Syllabus Quiz	8	1	8
Discussion*	8	13	104
Quizzes*	8	13	104
Exam 1	100	1	100
Exam 2	100	1	100
Exam 3	100	1	100
Total After Drops		**30**	**516**

*Two lowest grades from this category will be dropped.

Syllabus Quiz (8 pts.). A syllabus quiz will be assigned at the first week of the semester to avoid misconceptions of important content and policies on the syllabus, such as the course structure, due dates, late work, and communication policies. Students will have 7 days to complete the quiz.

Discussion Posts (8 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. Participation in the discussion will be graded on a weekly basis using the following rubric:

Total	Points	1.6 - 2	0.8 - 1.5	0.1 – 0.7	0
2	**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
2	**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
2	**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
2	**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. The two lowest grades will be dropped for the final course grade.

Weekly quizzes (8pts. Each). 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, the two lowest grades will be dropped.

Exams (100pts. Each). Each module with 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, the following grading scale will be used:

Grading Scale:

A 516 – 480 pts.
A- 479 – 464 pts.
B+ 463 – 433 pts.
B 432 – 428 pts.
B- 427 – 413 pts.
C+ 412 – 397 pts.
C 396 – 377 pts.
C- 376 – 361 pts.
D+ 360 – 346 pts.
D 345 – 325 pts.
D- 324 – 310 pts.
E 309 – 0 pts.

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 0.8 point. Assignments returned late, before 5:00 PM on the second day following the due date will be marked down 4 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.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/.

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. 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/
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.

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). 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) for further instruction)

Cover Sheet: Request 15694

Approval of Sustainable Cattle Systems, ANS4XXXC

Info

Process	Course|New|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Corwin Nelson cdnelson@ufl.edu
Created	1/15/2021 11:05:14 AM
Updated	8/6/2021 1:14:56 PM
Description of request	The syllabus has been revised as requested. The course is requested at the 4000 level and ANS 3006 has been added as a prerequisite upon discussion with department curriculum committee.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Saundra Tenbroeck	This course has been offered two springs and is well received. It may be a good candidate for a Quest course at the junior level.	1/22/2021
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			1/22/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|New for request 15694

Info

Request: Approval of Sustainable Cattle Systems, ANS4XXXC
Description of request: The syllabus has been revised as requested. The course is requested at the 4000 level and ANS 3006 has been added as a prerequisite upon discussion with department curriculum committee.
Submitter: Corwin Nelson cdnelson@ufl.edu
Created: 8/6/2021 1:12:06 PM
Form version: 2

Responses

Recommended Prefix ANS
Course Level 4
Course Number XXX
Category of Instruction Advanced
Lab Code C
Course Title Discovery of Sustainable Cattle Systems
Transcript Title Sustainable Cattle Systems
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No

Effective Term Fall
Effective Year 2022
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 2

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 2
Course Description Multidisciplinary experiential learning course focused on development of sustainable practices through comprehension and critique of cattle production systems. The course will encompass multiple aspects related to cattle systems, including agronomy, human and animal health and nutrition, sociology, and soil science. A key element of the course is the hands-on learning experience where students select a project to carry out on one of the UF/IFAS beef or dairy units.
Prerequisites ANS3006 or permission by department
Co-requisites N/A
Rationale and Placement in Curriculum Development of sustainable food systems is critically needed in our world. As such, students need to be learning how to appraise sustainability, critique current systems and practices, and develop solutions to become more sustainable. Cattle systems are perhaps the largest contributors to many of the biggest issues surrounding sustainability today, i.e., GHG emissions, antimicrobial resistance, land use and water quality. Therefore, it is urgent to offer a course that prepares them to effectively contribute to improving sustainable cattle systems. This course was originally designed as part of the Field & Fork Fellows program to serve as an experiential learning course. Its inclusion in Animal Sciences and CALS curriculum is intended to further the education students' classroom and laboratory knowledge through participating in real-world hands-on learning projects. A prerequisite of junior level or above for CALS majors is requested so that students enter the course with a preliminary understanding of issues surrounding sustainable food systems collectively gained from lower level courses, such as climate and environmental issues and current agricultural production systems.
Course Objectives Upon completion of the course, students will be able to:

• Identify factors that define sustainability of cattle production in three key areas: people, profit, and planet

Original file: Submitted form version 2.pdf

- Compare and contrast current practices of cattle production systems
- Evaluate costs and benefits of common and alternative practices of cattle systems to society, environment and economics
- Develop novel approaches to improve sustainability of cattle production systems

The objectives will be accomplished through 1) discussion and assessing comprehension of lectures and assigned readings, 2) completing exercises and writing assignments that emphasize critical thinking skills and 3) conducting experiential learning projects that immerse the student in the farm experience and facilitate creative thinking.

Course Textbook(s) and/or Other Assigned Reading Sustainable Animal Agriculture, (2014) E. Krebeab, Editor, CABI, Boston, MA, ISBN: 1780640420

Weekly Schedule of Topics Week Date(F21) Topic

1	8/23	Course introduction - Defining sustainability
2	8/30	

Role of Animal Sourced Foods in Human Societies

3	9/6	Labor Day, no lecture, Start group projects
4	9/13	Domestication of Cattle
5	9/20	Dairy Systems I
6	9/27	Dairy Systems II
7	10/4	Beef Systems I
8	10/11	Beef Systems II
9	10/18	Grazing and forage management
10	10/25	Soil, water and manure management
11	11/1	Life Cycle Assessments
12	11/8	Antibiotics and hormones
13	11/15	Biotechnology
14	11/22	Current societal issues
15	11/29	Future of Cattle Systems
16	12/6	Group project reports

Grading Scheme Percentage Grade

93 - 100	A
90 – 92.99	A-
87 – 89.99	B+
83 – 86.99	B
80 – 82.99	B-
77 – 79.99	C+
73 – 76.99	C
70 – 72.99	C-
67 – 69.99	D+
63 – 66.99	D
60 – 62.99	D-
< 60	E

Instructor(s) Corwin Nelson
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

Original file: Submitted form version 2.pdf

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

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

Original file: CALS CC Checklist(1).pdf

__✓__ 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.

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Original file: CALS CC Checklist(1).pdf

Discovery of Sustainable Cattle Systems
ANS 4XXXC

MEETING TIME & LOCATION:
Monday Period 8 (Lecture, 3:00 – 3:50 pm)
Wednesday Period 6-8 (Lab, 12:50-3:50 pm)
Dairy Science Room 210

INSTRUCTOR:
Dr. Corwin Nelson, cdnelson@ufl.edu
Office: Dairy Science Building, 204D

CATALOG DESCRIPTION: CREDIT: 2; Prerequisite: ANS 3006 Introduction to Animal Sciences. Multidisciplinary experiential learning course focused on development of sustainable practices through comprehension and critique of cattle production systems.

COURSE FORMAT:
This is a two-credit course that will meet once per week for lecture, and once per week for discussion and hands-on learning projects. The course will encompass multiple aspects related to cattle systems, including agronomy, engineering, human and animal health and nutrition, sociology, and soil science. A key element of the course is the hands-on learning experience where students select a project to carry out on one of the UF beef or dairy units over the course of the semester. Students are expected to assess and critique current farming practices as they conduct their project and develop solutions that aim to improve sustainability.

COURSE LEARNING OBJECTIVES:
Upon completion of the course, students will be able to:

- Identify factors that define sustainability of cattle production in three key areas: people, profit, and planet
- Compare and contrast current practices of cattle production systems
- Evaluate costs and benefits of common and alternative practices of cattle systems to society, environment and economics
- Develop novel approaches to improve sustainability of cattle production systems

The objectives will be accomplished through 1) discussion and assessing comprehension of lectures and assigned readings, 2) completing exercises and writing assignments that emphasize critical thinking skills and 3) conducting experiential learning projects that immerse the student in the farm experience and facilitate creative thinking.

OFFICE HOURS: Mondays 2:00-3:00 or by appointment.

REQUIRED TEXTBOOKS: None.

Recommended Reading:

Sustainable Animal Agriculture, (2014) E. Krebeab, Editor, CABI, Boston, MA, ISBN: 1780640420
http://www.fao.org/fileadmin/user_upload/animalwelfare/20133419221_2.pdf

COURSE SCHEDULE: (1 hour lecture/discussion on Mondays via zoom, 3 hour lab various times and locations)

Week	Date	Topic	Reading	Assignment
1	8/23	Course introduction - Defining sustainability	Ch. 1 & 2, Sustainable Anim. Ag.,	Defining sustainability essay
2	8/30	Role of Animal Sourced Foods in Human Societies		Select group project/Dietary requirements
3	9/6	Labor Day, no lecture, Start group projects	Eat Lancet & Same Table	Role of ASF Essay
4	9/13	Domestication of Cattle		Quiz 1
5	9/20	Dairy Systems I		
6	9/27	Dairy Systems II		Dairy Production worksheet
7	10/4	Beef Systems I		
8	10/11	Beef Systems II		Beef production worksheet
9	10/18	Grazing and forage management		Quiz 2
10	10/25	Soil, water and manure management	Ch. 7&11	Soil nutrient worksheet
11	11/1	Life Cycle Assessments	Ch. 14	Quiz 3
12	11/8	Antibiotics and hormones	Ch 17	Antibiotic worksheet
13	11/15	Biotechnology	Ch. 5 &18	Production comparison worksheet
14	11/22	Current societal issues	Ch. 4&13	Issues Essay
15	11/29	Future of Cattle Systems	Ch. 18	Quiz 4
16	12/6	Group project reports		Final project report

CRITICAL DATES: Problem sets and essays are due one week after they are assigned. Quizzes and final project reports are due on the dates indicated in the schedule above.

EXPERIENTIAL LEARNING:
A key component of the course is to learn through experiences. The farm tours and hands on activities are designed to help the student learn about three key elements of sustainability: People, Profit and Planet. Students will be expected to document their learning experiences

from the tours and activities in a journal (described below) and to use those learning experiences to evaluate current practices, identify opportunities to improve sustainability, and develop and evaluate approaches that maximize sustainability of cattle production given in the form of group project reports (described below).

Activities include:

- Feeding and care of cattle
- Milking cows
- Study of cropping and grazing management systems
- Study of water and nutrient management
- Study of food processing and distribution of cattle products

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/

Students will be graded on completion of:

- **Essays and problem sets** (12 at 5 pts each)
- **Experiential learning participation and journal** (60 pts)
- **Group project reports** (20 pts)
- **Quizzes** (20 pts)
- **160 points total**

Experiential learning and journal entries: You are required to participate in 30 h (10 – 3 h periods) of on-farm activities over the course of the semester. The hours must be documented by the farm supervisor/staff you that will supervise your activities (2 pt/h). Along with the participation, you are required to keep a journal of your activities. These are intended to document your learning experiences from activities. Each entry should contain three main elements: Farm activity (what you did), what you learned, and impressions of sustainability in regards to the activity.

Problem sets and essays: Students will be required to complete essays or worksheets regarding the lecture topics and readings. For example, calculations for land and energy requirements, production outputs, soil nutrient requirements (manure application) and estimates for global capacity.

Group Projects: Students will select an on-farm group project (from activities listed above) and work on the project for the semester. The purpose is for the student to gain a better understanding of the inputs of each system and to gain a connection with actual practices on farm. Students are expected to keep a journal of their on-farm experiences. Students also will need to do further study on the sustainability issues (societal, economic and environmental issues) regarding their on-farm activity. At the end of the semester, students will give a 10-minute presentation on their group project experiences. The report will be formed with input from journal entries, worksheets, class discussions, and further reading. The reports should include two key elements: 1) evaluation of current practices and 2) an approach, or evaluation of approaches, to maximize sustainability. Reports will be graded on coherence and clarity.

Quizzes: Students will be quizzed on assigned readings and lecture materials. There will be four quizzes worth five points each for a total of 20 points. Quizzes will be administered via Canvas.

Students will receive a letter grade based on the following scale:

Percentage	Grade
93 - 100	**A**
90 – 92.99	**A-**
87 – 89.99	**B+**
83 – 86.99	**B**
80 – 82.99	**B-**
77 – 79.99	**C+**
73 – 76.99	**C**
70 – 72.99	**C-**
67 – 69.99	**D+**
63 – 66.99	**D**
60 – 62.99	**D-**
< 60	**E**

The percentage is calculated from points earned out of a total of 160 possible points.

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/.

IN-CLASS RECORDING:
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same

class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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.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:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,
Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

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

ANIMAL CONTACT AND RISK:

Direct animal contact is not required as part of this course, but the student's choice of project may require animal contact or work around farm equipment. **Students are required to complete Dairy Cattle Safety and Beef Cattle Safety courses (ANS 800 and ANS801 in MyUFL training) in the first week of class.** The farm environment presents health and physical risks from contact with farm animals and farm equipment. Any concerns or questions should be brought to the attention of the Instructor. Despite efforts to make students aware of potential risks, not all situations or events can be foreseen or prevented. The University of Florida is not liable for illness or injuries to students participating in coursework and, per University policy, students are required to purchase the Student Health Insurance Plan or comparable coverage. See: http://healthcompliance.shcc.ufl.edu/insurance

Cover Sheet: Request 15850

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	6/16/2021 10:14:29 AM
Description of request	Requesting to change the prerequisites to FYC4428 from junior/senior standing to a a co-requisite of FYC4409 will allow the students to gain the foundational knowledge taught in FYC4409 at the same time as completing a more specific topic within the nonprofit sector. Nonprofit courses are not taught every semester and allowing students to enroll in co-requisite courses will facilitate student progress through 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					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|Modify for request 15850

Info

Request: Request to change prerequisite to FYC4428
Description of request: Requesting to change the prerequisites to FYC4428 from junior/senior standing to a a co-requisite of FYC4409 will allow the students to gain the foundational knowledge taught in FYC4409 at the same time as completing a more specific topic within the nonprofit sector. Nonprofit courses are not taught every semester and allowing students to enroll in co-requisite courses will facilitate student progress through the minor.
Submitter: Kathryn Ivey kbeaty@ufl.edu
Created: 6/16/2021 10:38:46 AM
Form version: 3

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

Original file: Submitted form version 3.pdf

Change Prerequisites? Yes
Current Prerequisites junior or senior standing.
Proposed Prerequisites Request to change from Junior/senior to FYC4409 as co-requisite provides foundational knowledge from FYC4409 while completing a more specific topic within the nonprofit sector facilitating progress through the minor due to scheduling constraints.
Change Co-requisites? Yes
Current Co-requisites None
Proposed Co-requisites Requesting to change the prerequisites to FYC4428 from junior/senior standing to a a co-requisite of FYC4409 will allow the students to gain the foundational knowledge taught in FYC4409 at the same time as completing a more specific topic within the nonprofit sector. Nonprofit courses are not taught every semester and allowing students to enroll in co-requisite courses will facilitate student progress through the minor.
Rationale Requesting to change the prerequisites to FYC4428 from junior/senior standing to a a co-requisite of FYC4409 will allow the students to gain the foundational knowledge taught in FYC4409 at the same time as completing a more specific topic within the nonprofit sector. Nonprofit courses are not taught every semester and allowing students to enroll in co-requisite courses will facilitate student progress through the minor.

Original file: Submitted form version 3.pdf

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.

__KW__ 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/.

__KW__ 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.

__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.

_KW___ 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.

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

Original file: CALS CC Checklist_FYC4428.pdf

_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/uccconsult.pdf.

__KW__ 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.

__KW__ 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.

__KW__ 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.

__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) for further instruction)

Original file: CALS CC Checklist_FYC4428.pdf

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

Instructor:	Kimberly Wiley, Ph.D.
Email:	kimberlywiley@ufl.edu or email through Canvas
Phone:	(352) 273-3557 Office; (850) 566-7130 Cell
Research Lab:	https://fycs.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:
- No textbook purchase required
- Required course readings will be posted on Canvas.
- 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:
Attendance Policy: Students enrolled in the online section should not attend the face-to-face section. There are only enough seats with adequate social distancing to accommodate the number of students enrolled in the face-to-face section. Students in the face-to-face section should attend the face-to-face section unless an issue arises, such as an illness that would make it unsafe for the student or others in the face-to-face section. In the case of temporary illness, students in the face-to-face section should continuing working through the online portal until they are cleared to return to class. They should work with the instructor to determine how to interface with the online version of the course so that there is continuity in their exposure to the material of the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Assignment Policy: Assignments should be submitted via Canvas unless otherwise instructed.

Live Course Recordings: On occasion, 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: Student assessment of instruction is an important part of efforts to improve teaching and learning. Students are encouraged to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

UF Policies:

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

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

Getting Help:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- http://helpdesk.ufl.edu
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Other resources are available at http://www.distance.ufl.edu/getting-help for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints

- Library Help Desk support

(Required) Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Grading Policies:
Methods by which students will be evaluated and their grade determined

Portfolio Project (50%) Students will build a portfolio of six human resource management (HRM) tools for a fictitious organization. Students will join a group of students all working on the same organizations to discuss the portfolio project and share ideas. The assignments will be submitted independently. HRM tools will be developed in Modules 2-7. Dr. Wiley will provide feedback on the individual HRM tools. A portfolio of the six revised HRM tools will be submitted in Module 8.

Reading Quizzes (25%) Each module includes a quiz. Quizzes are based on the readings and should be completed before face-to-face meeting of the module or within the first week for online students. Students may prepare for quizzes by reading the assigned chapters and articles specified on Canvas. Quizzes are open book.

Digital Classroom Citizenship (25%): A digital classroom citizen connects with the instructor, teaching assistant, peers, and course materials weekly in meaningful ways. This score will be measured through (1) online interactions with Dr. Wiley, the teaching assistant, and classmates, (2) submission of worksheets and discussion boards labeled "Activity," and (3) incorporation of course readings and lectures in assignment submissions. ***Face-to-face students will complete Activity assignments in the classroom and submit them online. Online students will complete Activity assignments independently or with a small group of 2-3 students. If face-to-face students miss class, they should complete the assignment on their own.*** Strong digital classroom citizens share the mic with peers, support classmates, and engage thoughtfully in class activities. Online discussions are informed by reading and viewing materials. I will assess your class contribution throughout the semester. A rubric for the four Digital Classroom Citizenship grades is available in the Canvas gradebook.

Information on current UF grading policies for assigning grade points:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Grading Scale

%	.930 or greater	.900---.929	.870---.899	.830---.869	.800---.829	.770---.799	.730---.769	.700---.729	.670---.699	.630---669	.600---.629	<.600
Letter Grade	A	A---	B+	B	B---	C+	C	C---	D+	D	D---	E

Original file: FYC4428_4428_4429_Wiley_Spring2021.pdf

Course Schedule:
Critical Dates:

A Weekly Schedule of Topics:
Module 1: Introduction to Human Resource Management (Week 1)
Module 2: Human Resource Planning and Job Analysis (Weeks 2-3)
Module 3: Employee Recruitment and Selection (Weeks 4-5)
Module 4: Employee Orientation, Training, and Performance Management (Weeks 6-7)
Module 5: Introduction to Volunteer Management (Weeks 8-9)
Module 6: Volunteer Training, Oversight, and Performance Evaluation (Weeks 10-11)
Module 7: Volunteer Retention and Recognition (Weeks 12-13)
Module 8: Employee and Volunteer Development (Weeks 14-15)

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Last update: 12/18/2020

Original file: FYC4428_4428_4429_Wiley_Spring2021.pdf

Nonprofit Human Resource Management (3 Credits)
FYC 4428 – PROPOSED

Instructor:	Kimberly Wiley, Ph.D.
Email:	kimberlywiley@ufl.edu or email through Canvas
Phone:	(352) 273-3557 Office; (850) 566-7130 Cell
Research Lab:	https://fycs.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
Office:	3002B MCCD
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.

Co-requisite: FYC4409

Required or Recommended Textbooks:
- No textbook purchase required
- Required course readings will be posted on Canvas.
- 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.

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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

Original file: FYC4428_Proposed_Wiley.pdf

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
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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:
Attendance Policy: Requirements for class attendance and make-up exams, assignments and other work areconsistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Assignment Policy: Assignments should be submitted via Canvas unless otherwise instructed.

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http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.
If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use:

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

Getting Help:
For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- http://helpdesk.ufl.edu
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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

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

• U Matter We Care, www.umatter.ufl.edu/

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• 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

Other resources are available at http://www.distance.ufl.edu/getting-help for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints

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- Library Help Desk support

(Required) Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Grading Policies:
Methods by which students will be evaluated and their grade determined

Portfolio Project (50%) Students will build a portfolio of six human resource management (HRM) tools for a fictitious organization. Students will join a group of students all working on the same organizations to discuss the portfolio project and share ideas. The assignments will be submitted independently. HRM tools will be developed in Modules 2-7. Dr. Wiley will provide feedback on the individual HRM tools. A portfolio of the six revised HRM tools will be submitted in Module 8.

Reading Quizzes (25%) Each module includes a quiz. Quizzes are based on the readings and should be completed before face-to-face meeting of the module or within the first week for online students. Students may prepare for quizzes by reading the assigned chapters and articles specified on Canvas. Quizzes are open book.

Digital Classroom Citizenship (25%): A digital classroom citizen connects with the instructor, teaching assistant, peers, and course materials weekly in meaningful ways. This score will be measured through (1) online interactions with Dr. Wiley, the teaching assistant, and classmates, (2) submission of worksheets and discussion boards labeled "Activity," and (3) incorporation of course readings and lectures in assignment submissions. ***Face-to-face students will complete Activity assignments in the classroom and submit them online. Online students will complete Activity assignments independently or with a small group of 2-3 students. If face-to-face students miss class, they should complete the assignment on their own.*** Strong digital classroom citizens share the mic with peers, support classmates, and engage thoughtfully in class activities. Online discussions are informed by reading and viewing materials. I will assess your class contribution throughout the semester. A rubric for the four Digital Classroom Citizenship grades is available in the Canvas gradebook.

Information on current UF grading policies for assigning grade points:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Grading Scale

%	.930 or greater	.900---.929	.870---.899	.830---.869	.800---.829	.770---.799	.730---.769	.700---.729	.670---.699	.630---669	.600---.629	<.600
Letter Grade	A	A---	B+	B	B---	C+	C	C---	D+	D	D---	E

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Course Schedule:
Critical Dates:

A Weekly Schedule of Topics:
Module 1: Introduction to Human Resource Management (Week 1)
Module 2: Human Resource Planning and Job Analysis (Weeks 2-3)
Module 3: Employee Recruitment and Selection (Weeks 4-5)
Module 4: Employee Orientation, Training, and Performance Management (Weeks 6-7)
Module 5: Introduction to Volunteer Management (Weeks 8-9)
Module 6: Volunteer Training, Oversight, and Performance Evaluation (Weeks 10-11)
Module 7: Volunteer Retention and Recognition (Weeks 12-13)
Module 8: Employee and Volunteer Development (Weeks 14-15)

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Last update: 12/18/2020

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