

CALS Curriculum Committee Meeting

March 25, 2022

1:00 p.m.

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

Meeting ID : 355458614

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

Agenda and Index for Materials

Approve Minutes from February 25, 2022 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposal

1. WIS 6XXX – Coupled Human and Wildlife Systems (req. #16983)

Graduate Course Change Proposal

2. ANS 6936 – Graduate Seminar in Animal Molecular and Cellular Biology (req. #17102)

Undergraduate New Course Proposals

3. EVR 3XXX – Eco-Civic Engagement (req. #16705)

4. WIS 4XXX – Large Mammal Ecology and Management (req. #16982)

Certificate

5. Proposed Modification to the AAP for the Environmental Education and Communication Graduate Certificate (req. #17121)

Curriculum

6. Proposed Modification to the Reproductive Biotechnology Interdisciplinary Concentration (PhD) (req. #17155)

7. Proposal to Decrease Course Requirement for the Interdisciplinary Ecology Master of Science (MS) Thesis Program (req. #17122)

8. Proposal to Decrease Course Requirement for the Interdisciplinary Ecology Master of Science (MS) Non-Thesis Program (req. #17123)

9. Proposed Revision to the Curriculum Map for the B.A. in Environmental Science
(req. #17124)

10. Proposed Revision to the Curriculum Map for the B.S. in Environmental Science
(req. #17125)

Additional Agenda Item

11. Credits exclusive to minors. Can approved advisor/departmental electives count as exclusive? Vote on Proposal.

CALS Curriculum Committee Meeting
February 25, 2022
Submitted by James Fant

Members Present: S. Ahn, J. Brendemuhl, D. Coenen, K. Fogarty, M. Dvorak, D. Gabriel, V. Hull, P. Inglett, J. Larkin, L. Lietzenmayer, L. Lundy, T. Martin, G. Nunez, B. Pearson, C. Prince, J. Scheffler, M. Sharp, A. Watson

Visitors: Jenna Grogan, Kathryn Ivey, Jeongim Kim, Kelly Moore, Satya Swathi Nadakuduti, Hector Perez, Nicole Sloan, Jennifer Vogel

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met via Zoom on February 25, 2022. Dr. Larkin called the meeting to order at 1:02 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. Martin to approve the minutes from the January 21, 2022, 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/>
For Graduate Grades: <https://catalog.ufl.edu/graduate/regulations/#text>
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: 1) Here are the items that were approved at the 02/15/22 UCC meeting. A. Proposed Changes to the BA and BS degrees in Environmental Science; B. New Graduate Certificate – Beekeeping; C. New Academic Assessment Plan for Graduate Certificate in Environmental Microbiology; D. Proposed New Courses – WIS 4945L – Field Wildlife Techniques; FAS 4XXX – Invasion Ecology of Aquatic Animals; PLS 7979 – Advanced Research; PLS 7980 – Research for Doctoral Dissertation; E. Proposed Changes to Courses – FAS 6355C – Fisheries Management. Other items noted were: Freshmen decision release date (2/25/22); Postponement of Day of Gratitude; Release of UF Core Values; Revision to Attendance Policy; Search ongoing for new position (UF Director of Advising); and will be discussing how UF will handle dismissed students.

Graduate Course Proposals

1. HOS 5XXXC – Cultivation, Extraction, and Application of Medicinal Plants and Their Bioactive Compounds (req. #17071)

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

2. SUR 6XXX – Marine Geomatics (req. #17049)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. Reviewed with item #10. All comments apply to both submissions unless otherwise indicated. A motion was made by Dr. Martin to approve this item with edits required. The motion was approved. Add something to the schedule of topics to indicate how much in-person meeting time there will be. For the graduate submission provide examples of the required readings in the proposed syllabus. The undergraduate submission will be denied as it needs to be resubmitted in the correct category.

3. SWS 6XXX – Fertilizer Technology and Use (req. #17054)

A motion was made by Dr. Sharp to recycle this item back to the department for required additions and resubmission. The motion was approved. Please include outside consultations completed by the department chairs of Horticultural Sciences and Environmental Horticulture.

Graduate Course Change Proposals

4. FAS 6337C – Fish Population Dynamics (req. #16326)

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

5. HOS 6991 – Evolution, Eco-physiology, and Global Importance of Seeds (req. #17019)

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

6. SWS 6136 – Soil Fertility (req. #17013)

A motion was made by Dr. Nunez to recycle this item back to the department for required additions and resubmission. The motion was approved. Please include outside consultations completed by the department chairs of Agronomy, Horticultural Sciences, and Environmental Horticulture.

Undergraduate New Course Proposals

7. FAS 4XXX – Spatial Sciences for Marine Environmental Characterization (req. #16589)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Inglett to approve this item with edits required. The motion was approved. Add the lab code C.

8. HOS 3XXX – Breeding and Production of Medicinal Plants and Herbs (req. #17070)

A motion was made by Dr. Prince to recycle this item back to the department for a required addition and resubmission. The motion was approved. Please include an outside consultation from the chair of the Agronomy department.

9. ORH 2XXXX – Introduction to Medicinal Plants (req. #17083)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Prince to approve the item with edits required. The motion was approved. Please provide an outside consultation from the chair of the Botany department. Also, replace the learning verbs in objectives 7 and 8. Refer to: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf for assistance.

10. SUR 4XXX – Marine Geomatics (req. #17048)

See item #2

11. WIS 4XXX – Diverse Perspectives in Conservation (req. #17029)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Martin to approve this item with edits required. The motion was approved. Reflect, articulate, and understand should be replaced in the objectives with more appropriate learning verbs. Refer to: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf for assistance.

Undergraduate Course Change Proposals

12. FOS4427C – Principles of Food Processing (req. #17050)

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

13. WIS 3553C – Introduction to Conservation Genetics (req. #16940)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Coenen to approve this item with an edit required. The motion was approved. Replace the learning verb “understand” in the objectives. Refer to: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf for assistance.

14. WIS 4203C – Landscape Ecology and Conservation (req. #17040)

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

Certificate/Minor Change Proposals

15. Proposed closure of graduate level certificate Personal and Family Financial Planning (req. #17008)

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

16. Proposed addition and updating of courses for the Food Science Minor (req. #17052)

A motion was made by Dr. Martin to approve this item with an edit required. The motion was approved. Add the FOS prefix to #4 Flavor Chemistry on the UCC form.

17. Proposed addition and removal of courses for the Nutritional Sciences Minor (req. #17053)

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

Curriculum

18. Proposed removal of course requirement from the undergraduate major in Food Science (req. #17051)

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

19. Proposed changes to the Academic Learning Compact for the undergraduate major in Family, Youth, and Community Sciences (req. #17068)

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

Recycled Items

20. WIS 6XXX – Disease and Wildlife (req. #15942)

Reviewed with item #21. These two items have been tabled for further conversation between Dr. Brendemuhl and Dr. Hellgren.

21. WIS 4XXX = Disease and Wildlife (req. #15941)

See item #20

Discussion

22. Credits exclusive to minors. Can approved advisor/department electives count as exclusive?

Dr. Brendemuhl will propose a document at the next meeting outlining the college policy on this matter. The proposal will be put to a vote.

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

Cover Sheet: Request 16983

New Course- Coupled Human and Wildlife Systems

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Vanessa Hull vhull@ufl.edu
Created	1/20/2022 10:18:13 PM
Updated	2/15/2022 4:14:57 PM
Description of request	This is a request for a new graduate course in the Department of Wildlife Ecology and Conservation called Coupled Human and Wildlife Systems.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren		2/15/2022
CALC CC Checklist_2.pdf					1/20/2022
External-Consult_2.pdf					1/20/2022
CHANS_wildlife_syllabus_Hull.docx					1/20/2022
College	Pending	CALS - College of Agricultural and Life Sciences			2/15/2022
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 16983

Info

Request: New Course- Coupled Human and Wildlife Systems

Description of request: This is a request for a new graduate course in the Department of Wildlife Ecology and Conservation called Coupled Human and Wildlife Systems.

Submitter: Vanessa Hull vhull@ufl.edu

Created: 1/20/2022 10:03:43 PM

Form version: 1

Responses

Recommended Prefix WIS

Course Level 6

Course Number XXX

Lab Code None

Category of Instruction Intermediate

Course Title Coupled Human and Wildlife Systems

Transcript Title Coupled Human and Wildlife Sys

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Spring

Effective Year 2023

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 The Coupled Human and Natural Systems (CHANS) framework provides an interdisciplinary approach to addressing global challenges by explicitly examining interactions and feedbacks between humans (e.g., culture, socioeconomics, governance) and nature (e.g., wildlife, plants, abiotic features). The goal of this course is to train graduate students to take such an interdisciplinary approach to critically analyze wildlife conservation issues occurring around the globe.

Prerequisites PCB 4043C or equivalent or permission of instructor

Co-requisites N/A

Rationale and Placement in Curriculum This is a course that graduate students can take to fulfill varied areas of emphasis in their graduate program in wildlife ecology and conservation. It is a growing topic in the field. The course also attracts students from other departments related to conservation and sustainability issues.

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

1. Employ a working knowledge of the main theories shaping coupled human and natural systems approaches.
2. Compare mechanisms shaping variation in human-wildlife interactions and feedbacks that occur in diverse socio-ecological contexts around the globe.
3. Interpret a given wildlife conservation challenge from multiple perspectives, drawing on both natural and social science disciplines.
4. Identify hidden human actors who are often ignored in single-discipline wildlife conservation efforts (e.g., marginalized groups, cultural minorities, indirect governance actors).
5. Assess cutting-edge methods that may be used to address a given wildlife research question

in an interdisciplinary manner.

6. Design interdisciplinary strategies for addressing pressing challenges in wildlife conservation in different socio-ecological contexts and countries around the globe.

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

Week 1

- Roy, Eric D., et al. "The elusive pursuit of interdisciplinarity at the human—environment interface." *BioScience* 63.9 (2013): 745-753.
- Betley, E., et al. Introduction to Systems and systems thinking. Lessons in conservation. <http://ncep.amnh.org/linc>

Week 2

- Liu, Jianguo, et al. "Coupled human and natural systems." *AMBIO: a journal of the human environment* 36.8 (2007): 639-649.
- Carter, Neil H., et al. "A conceptual framework for understanding illegal killing of large carnivores." *Ambio* 46.3 (2017): 251-264.

Week 3

- Ostrom, Elinor. "A general framework for analyzing sustainability of social-ecological systems." *Science* 325.5939 (2009): 419-422.
- Brehony, Peadar, et al. "Incorporating social-ecological complexities into conservation policy." *Biological conservation* 248 (2020): 108697.

Week 4

- Folke, Carl. "Resilience: The emergence of a perspective for social–ecological systems analyses." *Global environmental change* 16.3 (2006): 253-267.
- Resilience practitioner workbook: https://www.resalliance.org/files/ResilienceAssessmentV2_2.pdf

Week 5

- Larrosa, Cecilia, Luis R. Carrasco, and E. J. Milner-Gulland. "Unintended feedbacks: challenges and opportunities for improving conservation effectiveness." *Conservation Letters* 9.5 (2016): 316-326.
- Boonstra, Wiebren Johannes, et al. "Human responses to social-ecological traps." *Sustainability Science* 11.6 (2016): 877-889.

Week 6

- Gavin, Michael C., et al. "Defining biocultural approaches to conservation." *Trends in ecology & evolution* 30.3 (2015): 140-145.
- Liu, Jianguo, et al. "Framing sustainability in a telecoupled world." *Ecology and Society* 18.2 (2013).

Week 7

- Hull et al. Ch 4 in: Liu, Jianguo, et al., eds. *Pandas and people: coupling human and natural systems for sustainability*. Oxford University Press, 2016.

Week 8

- Behr, Dominik M., Arpat Ozgul, and Gabriele Cozzi. "Combining human acceptance and habitat suitability in a unified socio-ecological suitability model: a case study of the wolf in Switzerland." *Journal of Applied Ecology* 54.6 (2017): 1919-1929.

Week 9

- Barrett, Christopher B., Alexander J. Travis, and Partha Dasgupta. "On biodiversity conservation and poverty traps." *Proceedings of the National Academy of Sciences* 108.34 (2011): 13907-13912.

Week 10

- Gaynor, Kaitlyn M., et al. "War and wildlife: linking armed conflict to conservation." *Frontiers in Ecology and the Environment* 14.10 (2016): 533-542.

Week 11

- Margulies, Jared D., and Krithi K. Karanth. "The production of human-wildlife conflict: A political animal geography of encounter." *Geoforum* 95 (2018): 153-164.

Week 12

- Ogra, Monica V. "Human–wildlife conflict and gender in protected area borderlands: a case study of costs, perceptions, and vulnerabilities from Uttarakhand (Uttaranchal), India." *Geoforum* 39.3 (2008): 1408-1422.

Week 13

- TBD- student choice

Week 14

- TBD- student choice
- Week 15
- TBD- student choice

Weekly Schedule of Topics Week 1 Introduction
Systems theory

Week 2 Coupled Human and Natural Systems
CHANS wildlife case study

Week 3 SES theory
SES theory case study

Week 4 Resilience
Resilience case study

Week 5 Social-ecological feedbacks
Social-ecological traps

Week 6 Biocultural approaches
Telecoupling

Week 7 Case study- People and Pandas
Guest Lecture

Week 8 SES Mapping
Participatory Approaches

Week 9 Special topic- Poverty and wildlife
Guest Lecture

Week 10 Special topic- Wildlife and war
Guest Lecture

Week 11 Special topic- Human-wildlife conflict Rough Research Paper Due
Guest lecture

Week 12 Special topic- Gender and wildlife
Guest lecture

Week 13 Student presentations Peer Review Due

Week 14 Student presentations

Week 15 Agenda for the Future Final Research Paper Due

Grading Scheme

Class participation	100 (25%)
Research paper	100 (25%)
Peer review of research paper	100 (25%)
Presentation	100 (25%)
Total	400

Instructor(s) Vanessa Hull

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

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

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

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

✓ H 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/>.

✓ H 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.

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

✓ H 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.

✓ H 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.

✓ H 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.

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

✓ H 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.

✓ H 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://approval.ufl.edu/policies/external-consultations/>.

✓ H 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.

✓ H 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.

✓ H 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.

✓ H 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)

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

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

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

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

Coupled Human and Wildlife Systems

WIS 6xxx

Spring semester of odd years

Tues/Thurs 2:00-3:30 pm

McCarty B Rm 3096

3 credits

Instructor:

Vanessa Hull

Email: vhull@ufl.edu

Phone: 352-846-0638

Office: 310 Newins-Ziegler

Office Hours: Tues/Thurs 3:30-4:30 pm (or by appointment)

She/her/hers

Course Prerequisites: PCB 4043C or equivalent or permission of instructor

Course Description

The Coupled Human and Natural Systems (CHANS) framework provides an interdisciplinary approach to addressing global challenges by explicitly examining interactions and feedbacks between humans (e.g., culture, socioeconomics, governance) and nature (e.g., wildlife, plants, abiotic features). The goal of this course is to train graduate students to take such an interdisciplinary approach to critically analyze wildlife conservation issues occurring around the globe.

Learning Objectives

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

1. Employ a working knowledge of the main theories shaping coupled human and natural systems approaches.
2. Compare mechanisms shaping variation in human-wildlife interactions and feedbacks that occur in diverse socio-ecological contexts around the globe.
3. Interpret a given wildlife conservation challenge from multiple perspectives, drawing on both natural and social science disciplines.
4. Identify hidden human actors who are often ignored in single-discipline wildlife conservation efforts (e.g., marginalized groups, cultural minorities, indirect governance actors).
5. Assess cutting-edge methods that may be used to address a given wildlife research question in an interdisciplinary manner.
6. Design interdisciplinary strategies for addressing pressing challenges in wildlife conservation in different socio-ecological contexts and countries around the globe.

Course components

Class Participation

This course relies heavily on active student participation. Please complete the readings prior to the class period. Please notify the instructor of any absence. Unexcused absences will result in a deduction of 5 points each from the participation grade after 2 occurrences.

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

Research Paper/Presentation

The main component of this class is the student independent research project. This project can be completed alone or in a small group with other students. The project will involve writing a research paper and making a presentation to the class in the last third of the semester. The student can choose their own topic related to the application of coupled human and natural systems research to wildlife.

The research paper could be an insight piece, conceptual framework, literature review, or analysis of original data. Students should aim to write a high-quality piece that could conceivably be published in a peer-reviewed journal after the course. Students will also review a research paper written by another student in the class and provide valuable constructive feedback for their colleague (similar to a peer review that would be conducted when reviewing for a journal). Students will then make changes to their paper in response to the peer review comments and submit a final paper along with responses to the peer reviewer comments.

Regarding the presentation, students will present their research topic to the class. Students should prepare a creative delivery of the material to the class to take up around 20 minutes. Detailed descriptions of the research project expectations can be found on Canvas.

Course Webpage

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

Grading:

Grades will be calculated as follows:

A (90% or greater), 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%)

Item	Points
Class participation	100
Research paper	100
Peer review of research paper	100
Presentation	100
Total	400

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

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Class Schedule

Week 1	Introduction Systems theory	
Week 2	Coupled Human and Natural Systems CHANS wildlife case study	
Week 3	SES theory SES theory case study	
Week 4	Resilience Resilience case study	
Week 5	Social-ecological feedbacks Social-ecological traps	
Week 6	Biocultural approaches Telecoupling	
Week 7	Case study- People and Pandas Guest Lecture	
Week 8	SES Mapping Participatory Approaches	
Week 9	Special topic- Poverty and wildlife Guest Lecture	
Week 10	Special topic- Wildlife and war Guest Lecture	
Week 11	Special topic- Human-wildlife conflict Guest lecture	Rough Research Paper Due
Week 12	Special topic- Gender and wildlife Guest lecture	
Week 13	Student presentations	Peer Review Due
Week 14	Student presentations	
Week 15	Agenda for the Future	Final Research Paper Due

Reading List

*additional readings will be added corresponding to guest lectures (based on guests scheduled for a given semester)

Week 1

- Roy, Eric D., et al. "The elusive pursuit of interdisciplinarity at the human—environment interface." *BioScience* 63.9 (2013): 745-753.
- Betley, E., et al. Introduction to Systems and systems thinking. Lessons in conservation. <http://ncep.amnh.org/linc>

Week 2

- Liu, Jianguo, et al. "Coupled human and natural systems." *AMBIO: a journal of the human environment* 36.8 (2007): 639-649.
- Carter, Neil H., et al. "A conceptual framework for understanding illegal killing of large carnivores." *Ambio* 46.3 (2017): 251-264.

Week 3

- Ostrom, Elinor. "A general framework for analyzing sustainability of social-ecological systems." *Science* 325.5939 (2009): 419-422.
- Brehony, Peadar, et al. "Incorporating social-ecological complexities into conservation policy." *Biological conservation* 248 (2020): 108697.

Week 4

- Folke, Carl. "Resilience: The emergence of a perspective for social–ecological systems analyses." *Global environmental change* 16.3 (2006): 253-267.
- Resilience practitioner workbook: https://www.resalliance.org/files/ResilienceAssessmentV2_2.pdf

Week 5

- Larrosa, Cecilia, Luis R. Carrasco, and E. J. Milner-Gulland. "Unintended feedbacks: challenges and opportunities for improving conservation effectiveness." *Conservation Letters* 9.5 (2016): 316-326.
- Boonstra, Wiebren Johannes, et al. "Human responses to social-ecological traps." *Sustainability Science* 11.6 (2016): 877-889.

Week 6

- Gavin, Michael C., et al. "Defining biocultural approaches to conservation." *Trends in ecology & evolution* 30.3 (2015): 140-145.
- Liu, Jianguo, et al. "Framing sustainability in a telecoupled world." *Ecology and Society* 18.2 (2013).

Week 7

- Hull et al. Ch 4 in: Liu, Jianguo, et al., eds. *Pandas and people: coupling human and natural systems for sustainability*. Oxford University Press, 2016.

Week 8

- Behr, Dominik M., Arpat Ozgul, and Gabriele Cozzi. "Combining human acceptance and habitat suitability in a unified socio-ecological suitability model: a case study of the wolf in Switzerland." *Journal of Applied Ecology* 54.6 (2017): 1919-1929.

Week 9

- Barrett, Christopher B., Alexander J. Travis, and Partha Dasgupta. "On biodiversity conservation and poverty traps." *Proceedings of the National Academy of Sciences* 108.34 (2011): 13907-13912.

Week 10

- Gaynor, Kaitlyn M., et al. "War and wildlife: linking armed conflict to conservation." *Frontiers in Ecology and the Environment* 14.10 (2016): 533-542.

Week 11

- Margulies, Jared D., and Krithi K. Karanth. "The production of human-wildlife conflict: A political animal geography of encounter." *Geoforum* 95 (2018): 153-164.

Week 12

- Ogra, Monica V. "Human-wildlife conflict and gender in protected area borderlands: a case study of costs, perceptions, and vulnerabilities from Uttarakhand (Uttaranchal), India." *Geoforum* 39.3 (2008): 1408-1422.

Week 13

- TBD- student choice

Week 14

- TBD- student choice

Week 15

- TBD- student choice

COVID Response Statements

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

Online Course Evaluation Process

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

Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty

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

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Software Use:

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

Services for Students with Disabilities

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

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

Campus Helping Resources

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

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu*
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-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Cover Sheet: Request 17102

AMCB seminar to repeatable

Info

Process	Course Modify Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	John Bromfield jrbromfield@ufl.edu
Created	2/15/2022 11:51:49 AM
Updated	2/18/2022 1:14:32 PM
Description of request	We are requesting the course Graduate Seminar in Animal Molecular and Cellular Biology (ANS 6936) be modified from non-repeatable to repeatable. This request is being made as PhD students in the AMCB program are required to present seminars annually during this program, and receive 2 credits of seminar over two different semesters during the PhD program.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Molecular and Cell Biology	Raluca Mateescu		2/18/2022
ANS6936 AMCB Seminar Syllabus - 2022 update.pdf					2/15/2022
ANS6936 AMCB Seminar Syllabus - 2022 current.pdf					2/15/2022
CALS CC Checklist.pdf					2/15/2022
College	Pending	CALS - College of Agricultural and Life Sciences			2/18/2022
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|Modify for request 17102

Info

Request: AMCB seminar to repeatable

Description of request: We are requesting the course Graduate Seminar in Animal Molecular and Cellular Biology (ANS 6936) be modified from non-repeatable to repeatable. This request is being made as PhD students in the AMCB program are required to present seminars annually during this program, and receive 2 credits of seminar over two different semesters during the PhD program.

Submitter: John Bromfield jrbromfield@ufl.edu

Created: 2/15/2022 11:40:03 AM

Form version: 1

Responses

Current Prefix ANS

Course Level 6

Number 936

Lab Code None

Course Title Graduate Seminar in Animal Molecular and Cellular Biology

Effective Term Earliest Available

Effective Year Earliest Available

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

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Course Type Seminar

Change Rotating Topic Designation? No

Change Repeatable Credit? Yes

Repeatable Credit From Non-repeatable to Repeatable

Multiple Offerings in a Single Semester No

Maximum Repeatable Credits 2

Change Course Description? No

Change Prerequisites? No

Change Co-requisites? No

Rationale The AMCB PhD program has always required that students present 2 seminars for credit during their PhD program. In addition, students are required to present in the AMCB seminars series annually as part of the PhD program (credit is not required each year). Annual participation facilitates the requirements and using repeatable credit facilitates the improvement of communication skills as part of the PhD program.

ANS 6936 – GRADUATE SEMINAR IN AMCB

INSTRUCTOR:

Dr. John Bromfield
Office hours by appointment
Room 122D Dairy Science building
jbromfield@ufl.edu
Ph: 352-294-6991

DESCRIPTION:

This course provides students the opportunity to prepare and present an engaging and informative research seminar.

COURSE FORMAT:

The course consists of a weekly 1-hour seminar.

TIME & PLACE:

Fridays @ 3PM. Special seminars will be at other specified times. All seminars will be presented in person or by Zoom.

EXPECTED OUTCOMES:

Students will be able to critically read and interpret scientific articles and be informed of recent research developments in animal cellular and molecular biology. Students are required to present a 45-minute seminar to the group once during the semester. A finalized schedule of seminar speakers will be made available at the beginning of the semester.

REQUIREMENTS:

Enrollment in graduate school.

GRADING:

S/U, grading based on the presentation.

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>

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:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the

following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."* It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>

SOFTWARE USE:

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

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, <http://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, <http://www.crc.ufl.edu/>*

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, <http://www.dso.ufl.edu/drc/>

Graduate Seminar in Animal Molecular and Cellular Biology

ANS 6936

Class Periods: Friday, 3 to 4 PM

Location: Room 201, Dairy Sciences Building

Academic Term: Spring 2022

Instructor:

John Bromfield

jbromfield@ufl.edu

Ph: 352-294-6991

Office Hours: Friday at 4PM following seminar.

Course Description

This course provides students the opportunity to prepare and present an engaging and informative research seminar. In addition, students will be exposed to world leaders in scientific disciplines, be able to engage with fellow scientists with meaningful scientific discussion and develop skills for scientific communication.

Course Objectives

- Students are expected to engage in seminars and present a seminar based on their own research work.
- Seminar presentations will provide students the opportunity to present a scientific seminar. Seminar presentations will be evaluated on the students ability to deliver a talk based on the standard scientific method: presenting background, rationale, hypothesis, methodology, results, discussion, and conclusions.
- Students will learn to engage a scientific audience by fielding questions from the audience based on the presented seminar.
- Active participation in all other seminars will facilitate scientific rigor in a students development and build scientific communication skills. This will be achieved by asking questions and providing informative comments following other seminars.

Course Schedule

A complete schedule of the seminars to be presented can be found on the AMCB website (<https://programs.ifas.ufl.edu/animal-molecular-and-cellular-biology/events/seminars/>)

Attendance Policy, Class Expectations, and Make-Up Policy

Students are expected to attend all seminars throughout the semester and present a 45-minute seminar at a determined date within the seminar schedule. Absences count from the first class meeting. Acceptable reasons for absences include illness, serious family emergencies, military duty, life-threatening weather conditions, religious holidays, special curricular requirements, and participation in official UF activities. Instructors must excuse absences due to court-ordered legal obligations, such as jury duty or subpoena. They may excuse absences for other reasons as well.

Evaluation of Grades

<i>Assignment</i>	<i>Total Points</i>	<i>Percentage of Final Grade</i>
Seminar presentation	25	80%
Participation (12 seminars, 1 pt each)	12	10%
Attendance (12 seminars, 1 pt each)	12	10%
		100%

Participation will be evaluated on the students interaction during seminars. This will include asking questions and providing comment at the conclusion of the seminar. In addition student interactions with speakers at the conclusion of seminars is equally valued. In the absence of personal interaction with speakers, students will be expected to write a brief 1 paragraph summary of each seminar to indicate participation in the delivery of the seminar.

Seminar presentations given by the student will be evaluated on 1) content and organization, 2) visual presentation, 3) delivery of content, 4) use of scientific structure including background, rationale, hypothesis, methodology, results, discussion, and conclusions, and 5) audience engagement and addressing questions and comments. Each criteria will be evaluated on a 5 point scale.

Graduate students of the AMCB are required to present two separate seminars in two different semesters for credit during their program. Students taking ANS 6936 for a second time will be evaluated on their ability to improve their presentation skills based on feedback provided following the presentation of the first seminar.

Grading Policy

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

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/graduate/?catoid=10&navoid=2020#grades>

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

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Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Wellness Coaching

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

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

- Student Success Initiative, <http://studentsuccess.ufl.edu>.

Student Complaints

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Additional Information


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

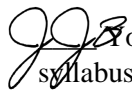
CALS Curriculum Committee Submission Checklist


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.

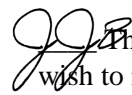
CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.


 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.

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.

 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.

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

JJB 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://approval.ufl.edu/policies/external-consultations/>.

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.

JJB 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.

JJB 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.

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

Certificates

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

Cover Sheet: Request 16705

New Undergraduate Course: Eco-Civic Engagement

Info

Process	Course New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Danny Coenen dcoenen@ufl.edu
Created	10/21/2021 10:21:53 AM
Updated	3/14/2022 8:32:34 PM
Description of request	SNRE would like to request a permanent course number for this course, which has been taught twice under a special topics code.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Natural Resources and Environment 60170000	Konda Reddy		3/1/2022
CALS CC Checklist - Eco-Civic.pdf					3/1/2022
College	Pending	CALS - College of Agricultural and Life Sciences			3/1/2022
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					

Course|New for request 16705

Info

Request: New Undergraduate Course: Eco-Civic Engagement

Description of request: SNRE would like to request a permanent course number for this course, which has been taught twice under a special topics code.

Submitter: Danny Coenen dcoenen@ufl.edu

Created: 3/1/2022 8:43:20 AM

Form version: 3

Responses

Recommended Prefix EVR

Course Level 3

Course Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Eco-Civic Engagement

Transcript Title Eco-Civic Engagement

Degree Type Baccalaureate

Delivery Method(s) 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 This course guides students in developing an understanding of civic engagement and environmental problems and solutions. Through service-learning experiences, students will examine environmental problems, community organizations, and social equity. The course format will be lecture, discussion, and service learning in the local community. The goal for this course is for students to learn about the importance of community engagement and organizational approaches to targeting environmental issues.

Prerequisites Junior or senior standing

Co-requisites N/A

Rationale and Placement in Curriculum SNRE would like to request a permanent number for this course, which was taught under a special topics code in spring 2021 and spring 2022. The service learning component of Eco-Civic Engagement is unique among SNRE's course offerings and will provide our students with valuable hands-on experience interfacing with local community organizations. It is included in the recently submitted revisions to our B.S. and B.A. Environmental Science degrees as an option to fulfill an environmental ethics requirement.

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

- Identify overarching models and frameworks for civic engagement
- Integrate important aspects of civic engagement into course interactions and assignments
- Identify the intersections between environmental issues and social issues
- Meaningfully engage in direct service with partnering local environmental organizations
- Develop a personal framework for civic pathways

- Describe the role of individual and collective civic actions to affect environmental changes

Course Textbook(s) and/or Other Assigned Reading Required readings:

Cress, Christine M., Peter J. Collier, Vicki L. Reitenauer, and Associates. 2005. Learning through Serving: A Student Guidebook for Service Learning across the Disciplines. Stylus Publishing: Sterling, VA.

Lerner, Steve. 2010. Sacrifice Zones: The Front Lines of Toxic Chemical Exposures in the United States. MIT Press.

Additional materials will be required and made available through the Canvas website.

Weekly Schedule of Topics Dates/Topics/Readings/Assignments

Week 1/ Introduction to Civic Engagement and the Environment, Collaborations and Organizations, Civic Engagement and Land-Grant Universities/ Chapter 1 in Cress et al. "What is Service Learning?"/ Class introduction in Canvas

Week 2/ Choosing an organization/topic; journaling, Democracy and Justice, Inclusive Citizenship in a Diverse Democracy/ Chapter 2 in Cress et al. "Building and Maintaining Community Partnerships"/ Readings review #1 due

Week 3/ Social Movement Theory, Individual and Collective Action, Grassroots Case Studies, Guest Speaker/ Chapter 3 in Cress et al. "Becoming Community"/ Readings review #2 due, Guest speaker questions due, Journal entry #1 due

Week 4/ Teamwork and organizational involvement, Guest Speaker/ Chapter 4 in Cress et al. "Groups are Fun, Groups are Not Fun"/ Readings review #3 due, Guest speaker questions due, Journal entry #2 due

Week 5/ Diversity and Difference in Community Work, Power and Privilege, Environmental Justice/ Chapter 5 in Cress et al. "Creating Cultural Connections", watch "The Power of Privilege" (link on Canvas), *Anne Saville and Alison E. Adams. 2019. "Balancing Environmental Remediation, Environmental Justice, and Health Disparities: The Case of Lake Apopka, Florida." Case Studies in the Environment, <https://doi.org/10.1525/cse.2018.001610/> Readings review #4 due, Journal entry #3 due

Week 6/ Role of Universities in Civic Action, Civic Action Case Studies, Guest Speaker/ Chapter 6 in Cress et al. "Reflection in Action"/ Readings review #5 due, Guest speaker questions due, Journal entry #4 due

Week 7/ Case study discussion, Environmental health and illness, Grassroots health movements/ Lerner, Steve. 2010. "Ocala, Florida: Community Blanketed by 'Black Snow' from Neighboring Charcoal Factory." Pp. 19-40 in Sacrifice Zones: The Front Lines of Toxic Chemical Exposures in the United States. MIT Press./ Readings review #6 due, Journal entry #5 due

Week 8/ Case study discussion, Grassroots tactics and strategies, Guest Speaker/ Lerner, Steve. 2010. "Pensacola, Florida: Health Problems Near 'Mount Dioxin' Require Relocation." Pp. 41-71 in Sacrifice Zones: The Front Lines of Toxic Chemical Exposures in the United States. MIT Press./ Readings review #7 due, Guest speaker questions due, Journal entry #6 due

Week 9/ Case study discussion, Negotiating community needs: Environment vs. Economy?/ Lerner, Steve. 2010. "Tallevast, Florida: Rural Residents Live a top Contaminated Groundwater from High Tech Weapons Company." Pp. 157-176 in Sacrifice Zones: The Front Lines of Toxic Chemical Exposures in the United States. MIT Press., *Watch: Tallevast - An Environmental Divide Pits Residents Against Industry, State/ Readings review #8 due, Journal entry #7 due

Week 10/ Challenges to civic engagement and activism, Civic engagement in today's political climate, Guest Speaker/ Chapter 7 in Cress et al. "Failure with the Best Intentions"/ Readings review #9 due, Guest speaker questions due, Journal entry #8 due

Week 11/ Exploring ways of knowing, Critical thinking and critical inquiry going forward, Journal/paper workshop/ Chapter 8 in Cress et al. "Expanding Horizons"/ Readings review #10 due, Journal entry #9 due

Week 12/ Benefits and challenges of learning and serving, Guest Speaker/ Chapter 9 in Cress et al. "Beyond a Grade", *Watch "Being Young and Making an Impact"/ Readings review #11 due, Guest speaker questions due, Journal entry #10 due

Week 13/ Community work and environmental issues, Thinking globally and acting locally – consumerism and activism, Environmental action: Case study workshop/ **"Campus Alternative Food Projects and Food Service Realities: Alternative Strategies." Peggy F. Bartlett, Chapter 10 in Cress et al. "Looking Back, Looking Forward"/ Readings review #12 due

Week 14/ Student Presentations/ No readings/ No assignments due

Week 15/ Student Presentations/ No readings/ Final paper due

Grading Scheme Student Journal – 10 Entries @ 10 points each 100 points

Readings Reviews - 12 @ 10 points each 120 points

Guest Speaker Questions – 5 @ 20 points each 100 points

Participation and Attendance 100 points

Community Outreach Product 150 points

Final Paper 150 points

Total Points: 720

Grading Scale 90% A ; 86% - 89.9% B+; 80% - 85.9% B; 76% - 79.9% C+; 70% - 75.9% C; 66% - 69.9% D+; 60% - 65.9% D; < 60% E

Instructor(s) Alison Adams

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee Submission Checklist

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

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

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

De 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/>.

De 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.

De 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.

De 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.

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

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

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

De 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.

De 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.

De 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.

De 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)

ECO-CIVIC ENGAGEMENT

EVS-4932/FOR-4934R 3XXX

Spring ~~2021~~2022
Tuesdays (1:55 – 2:45) and Thursdays (1:55 – 3:50)
Weimer Hall 2056 (in person)
3 Credit Hours

Instructor: Dr. Alison E. Adams

Office: 357 Newins-Zeigler Hall

Office Hours (virtual): Thursdays 12:00-1:00 and by appointment

Email: alison.adams@ufl.edu

COURSE DESCRIPTION

This course guides students in developing an understanding of civic engagement and environmental problems and solutions. Through service-learning experiences, students will examine environmental problems, community organizations, and social equity. The course format will be lecture, discussion, and service learning in the local community. The goal for this course is for students to learn about the importance of community engagement and organizational approaches to targeting environmental issues.

STUDENT LEARNING OUTCOMES (SLOs)

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

1. Identify overarching models and frameworks for civic engagement
2. Integrate important aspects of civic engagement into course interactions and assignments
3. Identify the intersections between environmental issues and social issues
4. Describe different methods and approaches to engaging in direct service with environmental organizations
5. Develop a personal framework for civic pathways
6. Describe the role of individual and collective civic actions to affect environmental changes

PREREQUISITES

Junior or senior standing

COURSE FORMAT

The course format will be lecture, discussion, guest discussions, and researching case studies of grassroots environmental issues. Through class discussions, readings, journaling, and presentations, students will be encouraged to engage in critical reflection. The goal for this course will be to provide opportunities for students to learn about environmental problems and their potential solutions, the importance of community engagement, and organizational approaches to targeting environmental issues.

Commented [C1]: This first paragraph repeats the course description above.

This is an in-person course. We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are expected 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.
- 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.
- Practice physical distancing to the extent possible when entering and exiting the classroom.
- 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.

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.

COURSE WEBSITE

We will be using a Canvas course web site throughout the semester for grade management, access to course materials, course announcements, and submission of class assignments. Please check this site before every class to check for announcements, schedule changes, or other important information.

REQUIRED COURSE MATERIALS

Cress, Christine M., Peter J. Collier, Vicki L. Reitenauer, and Associates. 2005. *Learning through Serving: A Student Guidebook for Service Learning across the Disciplines*. Stylus Publishing: Sterling, VA.

Lerner, Steve. 2010. *Sacrifice Zones: The Front Lines of Toxic Chemical Exposures in the United States*. MIT Press.

Additional materials will be required and made available through the Canvas website.

INCLUSION, DIVERSITY, EQUITY, AND ACCESS STATEMENT

In this class, as in life, it is of utmost importance to treat all individuals with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives we all bring to this class.

I will do my best to create a welcoming, inclusive, and safe classroom, but if there is something I can be doing better, please feel free to reach out any time. In addition, I realize that incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups. If anyone experiences or observes unfair or hostile treatment on the basis of identity, I encourage you to reach out for support to either myself or a member of the support staff here in SNRE ~~and SFFGS~~. I am happy to work to connect you with resources as well.

COURSE STRUCTURE AND ASSESSMENTS

This course is a combination of lecture, guest presentations, and class discussion. Assessments of student performance will be class participation and attendance, direct service experiences with a local organization, journaling submissions throughout the semester, written reviews of assigned readings and materials, guest speaker sessions, and a final paper and presentation due at the end of the semester. These assignments are summarized below, but more detailed assignment descriptions will be made available through our course website on Canvas.

Participation

Attendance (whether in person or online) to each class is crucial to students' success in this course. I strongly encourage each student to make every effort to attend class, whether face-to-face or online (see attendance policy below). We will engage in lecture, media workshops, and discussion groups throughout the semester. The discussion portion of this course will serve to provide an opportunity for students to pose questions and engage in meaningful conversation about the readings, lecture topics, and additional films and materials that are a part of this course. Each week, I will provide a series of questions related to the topic at hand. These questions will be designed to foster discussion and critical thinking about environmental issues and civic engagement. The purpose of these discussions is to gain perspective, ask questions, and share experiences and thoughts regarding topics for the week. *Participation in these discussions and activities will help students to achieve all of the SLOs for this course.*

Direct Learning Experiences

Each student will partner with a local environmental organization that has agreed to work with our class. The type of organization and type of service will be up to the student and the organization to decide together. Each student will be required to engage in eight to ten hours of

service throughout the semester but is encouraged to provide more if possible. On- and off-campus options will be available. Class time will be set aside for direct service work to compensate for scheduling issues. These experiences will be the foundation for student journaling, course discussion, and final papers and presentations. Students will be encouraged not only to provide service work to the organizations, but to delve into the issues they are tackling in a meaningful and critical way. *Engaging in direct learning experiences will inform SLO #4 and #5 (describing different methods and approaches to engaging in direct service with environmental organizations and developing a personal framework for civic pathways) specifically but will also enhance all of the other SLOs for this course.*

Guest Speaker Sessions

Throughout this course we will have guest speakers engage with our class about their organizations, their work, and answer questions from the class. During these sessions (noted in the schedule below), students will prepare questions for the speaker before class meeting times and will **submit their questions to me via Canvas** the night before we meet with the speaker. Students' engagement with our guest speakers will also contribute to their participation grades. *These sessions will help students to achieve all of the SLOs for this course, as well as increase their awareness of academic, industry, and agency avenues for internships, assistantships, and professional positions at the nexus of social and environmental outreach.*

Student Journals

Throughout the semester, students will be required to keep a journal of their thoughts, expectations, experiences, and reflections. Journals will be a minimum of one entry per week, based on the prompts and questions I post on Canvas. However, students will be encouraged to write additional entries as needed, based on their experiences and thoughts throughout the semester. The journals will be written in Word documents and will be summative documents. So, each week's entry should be added into the same document and resubmitted through Canvas. Entries should be a minimum of one page, single spaced. *Student journaling will speak to all of the SLOs, but this effort will specifically enhance students' achievements for SLO #5 (developing a personal framework for civic pathways).*

Readings Reviews

The reading reviews will consist of a *one paragraph summary and discussion* of the readings and/or other assigned sources for that week. These reviews should engage how the readings and other sources fit into our more general discussion for that week (e.g., civic engagement, environmental justice, democracy and change, etc.). These reviews will be due on the Monday of each week by midnight via our Canvas page. A more detailed assignment sheet will be available online to help students craft their weekly reading reviews. *These reviews will help students achieve all of the SLOs for this course, with a specific focus on SLO #1 (identifying overarching models and frameworks for civic engagement), SLO#2 (integrating important aspects of civic engagement into course interactions and assignments), and SLO #3 (identifying the intersections between environmental issues and social issues).*

- ~~1. Identify overarching models and frameworks for civic engagement~~
- ~~2. Integrate important aspects of civic engagement into course interactions and assignments~~
- ~~3. Identify the intersections between environmental issues and social issues~~
- ~~4. Describe different methods and approaches to engaging in direct service with environmental organizations~~
- ~~5. Develop a personal framework for civic pathways~~
- ~~6. Describe the role of individual and collective civic actions to affect environmental changes~~

Community Outreach Product and Presentation

Based on students' experiences with their direct service learning with our partnered community organization, students will work in groups to develop a promotional product regarding the work going on at the gardens. The target audience for the product will be the UF and broader Gainesville communities to raise awareness and participation in the organization. The design and format of the product is up to the students. Options include (but are not limited to) a PowerPoint, brochures or flyers, a tabling event, public speaking, or a social media campaign. Please discuss with me the format for your final product by [date]. The product will be presented to the class at the end of the semester. *This assignment will demonstrate students' ability to identify overarching models and frameworks for civic engagement (SLO #1), integrate important aspects of civic engagement into course interactions and assignments (SLO #2), and describe the role of individuals and collective and civic actions to affect environmental changes (SLO #6).*

Student groups will then develop and give a ten-minute presentation of their community outreach product for the course. The format of these presentation will be left up to the students, but could include PowerPoint slides, video presentations, and/or class discussions.

Final Papers

Students will write a final paper to be submitted at the conclusion of this course. The term paper will be reflection of the service-learning component and experiences throughout the course and apply course materials to students' experiences with their organization of choice and the related environmental or natural resource issues. A detailed assignment sheet will be posted at the beginning of the semester. The purpose of this paper will be to illustrate students' ability to:

- Knowledgeably discuss key concepts presented in lecture throughout the course
- Incorporate salient readings, class discussions, and other key course materials
- Critically assess major environmental sociological perspectives covered in class
- Reflect on their direct service experiences with local organizations

The term papers will be submitted electronically through our course web page. A detailed assignment sheet will be posted online at the beginning of the semester to help guide students in developing their term papers. *The purpose of this paper will speak to all six of the SLOs for this course.*

EVALUATION OF STUDENT PERFORMANCE

Course Component	Possible Points
Student Journal – 10 Entries @ 10 points each	100 points
Readings Reviews - 12 @ 10 points each	120 points
Guest Speaker Questions – 5 @ 20 points each	100 points
Participation and Attendance	100 points
Community Outreach Product	150 points
Final Paper	150 points
Total Points: 720	

Grading Scale ≥ 90% A; 86% - 89.9% B+; 80% - 85.9% B; 76% - 79.9% C+; 70% - 75.9% C; 66% - 69.9% D+; 60% - 65.9% D; < 60% E

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

Lateness Policy

Late assignments will lose 10% of the total points available for each day the assignment is late. If you have extenuating circumstances, please let me know as far ahead as possible so that we can make alternative plans for your assignment submissions.

**ACADEMIC HONESTY, SOFTWARE USE, UF COUNSELING SERVICES,
SERVICES FOR STUDENTS WITH DISABILITIES**

In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor 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.”

On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office. (Source: 2016-2017 Undergraduate Catalog).

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

[For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.](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.

Campus Resources:

Health and Wellness

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

Counseling and Wellness Center, 3190 Radio Road

Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Wellness Coaching

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.

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.

Student Success Initiative: UF Student Success is a collaboration of administrators, faculty, staff, and students throughout the UF community to holistically support every UF undergraduate student. UF Student Success leverages UF's long tradition of providing services to support undergraduate students by bringing them together into a seamless support network.

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](#).

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/dre/https://disability.ufl.edu

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. 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/>.

ATTENDANCE POLICIES

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Absences

Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the instructor to make attendance mandatory and require

documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

Religious Holiday

At the University of Florida, students and faculty work together to allow students the opportunity to observe the holy days of their faith. A student should inform the faculty member of the religious observances of their faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. The faculty member is then obligated to accommodate that particular student's religious observances. Because students represent a myriad of cultures and many faiths, the University of Florida is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. Accordingly, individual students should make their need for an excused absence known in advance of the scheduled activities.

The Florida Board of Education and state law govern university policy regarding observance of religious holidays.

The following guidelines apply:

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time.

A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that they have been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Illness

A student who is absent from class or any required class-related activity because of illness should contact their instructor, if feasible, as early as possible prior to the missed class or activity.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during an excused absence.

Students should contact their college by the deadline to drop a course for medical reasons. Students can petition the [Dean of Students Office](#) to drop a course for medical reasons. The university's policy regarding [medical excuse](#) from classes is maintained by the Student HealthCare Center.

Twelve-Day Rule

Students who participate in university-sponsored athletic or scholarly activities are permitted to be absent 12 scholastic days per semester without penalty. A scholastic day is any day on which regular class work is scheduled as defined in the approved university calendar.

The student or student's advisor must notify the instructor as early as possible prior to the anticipated absence to allow ample time for accommodations. Instructors must be flexible and not penalize students when re-scheduling during-term and final exams, class assignments, and other required activities and must follow the UF Attendance Policy herein and UF Examination Policies. As noted in the UF Examination Policies, during-term exams should be re-scheduled no later than before the end of the semester, while final exams no later than 90 days after the originally scheduled exam time. However, instructors are encouraged to reschedule final and during-term exams, assignments, and other activities as soon as possible after the last day of the absence and must not penalize the student in any way.

A group's schedule that requires absence of more than 12 scholastic days should be adjusted so that no student is absent from campus more than 12 scholastic days. Students who previously have been warned in writing by their instructor about the impact of absences on their individual class performance should not incur additional absences, even if they have not been absent 12 scholastic days. The student is responsible to maintain satisfactory academic performance and attendance.

COURSE SCHEDULE

Dates	Topics	Readings*	Assignments
<i>Week 1</i>	Introduction to Civic Engagement and the Environment Collaborations and Organizations Civic Engagement and Land-Grant Universities	Chapter 1 in Cress et al. "What is Service Learning?"	Class introductions in Canvas
<i>Week 2</i>	Choosing an organization/topic; journaling Democracy and Justice Inclusive Citizenship in a Diverse Democracy	Chapter 2 in Cress et al. "Building and Maintaining Community Partnerships"	Readings review #1 due
<i>Week 3</i>	Social Movement Theory Individual and Collective Action Grassroots Case Studies <i>Guest Speaker Thursday</i>	Chapter 3 in Cress et al. "Becoming Community"	Readings review #2 due Guest speaker questions due Journal entry #1 due
<i>Week 4</i>	Teamwork and organizational involvement <i>Guest Speaker Thursday</i>	Chapter 4 in Cress et al. "Groups are Fun, Groups are Not Fun"	Readings review #3 due Guest speaker questions due Journal entry #2 due
<i>Week 5</i>	Diversity and Difference in Community Work Power and Privilege	Chapter 5 in Cress et al. "Creating Cultural Connections" Watch "The Power of Privilege" (link on Canvas)	Readings review #4 due Journal entry #3 due

	Environmental Justice	*Anne Saville and Alison E. Adams. 2019. "Balancing Environmental Remediation, Environmental Justice, and Health Disparities: The Case of Lake Apopka, Florida." <i>Case Studies in the Environment</i> , https://doi.org/10.1525/cse.2018.001610	
Week 6	Role of Universities in Civic Action Civic Action Case Studies Guest Speaker Thursday	Chapter 6 in Cress et al. "Reflection in Action"	Readings review #5 due Guest speaker questions due Journal entry #4 due
Week 7	Case study discussion Environmental health and illness Grassroots health movements	Lerner, Steve. 2010. "Ocala, Florida: Community Blanketed by 'Black Snow' from Neighboring Charcoal Factory." Pp. 19-40 in <i>Sacrifice Zones: The Front Lines of Toxic Chemical Exposures in the United States</i> . MIT Press.	Readings review #6 due Journal entry #5 due
Week 8	Case study discussion Grassroots tactics and strategies Guest Speaker Thursday	Lerner, Steve. 2010. "Pensacola, Florida: Health Problems Near 'Mount Dioxin' Require Relocation." Pp. 41-71 in <i>Sacrifice Zones: The Front Lines of Toxic Chemical Exposures in the United States</i> . MIT Press.	Readings review #7 due Guest speaker questions due Journal entry #6 due
Week 9	Case study discussion Negotiating community needs: Environment vs. Economy?	Lerner, Steve. 2010. "Tallevast, Florida: Rural Residents Live a top Contaminated Groundwater from High Tech Weapons Company." Pp. 157-176 in <i>Sacrifice Zones: The Front Lines of Toxic Chemical Exposures in the United States</i> . MIT Press.	Readings review #8 due Journal entry #7 due

		*Watch: Tallevast - An Environmental Divide Pits Residents Against Industry, State	
Week 10	Challenges to civic engagement and activism Civic engagement in today's political climate Guest Speaker Thursday	Chapter 7 in Cress et al. "Failure with the Best Intentions"	Readings review #9 due Guest speaker questions due Journal entry #8 due
Week 11	Exploring ways of knowing Critical thinking and critical inquiry going forward Journal/paper workshop	Chapter 8 in Cress et al. "Expanding Horizons"	Readings review #10 due Journal entry #9 due
Week 12	Benefits and challenges of learning and serving Guest Speaker Thursday	Chapter 9 in Cress et al. "Beyond a Grade" *Watch "Being Young and Making an Impact"	Readings review #11 due Guest speaker questions due Journal entry #10 due
Week 13	Community work and environmental issues Thinking globally and acting locally – consumerism and activism	**"Campus Alternative Food Projects and Food Service Realities: Alternative Strategies." Peggy F. Bartlett Chapter 10 in Cress et al. "Looking Back, Looking Forward"	Readings review #12 due

	Environmental action: Case study workshop		
Week 14	Student Presentations	No readings	No assignments due
Week 15	Student Presentations	No readings	Final paper due

* Materials available through Canvas website

Please note that this schedule is subject to change based on guest speaker availability or other contingencies.

Cover Sheet: Request 16982

New Course- Large Mammal Ecology and Management

Info

Process	Course New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Vanessa Hull vhull@ufl.edu
Created	1/20/2022 9:57:02 PM
Updated	2/15/2022 4:16:09 PM
Description of request	This is a new course request for WIS 4xxx- Large Mammal Ecology and Management

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren		2/15/2022
Large Mammal Syllabus_Hull.docx					1/20/2022
CALS CC Checklist_1.pdf					1/20/2022
External-Consult1.pdf					1/20/2022
College	Pending	CALS - College of Agricultural and Life Sciences			2/15/2022
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					

Course|New for request 16982

Info

Request: New Course- Large Mammal Ecology and Management

Description of request: This is a new course request for WIS 4xxx- Large Mammal Ecology and Management

Submitter: Vanessa Hull vhull@ufl.edu

Created: 3/4/2021 5:55:10 PM

Form version: 1

Responses

Recommended Prefix WIS

Course Level 4

Course Number XXX

Category of Instruction Advanced

Lab Code None

Course Title Large Mammal Ecology and Management

Transcript Title Large Mammal Ecology and Manag

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Spring

Effective Year 2023

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Large mammals are fascinating creatures that interact with the coupled human and natural systems that they occupy in complex ways. Their dynamics are driven by abiotic and biotic conditions as well as human impacts, while they in turn play significant roles in shaping the diverse landscapes they inhabit. In this course, we will take a critical approach to examining current advances and controversies involving large mammals.

Prerequisites junior or senior standing

Co-requisites N/A

Rationale and Placement in Curriculum The course is a key elective that students can take in their third or fourth year. Large mammals are an important component of the field of wildlife ecology and conservation.

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

1. Articulate key components of large mammal ecology
2. Explain differences in management strategies for large mammals in different countries and contexts
3. Articulate and provide examples of the variety of human threats to large mammals at local and global scales
4. Evaluate the efficacy of real-world conservation strategies to manage large mammals
5. Use multimedia tools to effectively explain large mammal ecology and management issues to others

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

Week 1

- Ripple, William J., et al. "Collapse of the world's largest herbivores." Science advances 1.4 (2015): e1400103.

Week 2

- Ripple, William J., et al. "Status and ecological effects of the world's largest carnivores."

Science 343.6167 (2014).

- Manfredo, Michael J., Tara L. Teel, and Alia M. Dietsch. "Implications of human value shift and persistence for biodiversity conservation." *Conservation Biology* 30.2 (2016): 287-296.

Week 3

- Greenville, Aaron C., et al. "Bottom-up and top-down processes interact to modify intraguild interactions in resource-pulse environments." *Oecologia* 175.4 (2014): 1349-1358.
- Butler, Matthew J., et al. "Commentary: Wildlife ranching in North America—arguments, issues, and perspectives." (2005): 381-389.

Week 4

- Macdonald, David W. "The ecology of carnivore social behaviour." *Nature* 301.5899 (1983): 379-384.

Week 5

- Benítez-López, Ana, et al. "Intact but empty forests? Patterns of hunting-induced mammal defaunation in the tropics." *PLoS biology* 17.5 (2019): e3000247.

Week 6

- None

Week 7

- Alston, J. M., et al. "Reciprocity in restoration ecology: When might large carnivore reintroduction restore ecosystems?." *Biological conservation* 234 (2019): 82-89.

Week 8

- Masozera, Michel K., et al. "Assessing the suitability of community-based management for the Nyungwe Forest Reserve, Rwanda." *Forest policy and economics* 8.2 (2006): 206-216.

Week 9

- Lute, M. L., & Carter, N. H. (2020). Are we coexisting with carnivores in the American West?. *Frontiers in Ecology and Evolution*, 8, 48.

Week 10

- Nanni, Veronica, et al. "Social media and large carnivores: Sharing biased news on attacks on humans." *Frontiers in Ecology and Evolution* 8 (2020): 71.

Week 11

- Liu, Jianguo, et al. "Ecological degradation in protected areas: the case of Wolong Nature Reserve for giant pandas." *Science* 292.5514 (2001): 98-101.

Week 12

- Robbins, Martha M., et al. "Extreme conservation leads to recovery of the Virunga mountain gorillas." *PloS one* 6.6 (2011): e19788.

Week 13

- TBD- student choice

Week 14

- TBD- student choice

Week 15

- TBD- student choice

Weekly Schedule of Topics Week 1 Introduction

Ungulates- Trends and Impacts

Week 2 Carnivores- Trends and Impacts

Values

Week 3 Population regulation

Game ranching

Week 4 Sociality

Guest lecture

Week 5 Hunting

Guest lecture

Week 6 Graphical abstracts discussion

Guest lecture

Week 7 Reintroduction

Guest lecture

Week 8 Community based management

Mid semester review

Week 9 Coexistence

Guest lecture

Week 10 Large mammals and science communication

Guest lecture

Week 11 Special topic- Giant Pandas

Padlet discussion
Week 12 Special topic- Virunga
Week 13 Student projects
Week 14 Student projects
Week 15 Student projects
Agenda for the Future
Grading Scheme Participation 100 (20%)
Quizzes (5, 10 pts each) 50 (10%)
Graphical abstract 50 (10%)
Padlet 100 (20%)
Group project 100 (20%)
Essays 100 (20%)
Total 500

Instructor(s) Vanessa Hull
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

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

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

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

- H* 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/>.
- H* 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.
- H* Submission of a course modification requires both the current version of the course syllabus and the proposed version.
- H* 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.
- H* 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.
- H* 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.

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

V H 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.

V H 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://approval.ufl.edu/policies/external-consultations/>.

V H 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.

V H 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.

V H 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.

V H 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)

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

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

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

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

Large Mammal Ecology and Management

WIS 4xxx

Spring semester of even years
Tues/Thurs 8:55-10:25 am
McCarty B Rm 3096
3 credits

Instructor:

Vanessa Hull

Email: vhull@ufl.edu

Phone: 352-846-0638

Office: 310 Newins-Ziegler

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

She/her/hers

Course Prerequisites: junior or senior standing

Course Description:

Large mammals are fascinating creatures that interact with the coupled human and natural systems that they occupy in complex ways. Their dynamics are driven by abiotic and biotic conditions as well as human impacts, while they in turn play significant roles in shaping the diverse landscapes they inhabit. In this course, we will take a critical approach to examining current advances and controversies involving large mammals.

Learning Objectives:

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

1. Articulate key components of large mammal ecology
2. Explain differences in management strategies for large mammals in different countries and contexts
3. Articulate and provide examples of the variety of human threats to large mammals at local and global scales
4. Evaluate the efficacy of real-world conservation strategies to manage large mammals
5. Use multimedia tools to effectively explain large mammal ecology and management issues to others

Target audience:

This course is designed for upper-level undergraduate students. Students from different backgrounds and fields are all welcome. Diversity, inclusion, and equity are important to me and I strive to maintain these values in the classroom.

Course components:

Participation

This course relies heavily on active student participation. Class attendance is therefore an essential part of succeeding in this course. Attendance will be taken at the start of each class period via a

sign-in sheet. Please email me regarding any absence. More than 2 unexcused absences will result in a 5-point deduction in the participation grade each time.

Course Webpage

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

Readings

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

Quizzes

There will be 5 quizzes throughout the semester which will each include short answer questions directly addressing content in the readings and in-class material. These questions will be straightforward to answer if you have done the readings and been in class.

Graphical Abstract

Students will choose one peer-reviewed journal article of their choice that is published recently on large mammals (last five years). Students will create a graphical abstract to represent the main idea of the paper. I will provide several examples. This is an opportunity to be creative and explore a particular topic or paper that you find interesting.

Padlet

Students will create a Padlet on a large mammal species of their choice. Padlet (<https://padlet.com/>) is a fun and easy to use software (point and click) for presenting diverse media and information on a topic of interest. I will have a clear set of guidelines for information that should be included about the species (e.g., diet, reproduction, population trends, management strategies).

Group Project

The class will be broken up into small groups (3-5 people). Students can choose their own group. Each group will choose a large mammal controversy to present for roughly half of a class period. The group will be assigned the task of choosing an assigned reading for the class, giving a short lecture/introduction, and involving the class in some type of creative active learning activity. Students will also be required to complete peer evaluations to document the contributions of other members in their group (peer evaluations will count for 15% of the group project grade).

Take-home Essays

A set of two multi-part essays will be given at the end of the course as a final synthesis. Essays are designed to synthesize information learned during the semester.

Grading:

Grades will be calculated as follows:

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

Item	Points
Participation	100
Quizzes (5, 10 pts each)	50
Graphical abstract	50
Padlet	100
Group project	100
Essays	100
Total	500

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

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Class Schedule

Date and Topic	Assignments
Week 1 Introduction Ungulates- Trends and Impacts	
Week 2 Carnivores- Trends and Impacts Values	Quiz 1
Week 3 Population regulation Game ranching	
Week 4 Sociality <i>Guest lecture</i>	Quiz 2
Week 5 Hunting <i>Guest lecture</i>	
Week 6 Graphical abstracts discussion <i>Guest lecture</i>	Graphical abstract due
Week 7 Reintroduction <i>Guest lecture</i>	Quiz 3
Week 8 Community based management Mid semester review	
Week 9 Coexistence <i>Guest lecture</i>	
Week 10 Large mammals and science communication <i>Guest lecture</i>	Quiz 4
Week 11 Special topic- Giant Pandas Padlet discussion	Padlet due
Week 12 Special topic- Virunga	
Week 13 Student projects	Quiz 5
Week 14 Student projects	
Week 15 Student projects Agenda for the Future	
Finals	Essays due

Reading List

*additional readings will be added corresponding to guest lectures (based on guests scheduled for a given semester)

Week 1

- Ripple, William J., et al. "Collapse of the world's largest herbivores." *Science advances* 1.4 (2015): e1400103.

Week 2

- Ripple, William J., et al. "Status and ecological effects of the world's largest carnivores." *Science* 343.6167 (2014).
- Manfredo, Michael J., Tara L. Teel, and Alia M. Dietsch. "Implications of human value shift and persistence for biodiversity conservation." *Conservation Biology* 30.2 (2016): 287-296.

Week 3

- Greenville, Aaron C., et al. "Bottom-up and top-down processes interact to modify intraguild interactions in resource-pulse environments." *Oecologia* 175.4 (2014): 1349-1358.
- Butler, Matthew J., et al. "Commentary: Wildlife ranching in North America—arguments, issues, and perspectives." (2005): 381-389.

Week 4

- Macdonald, David W. "The ecology of carnivore social behaviour." *Nature* 301.5899 (1983): 379-384.

Week 5

- Benítez-López, Ana, et al. "Intact but empty forests? Patterns of hunting-induced mammal defaunation in the tropics." *PLoS biology* 17.5 (2019): e3000247.

Week 6

- None

Week 7

- Alston, J. M., et al. "Reciprocity in restoration ecology: When might large carnivore reintroduction restore ecosystems?." *Biological conservation* 234 (2019): 82-89.

Week 8

- Masozera, Michel K., et al. "Assessing the suitability of community-based management for the Nyungwe Forest Reserve, Rwanda." *Forest policy and economics* 8.2 (2006): 206-216.

Week 9

- Lute, M. L., & Carter, N. H. (2020). Are we coexisting with carnivores in the American West?. *Frontiers in Ecology and Evolution*, 8, 48.

Week 10

- Nanni, Veronica, et al. "Social media and large carnivores: Sharing biased news on attacks on humans." *Frontiers in Ecology and Evolution* 8 (2020): 71.

Week 11

- Liu, Jianguo, et al. "Ecological degradation in protected areas: the case of Wolong Nature Reserve for giant pandas." *Science* 292.5514 (2001): 98-101.

Week 12

- Robbins, Martha M., et al. "Extreme conservation leads to recovery of the Virunga mountain gorillas." *PloS one* 6.6 (2011): e19788.

Week 13

- TBD- student choice

Week 14

- TBD- student choice

Week 15

- TBD- student choice

COVID Response Statements

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

Online Course Evaluation Process

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

Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty

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

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Software Use:

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

Services for Students with Disabilities

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

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

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general 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-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Cover Sheet: Request 17121

AAP modification - Environmental Education and Communication Graduate Certificate

Info

Process	AAPs/SLO New/Change Ugrad/Grad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Sandra Houder shouder@ufl.edu
Created	2/18/2022 12:18:29 PM
Updated	2/18/2022 4:51:41 PM
Description of request	Our Graduate Certificate in Environmental Education and Communication has been revamped thoroughly. We are revamping the AAP accordingly.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	SFRC - Forest Resources and Conservation 60460000	Terrell Baker III		2/18/2022
EDC_AAP_new_version.docx					2/18/2022
College	Pending	CALS - College of Agricultural and Life Sciences			2/18/2022
No document changes					
Academic Assessment Committee					
No document changes					

SLO-AAP|Modify for request 17121

Info

Request: AAP modification - Environmental Education and Communication Graduate Certificate
Description of request: Our Graduate Certificate in Environmental Education and Communication has been revamped thoroughly. We are revamping the AAP accordingly.
Submitter: Sandra Houder shouder@ufl.edu
Created: 2/18/2022 12:09:07 PM
Form version: 1

Responses

Name of Major Forest Resources and Conservation
College Agricultural and Life Sciences
Effective Term Earliest Available
Effective Year Earliest Available
Request Type Modify Certificate Academic Assessment Plan
Certificate Level Graduate
Plan Component Modify Student Learning Outcome (SLO), Modify SLO Assessment Method
Academic Assessment Plan Modifications Delete SLO/Add SLO, Assessment Timeline, Assessment Cycle, Methods and Procedures
ALC Modifications Does not apply
SLO Modifications SLO, Assessment Measures
What Types of Assessments Are or Will Be Used? Course Assessments/Assignments

What Assessment Methods Will Be Used? Rubric

Who Applies the Assessment Method? Single Faculty Member
Individual Student Assessments Assignment descriptions and SLO alignment:

SLO#1: Identify education or communication opportunities and implement high-quality educational strategies related to the environmental topic of your choice.
Assessed in required course FOR6934 Science Communication and Public Education. Assessed with assignment "Develop an Education Program" with an SLO-aligned rubric.

SLO#2: Demonstrate the ability to use evaluation strategies.
Assessed in required course FNR5072C Environmental Education Program Development with assignment "Program Evaluation/Development Project" with an SLO-aligned rubric.

Description and Rationale This certificate has been revamped considerably and so we have revamped the AAP considerably.

School of Forest, Fisheries, and Geomatics Sciences

Environmental Education & Communication Graduate Certificate

Mission Alignment

The SFFGS is part of the University of Florida's Institute of Food and Agricultural Sciences with four missions: undergraduate education, graduate education, research and extension. Our programs provide: (1) a rich personal educational experience for students; (2) new discoveries and applications that enrich lives, communities and natural resources; and (3) lifelong learning opportunities for professionals, policy makers, landowners, youth and the general public. The Graduate Certificate in Environmental Education & Communication aims to address issues related to education and communication as they relate to the management of the environment and natural resources. Coursework is in education and communication theory and practice, ecological science, and human and environment interactions. This program directly supports and enhances our mission through providing education to individuals who might otherwise be unable to attend the University of Florida.

Student Learning Outcomes

At the conclusion of the Certificate program courses, students will be able to:

- 1) Identify education or communication opportunities and implement high-quality educational strategies related to the environmental topic of your choice.
- 2) Demonstrate the ability to use evaluation strategies.

Program Goals

Seventy percent of students assessed are expected to be considered "successful" (as determined through specific assessment methods described below) within each distinct outcome.

Assessment Timeline

Direct assessment of the Student Learning Outcomes is conducted in the two required courses (FOR6934 Science Communication & Public Education and FNR5702C Environmental Education program Development). Student Learning Outcomes will be reinforced in the additional electives the students take for the certificate.

SLO	Assessed Fall	Assessed Spring	Assessed Summer
1		FOR6934 Science Communication and Public Education	
2		FOR5072C Environmental Education Program Development	

Indirect assessment as described below will be conducted during the final term of the student's pursuit of the Graduate Certificate.

Assessment Cycle

SLOs are assessed in the two required courses for the certificate, each offered spring, annually.

Assessment:	Direct assessment in the spring semester Indirect assessment varies by student (final term)
Analysis and Interpretation:	January-February
Improvement Plans:	February
Reporting:	September

Methods & Procedures

Student Learning Outcomes are assessed in the two required courses for the certificate. SLO-aligned assignments within the courses will be graded with the following rubrics. Scores of "3" are considered successful and for program evaluation purposes, 70% of students assessed are expected to be successful within each distinct outcome.

For the SLO#1, instructors will use the following rubric:

SLO1 RUBRIC	1	2	3
Identifies education and communication opportunities	The lesson plan may not be appropriate for the selected audience or location.	The lesson plan may need additional tailoring to be appropriate for the selected	Selects appropriate audience and location for lesson plan.

		audience or location.	
Implements high quality educational strategies	The activity is lacking in high quality educational strategies outlined by the course.	Creates and implements an activity that includes some of the strategies covered in class but is missing one or more: active engagement, formative assessment, or framing strategies as outlined by the course.	Creates and implements an activity that includes active learning strategies, formative assessment strategies, and framing strategies as outlined by the course.

For SLO#2, instructors will use the following rubric:

SLO2 RUBRIC	1	2	3
Develop a logic model for an EE program	Confused or inappropriate logic model; items missing or in the wrong columns	Minor mistakes but functional	Solid and helpful logic model that enables evaluators to assess program inputs, outputs and outcomes
Develop an evaluation tool to collect evaluative data	Tools are missing items that assess program outcomes or have inappropriate	Minor problems with a few items or response categories	Tools have appropriate items that speak to the program outcomes, well-worded items that

	wording; response categories are confusing or overlapping		are clear and coherent, and consistently appropriate response categories
Collect data ethically for reliable findings	Unable to implement survey or interview guide to collect data. Ignores IRB protocols. Does not put participants at ease.	Minor challenges with implementing survey or interview guide	Demonstrate the ability to implement a survey or interview guide to collect valid and reliable data. Use IRB protocols. Help participants feel at ease.
Reflect and learn skills for program evaluation	Student reflection is shallow and weak	Student reflection is somewhat insightful and somewhat weak	Student report shows insightful reflection that will enable them to improve skills

Assignment descriptions and SLO alignment:

<i>SLO</i>	<i>Assignment</i>	<i>Course</i>	<i>Description</i>
1	Develop an Educational Program	FOR6934	Science Communication and Public Education includes an assignment to develop an educational program by selecting an audience; developing appropriate content, given an audience

			assessment; and developing appropriate strategies for delivering information and building skills.
2	Program Evaluation/Development Project	FNR5072C	Environmental Education Program Development includes the opportunity to design and practice program evaluation skills with logic model, tool development, and data analysis.

In addition to this direct assessment, students will be given a self-reflective survey to indirectly assess their perceptions of learning and confidence relative to intended outcomes. This assessment is triggered by the individual application to receive the Graduate Certificate at the end of the program. The surveys will be administered through Qualtrics with the option of anonymity and collected by Sandra Houser.

Data obtained through both direct and indirect assessments will be compiled and reviewed by the applicable areas: online programs office, Distance Education Committee, and/or Graduate Programs Committee in the School of Forest, Fisheries, and Geomatics Sciences. Weaknesses identified and/or changes needed will be implemented directly and promptly via these groups.

Assessment Oversight

Name	Departmental Affiliation	Email	Phone
Dr. Martha Monroe, EDC Certificate Faculty Lead	SFFGS	mcmunroe@ufl.edu	
Sandra Houser, SFFGS Certificate Programs	SFFGS	shouser@ufl.edu	846.0146

Cover Sheet: Request 17155

Modification, Reproductive Biotechnology Interdisciplinary Concentration (PhD)

Info

Process	Concentration New/Modify/Close Grad/Interdisciplinary
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Peter Hansen pjhansen@ufl.edu
Created	3/1/2022 10:57:17 PM
Updated	3/10/2022 9:01:00 AM
Description of request	substitute ANS 5935 for ANS 6767 as a core course in the concentration.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Raluca Mateescu		3/10/2022
Approval Animal Sciences RBC modification (PhD).pdf					3/2/2022
College	Pending	CALS - College of Agricultural and Life Sciences			3/10/2022
No document changes					
Graduate Council					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Concentration|Modify for request 17155

Info

Request: Modification, Reproductive Biotechnology Interdisciplinary Concentration (PhD)
Description of request: substitute ANS 5935 for ANS 6767 as a core course in the concentration.
Submitter: Peter Hansen pjhansen@ufl.edu
Created: 3/1/2022 10:58:18 PM
Form version: 2

Responses

Degree Level D - Doctoral Degree

Thesis or Non-Thesis Thesis

Concentration Reproductive biotechnology

Effective Term Fall

Effective Year 2022

Is this an undergraduate Innovation Academy Program No

Department/Degree/Majors to Offer Concentration • Animal Sciences/Doctor of Philosophy/Animal Molecular and Cellular Biology

- Animal Sciences/ Ph.D./Animal Sciences with a concentration in Animal Molecular and Cellular Biology
- Animal Sciences/ Doctor of Philosophy/Animal Sciences
- College of Medicine/ Doctor of Philosophy/Medical Sciences/Molecular Cell Biology
- Biochemistry and Molecular Biology/Doctor of Philosophy/ Biochemistry and Molecular Biology
- College of Medicine/ Doctor of Philosophy/Medical Sciences
- College of Medicine/Doctor of Philosophy/Medical Sciences/Immunology and Microbiology
- College of Medicine/Doctor of Philosophy/Medical Sciences/ Pharmacology and Therapeutics
- College of Medicine/Doctor of Philosophy/Medical Sciences/ Physiology and Functional Genomics

Current Curriculum for Concentration Core courses (9 credits)

Course Number	Title	Department	Credit hours	Term Offered	Description
ANS 6313	Current Concepts in Reproductive Biology	Animal Sciences			
2	Fall	Emerging research topics in reproductive biology			
ANS 6751	Physiology of Reproduction	Animal Sciences	3	Spring	
	Fundamental principles of reproduction				
ANS 6767	Advanced Endocrinology	Animal Sciences	4	Spring	
	Molecular, cellular, and integrative endocrinology				

Elective courses (3 credits)

ANS 5935 Reproductive Biology Seminar and Research Studies, 2 credits maximum

ANS 6312C Applied Ruminant Reproductive Management, 4 credits

ANS 6379L Molecular Techniques in Animal Genetics, 2 credits

ANS 6387 Genetic Analyses of Complex Traits in Livestock, 3 credits

ANS 6702 Physiology of the Mammary Gland and Lactation, 2 credits

ANS 6704, Mammalian Endocrinology, 2 credits

ANS 6767 Advanced Endocrinology, 4 credits

ANS 6905 Problems in Animal Science (or equivalent course in other programs), 2 max*

GMS 5604 Medical Human Embryology 3 credits

GMS 6400C Principles of Physiology, 6 credits

GMS 6419 Medical Endocrinology and Reproduction, 3 credits

GMS 6531 Medical Pharmacology and Therapeutics III: Endocrine, Musculoskeletal and Reproductive Systems, 2 credits

VME 5224 Physiology: Organ Systems, 4 credits

* Up to 2 credits can be earned through a special problems course (ANS 6905) in which students undergo an 8 week internship at a participating reproductive biotechnology company or university. Currently, agreements are in place with 6 companies and two universities including one in Brazil.

Proposed Concentration Changes Two changes are proposed

1) Delete ANS 6767 (Advanced Endocrinology; 4 credits) as a core course and replace with ANS 5935 (Reproductive Biology Seminar; 1 credit). This change will reduce the core courses required by all students to 6 credits

2) Increase the number of elective credits to 6. The courses listed under electives will not change.
Pedagogical Rationale/Justification Since the concentration was originally proposed, the frequency with which ANS 6767 is being taught has changed. It is only taught when sufficient number of students enroll. Practically, this means it can be taught less frequently than every-other-year. As a result, many graduate students will be unable to complete the concentration during a 3-4 year period of graduate study. Removing ANS 6767 from the list of core courses and replacing it with ANS 5935 will eliminate this problem and also give students more flexibility to choose elective courses.

Impacts on other programs none.

Assessment Data Review This is a new program so there are no data on student learning outcomes.

Academic Learning Compact and Academic Assessment Plan There were no modifications to the Academic Assessment Plan.

Catalog Copy Yes

From: [Mateescu, Raluca](#)
To: [Hansen, Peter J](#)
Subject: changes to Reproductive Biotechnology Concentration (PhD)
Date: Wednesday, March 2, 2022 12:35:20 PM
Attachments: [image005.png](#)
[image006.png](#)

Dear Pete,

This is to confirm that the Department of Animal Sciences has reviewed the proposed change to the Reproductive Biotechnology Concentration (PhD) and finds that substituting ANS 5935 as a core course in place of ANS 6767 is warranted and will not adversely affect departmental graduate programs.

Thank you for this important program for our students.

Best regards,
Raluca



Raluca Mateescu | Professor of Quantitative Genetics & Genomics
Graduate Program Director

Dept. of Animal Sciences, Room 106 | [University of Florida- IFAS](#)
2250 SW Shealy Dr., Gainesville FL 32611

Phone: 352-392-2367

Email: raluca@ufl.edu

Web: <https://www.ralucamateescu.com/>

 <https://twitter.com/@RalucaUF>

Cover Sheet: Request 17122

Interdisciplinary Ecology Master of Science (MS) Thesis Program: Proposal to Decrease Course Requirement

Info

Process	Degree Change Credits Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Konda Reddy krr@ufl.edu
Created	2/18/2022 2:53:58 PM
Updated	2/21/2022 8:30:39 AM
Description of request	<p>The University of Florida--School of Natural Resources and Environment (SNRE) offers an interdisciplinary graduate program leading to two Master of Science (Thesis and Non-Thesis) degrees in Interdisciplinary Ecology. The Interdisciplinary Ecology degrees provide broad, advanced education in theory, methods, analysis, synthesis, and applications. These degree programs are designed for students desiring an interdisciplinary academic program related to the environment. It does not replace the University's existing graduate programs in agriculture, architecture, engineering, life sciences, and social sciences.</p> <p>The objective of the master's degree in Interdisciplinary Ecology is to promote interdisciplinary thinking in natural resources and the environment by combining (1) coursework in the basic and applied science of ecology and the social, political, and economic sciences with (2) competence in a recognized discipline in one of these fields of study. The former is achieved with a core-course and distribution requirement. The latter is achieved by extra elective coursework.</p> <p>The current degree requirements are 36 credit hours for the master's degree with thesis and 38 credit hours for the professional master's degree without thesis. We submit this proposal to reduce the credits required for graduation.</p>

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Interdisciplinary Ecology	Joel H Brendemuhl	Approved per department request.	2/21/2022
SNRE Credit Reduction - MS - Thesis Program MS Non-Thesis Program_2_17_22.pdf					2/18/2022
College	Pending	CALS - College of Agricultural and Life Sciences			2/21/2022
No document changes					
Graduate Council					
No document changes					
University Curriculum Committee Notified					
No document changes					
Faculty Senate Steering Committee					
No document changes					
Faculty Senate					
No document changes					
Academic Affairs					
No document changes					

Step	Status	Group	User	Comment	Updated
Board of Trustees					
No document changes					
Board of Governors					
No document changes					
Academic Affairs Notified					
No document changes					
Office of the University Registrar					
No document changes					
OIPR Notified					
No document changes					
College Notified					
No document changes					

Degree|Change_Credits for request 17122

Info

Request: Interdisciplinary Ecology Master of Science (MS) Thesis Program: Proposal to Decrease Course Requirement

Description of request: The University of Florida--School of Natural Resources and Environment (SNRE) offers an interdisciplinary graduate program leading to two Master of Science (Thesis and Non-Thesis)

degrees in Interdisciplinary Ecology. The Interdisciplinary Ecology degrees provide broad, advanced education in theory, methods, analysis, synthesis, and applications. These degree programs are designed for students desiring an interdisciplinary academic program related to the environment. It does not replace the University's existing graduate programs in agriculture, architecture, engineering, life sciences, and social sciences.

The objective of the master's degree in Interdisciplinary Ecology is to promote interdisciplinary thinking in natural resources and the environment by combining (1) coursework in the basic and applied science of ecology and the social, political, and economic sciences with (2) competence in a recognized discipline in one of these fields of study. The former is achieved with a core-course and distribution requirement. The latter is achieved by extra elective coursework.

The current degree requirements are 36 credit hours for the master's degree with thesis and 38 credit hours for the professional master's degree without thesis. We submit this proposal to reduce the credits required for graduation.

Submitter: Konda Reddy krr@ufl.edu

Created: 2/17/2022 2:34:04 PM

Form version: 1

Responses

Degree Name Master of Science Thesis

CIP Code 03.0501

Current Total Credits 36

Proposed Total Credits 30

Do the total credit hours increase or decrease by 25% or more AND students' expected time to completion increases or decreases by more than one term No

Effective Term Fall

Effective Year 2022

Pedagogical Rationale/Justification The University of Florida--School of Natural Resources and Environment (SNRE) offers an interdisciplinary graduate program leading to two Master of Science (Thesis and Non-Thesis)

degrees in Interdisciplinary Ecology. The Interdisciplinary Ecology degrees provide broad, advanced education in theory, methods, analysis, synthesis, and applications. These degree programs are designed for students desiring an interdisciplinary academic program related to the environment. The objective of the master's degree in Interdisciplinary Ecology is to promote interdisciplinary thinking in natural resources and the environment by combining (1) coursework in the basic and applied science of ecology and the social, political, and economic sciences with (2) competence in a recognized discipline in one of these fields of study. The former is achieved with a core-course and distribution requirement. The latter is achieved by extra elective coursework.

The current degree requirements are 36 credit hours for the master's degree with thesis and 38 credit hours for the professional master's degree without thesis. We submit this proposal to reduce the credits required for graduation.

MS degree credit requirements: A total of 30 credits are proposed as the requirement for both MS degrees in Interdisciplinary Ecology, compared to the current requirements of 36 (Thesis) and 38 (non-Thesis) credits. The proposed revision in credit requirement for SNRE MS degrees is primarily intended to align with the requirements for the MS degree with comparable programs at UF and elsewhere (see Tables 1 and 2 - see attached document)

For the thesis program the credit changes reflect reducing the current requirement of two courses each in ecology and statistics to one course in each. For the non-thesis program, the credit changes reflect reducing the current requirement of two courses in ecology to one and reducing the total number of required elective credits. Note that there are still major and elective credit opportunities that provide students with flexibility in how to craft their program, for example with specialty topics or professional development.

Comparison of the curriculum 'before' and 'after' for thesis and non-thesis degree programs is shown in Tables 3 and 4 (see attached document)

Impact on Initial Enrollment/Retention/Graduation The student learning outcomes for the MS program are not changed and the program quality and integrity are maintained because of the flexibility of the contemporary degree program. In the revised program students will be able to complete the degree program in two years, with significant decrease in financial burden on self-funded students, while also helping faculty to optimize their funding resources to support graduate students. The revisions also support differentiation between thesis and non-thesis degrees. Finally, the decrease in credit hour requirement will not impact staffing or faculty workloads.

Assessment Data Review Student Learning Outcomes (SLOs) will remain same and will be influenced by course reduction. All core courses used are same in both current curriculum and proposed course reduction in MS Thesis program. The SLOs and assessment methods are listed below will remain unchanged.

SLO #1: Knowledge outcome – demonstrate thorough understanding of the components,

processes, and interactions of the social-ecological system.

SLO #2: Skills outcome - apply the scientific method to generate new knowledge.

SLO #3: Professional behavior outcome - Interact with professional peers with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication.

Assessment method for SLOs includes (1) evaluation of the student's Program of Study by the Faculty Advisor and Supervisory Committee and the School using a faculty-developed rubric; (2) Evaluation during the thesis by the Faculty Advisor and Supervisory Committee using a faculty-developed rubric.

The "criterion for success" is that 100% of M.S.-level students achieve an outcome that is commensurate with the degree. It was determined that all M.S. Thesis students in the Interdisciplinary Ecology degree program demonstrated: (1) a thorough understanding of the components, processes, and interactions of the social-ecological system commensurate with the degree; (2) the ability to apply the scientific method to generate new knowledge, and (3) the professional behavior expected.

The student learning outcomes for the MS program are not changed and the program quality and integrity are maintained because of the flexibility of the contemporary degree program. In the revised program students will be able to complete the degree program in two years, with significant decrease in financial burden on self-funded students, while also helping faculty to optimize their funding resources to support graduate students. The revisions also support differentiation between thesis and non-thesis degrees. Finally, the decrease in credit hour requirement will not impact staffing or faculty workloads. (See attached document)

Academic Learning Compact and Academic Assessment Plan Academic Learning Compact and Academic Assessment Plan will not be changed as a result from the proposed change.

Comparison of the curriculum 'before' and 'after' for thesis degree programs is shown in Tables 3 and 4 (See attached document).

For the thesis program the credit changes reflect reducing the current requirement of two courses each in ecology and statistics to one course in each. For the non-thesis program, the credit changes reflect reducing the current requirement of two courses in ecology to one and reducing the total number of required elective credits. Note that there are still major and elective credit opportunities that provide students with flexibility in how to craft their program, for example with specialty topics or

professional development.

**Interdisciplinary Ecology Master of Science (MS) Program
Proposal to Decrease Course Requirement for MS-thesis and
MS-non-thesis Degree Programs**

About the degree program.

The University of Florida--School of Natural Resources and Environment (SNRE) offers an interdisciplinary graduate program leading to two Master of Science (Thesis and Non-Thesis) degrees in Interdisciplinary Ecology. The Interdisciplinary Ecology degrees provide broad, advanced education in theory, methods, analysis, synthesis, and applications. These degree programs are designed for students desiring an interdisciplinary academic program related to the environment. It does not replace the University's existing graduate programs in agriculture, architecture, engineering, life sciences, and social sciences.

A graduate student in Interdisciplinary Ecology is hosted in one of 56 participating departments. The student's academic advisor is one of the 340 faculty members affiliated with the SNRE.

The objective of the master's degree in Interdisciplinary Ecology is to promote interdisciplinary thinking in natural resources and the environment by combining (1) coursework in the basic and applied science of ecology and the social, political, and economic sciences with (2) competence in a recognized discipline in one of these fields of study. The former is achieved with a core-course and distribution requirement. The latter is achieved by extra elective coursework.

The current degree requirements are 36 credit hours for the master's degree with thesis and 38 credit hours for the professional master's degree without thesis. We submit this proposal to reduce the credits required for graduation.

Rationale for the decrease in program length:

MS degree credit requirements: A total of 30 credits are proposed as the requirement for both MS degrees in Interdisciplinary Ecology, compared to the current requirements of 36 (Thesis) and 38 (non-Thesis) credits. The proposed revision in credit requirement for SNRE MS degrees is primarily intended to align with the requirements for the MS degree with comparable programs at UF and elsewhere (see Tables 1 and 2).

For the thesis program the credit changes reflect reducing the current requirement of two courses each in ecology and statistics to one course in each. For the non-thesis program, the credit changes reflect reducing the current requirement of two courses in ecology to one and reducing the total number of required elective credits. Note that there are still major and elective credit opportunities that provide students with flexibility in how to craft their program, for example with specialty topics or professional development.

Comparison of the curriculum 'before' and 'after' for thesis and non-thesis degree programs is shown in Tables 3 and 4.

The student learning outcomes for the MS program are not changed and the program quality and integrity are maintained because of the flexibility of the contemporary degree program. In the revised program students will be able to complete the degree program in two years, with significant decrease in financial burden on self-funded students, while also helping faculty to optimize their funding resources to support graduate students. The revisions also support differentiation between thesis and non-thesis degrees. Finally, the decrease in credit hour requirement will not impact staffing or faculty workloads.

Intended implementation date

Fall 2022

The proposal to decrease course requirement for MS-thesis and MS-non-thesis of interdisciplinary Ecology degree programs was reviewed and approved by the SNRE Graduate Programs Committee, followed review and approval by the SNRE-Faculty Advisory Council.

Table 1. UF- MS-Thesis and Non-Thesis Degree Programs

Graduate Program	Thesis	Non-Thesis
	Credits	Credits
Agricultural and Biological Engineering	30	30
Agricultural Education and Communication	32	32
Agronomy	30	30
Animal Sciences	30	30
Anthropology (MA degree)-General	30	30
Anthropology (MA degree)-Interdisciplinary	30	30
Biology	30	30
Entomology and Nematology	30	30
Environmental Engineering Sciences	30	30
Environmental Horticulture	30	30
Family Youth and Community Sciences	30	30
Fisheries and Aquatic Sciences	32	32
Food and Resource Economics	30	30
Food Science and Human Nutrition	30	30
Forest Resources and Conservation	30	30
Geography	30	30
Geomatic Sciences	30	30
Geological Sciences	30	30
Horticultural Sciences	30	30
Interdisciplinary Ecology	36	38
Microbiology and Cell Science	30	30
Plant Pathology	30	30
Political Science- (MA degree)	36	36
Sociology	36	36
Soil and Water Sciences	30	30
Wildlife Ecology and Conservation	30	30

Table 2. Few examples of MS-degree program credit hours at the other universities

Graduate Program	MS
	Credits
<i>Georgia Tech</i>	
Sustainability Energy and Environmental Management	30
Environmental Engineering	30
Earth and Atmospheric Sciences	30
<i>Michigan State University</i>	
Fisheries, Forestry, and Wildlife programs	30
Community Sustainability	30
Environmental Geosciences	30
Sustainable Tourism and Protected Area Management	30
<i>University of Arizona</i>	
Watershed Management and Ecohydrology	30
Wildlife and Fisheries Conservation	30
Ecology, Management, and Restoration of Rangelands	30
Water, Society, and Policy- Non-Thesis degree	32
<i>University of Georgia</i>	
Ecology	30
Environmental Economics	30
Integrative Conservation and Sustainability	30
<i>University of North Carolina</i>	
Geological Sciences and Marine Sciences	30
<i>University of Virginia</i>	
Environmental Sciences	30
<i>University of Wisconsin</i>	
Environment and Resources	30
Environmental Conservation	32
Environmental Observation and Informatics	32

Table 3. Interdisciplinary Ecology – M.S. Thesis – Curriculum ‘before’ and ‘after’ revisions. Current requirements have to date been listed based on number of courses. The revision is based on credits, with current requirements indicated based on standard three credits per course. Minimum of two thesis research credits are required in the final semester for summer graduation, with three credits required for Fall or Spring graduation. Up to five credits of research credits may be counted toward the degree, with elective credits variable to meet the minimum overall total.

Course Requirement	Current [credit hours]	Revised [credit hours]
Principles of Ecology, Perspectives or Systems Ecology	6	3
Natural Science Distribution	3	3
Social Science Distribution	3	3
Sustainability Studies Distribution	3	3
Statistics + Research Design & Methods Requirement	6	3
Interdisciplinary Ecology Seminar	1	1
Electives	9	9-12
Thesis - Research	2-5	2-5
Total	36	30

Table 4. Interdisciplinary Ecology – M.S. Non-Thesis Professional Degree – Curriculum ‘before’ and ‘after’ revisions.

Course Requirement	Current [credit hours]	Revised [credit hours]
Principles of Ecology, Perspectives or Systems Ecology	6	3
Natural Science Distribution	3	3
Social Science Distribution	3	3
Sustainability Studies Distribution	3	3
Statistics + Research Design & Methods Requirement	3	3
Interdisciplinary Ecology Seminar	1	1
Electives	16	11
Technical Paper/Capstone Project	3	3
Total	38	30

Cover Sheet: Request 17123

Interdisciplinary Ecology Master of Science (MS) Non-Thesis Program: Proposal to Decrease Course Requirement

Info

Process	Degree Change Credits Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Konda Reddy krr@ufl.edu
Created	2/18/2022 3:08:38 PM
Updated	2/21/2022 8:30:00 AM
Description of request	<p>The University of Florida--School of Natural Resources and Environment (SNRE) offers an interdisciplinary graduate program leading to two Master of Science (Thesis and Non-Thesis) degrees in Interdisciplinary Ecology. The Interdisciplinary Ecology degrees provide broad, advanced education in theory, methods, analysis, synthesis, and applications. These degree programs are designed for students desiring an interdisciplinary academic program related to the environment. It does not replace the University's existing graduate programs in agriculture, architecture, engineering, life sciences, and social sciences.</p> <p>The objective of the master's degree in Interdisciplinary Ecology is to promote interdisciplinary thinking in natural resources and the environment by combining (1) coursework in the basic and applied science of ecology and the social, political, and economic sciences with (2) competence in a recognized discipline in one of these fields of study. The former is achieved with a core-course and distribution requirement. The latter is achieved by extra elective coursework.</p> <p>The current degree requirements are 38 credit hours for the professional master's degree without thesis. We submit this proposal to reduce the credits required for graduation.</p>

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Interdisciplinary Ecology	Joel H Brendemuhl	Approved per department request.	2/21/2022
SNRE Credit Reduction - MS - Thesis Program MS Non-Thesis Program_2_17_22.pdf					2/18/2022
College	Pending	CALS - College of Agricultural and Life Sciences			2/21/2022
No document changes					
Graduate Council					
No document changes					
University Curriculum Committee Notified					
No document changes					
Faculty Senate Steering Committee					
No document changes					
Faculty Senate					
No document changes					
Academic Affairs					
No document changes					

Step	Status	Group	User	Comment	Updated
Board of Trustees					
No document changes					
Board of Governors					
No document changes					
Academic Affairs Notified					
No document changes					
Office of the University Registrar					
No document changes					
OIPR Notified					
No document changes					
College Notified					
No document changes					

Degree|Change_Credits for request 17123

Info

Request: Interdisciplinary Ecology Master of Science (MS) Non-Thesis Program: Proposal to Decrease Course Requirement

Description of request: The University of Florida--School of Natural Resources and Environment (SNRE) offers an interdisciplinary graduate program leading to two Master of Science (Thesis and Non-Thesis)

degrees in Interdisciplinary Ecology. The Interdisciplinary Ecology degrees provide broad, advanced education in theory, methods, analysis, synthesis, and applications. These degree programs are designed for students desiring an interdisciplinary academic program related to the environment. It does not replace the University's existing graduate programs in agriculture, architecture, engineering, life sciences, and social sciences.

The objective of the master's degree in Interdisciplinary Ecology is to promote interdisciplinary thinking in natural resources and the environment by combining (1) coursework in the basic and applied science of ecology and the social, political, and economic sciences with (2) competence in a recognized discipline in one of these fields of study. The former is achieved with a core-course and distribution requirement. The latter is achieved by extra elective coursework.

The current degree requirements are 38 credit hours for the professional master's degree without thesis. We submit this proposal to reduce the credits required for graduation.

Submitter: Konda Reddy krr@ufl.edu

Created: 2/18/2022 3:01:08 PM

Form version: 1

Responses

Degree Name Interdisciplinary Ecology

CIP Code 03.0501

Current Total Credits 38

Proposed Total Credits 30

Do the total credit hours increase or decrease by 25% or more AND students' expected time to completion increases or decreases by more than one term No

Effective Term Fall

Effective Year 2022

Pedagogical Rationale/Justification MS degree credit requirements: A total of 30 credits are proposed as the requirement for both MS degrees in Interdisciplinary Ecology, compared to the current requirements of 36 (Thesis) and 38 (non-Thesis) credits. The proposed revision in credit requirement for SNRE MS degrees is primarily intended to align with the requirements for the MS degree with comparable programs at UF and elsewhere (see Tables 1 and 2).

For the thesis program the credit changes reflect reducing the current requirement of two courses each in ecology and statistics to one course in each. For the non-thesis program, the credit changes reflect reducing the current requirement of two courses in ecology to one and reducing the total number of required elective credits. Note that there are still major and elective credit opportunities that provide students with flexibility in how to craft their program, for example with specialty topics or professional development.

Comparison of the curriculum 'before' and 'after' for thesis and non-thesis degree programs is shown in Tables 3 and 4.

Impact on Initial Enrollment/Retention/Graduation The student learning outcomes for the MS program are not changed and the program quality and integrity are maintained because of the flexibility of the contemporary degree program. In the revised program students will be able to complete the degree program in two years, with significant decrease in financial burden on self-funded students, while also helping faculty to optimize their funding resources to support graduate students.

The revisions also support differentiation between thesis and non-thesis degrees. Finally, the decrease in credit hour requirement will not impact staffing or faculty workloads.

Assessment Data Review Student Learning Outcomes (SLOs) for MS non-thesis program will remain same and will not be influenced by minimal course reduction. All core courses used are same in both current curriculum and proposed course reduction in MS non-thesis program. The SLOs and assessment methods are listed below will remain unchanged.

SLO #1: Knowledge outcome – demonstrate thorough understanding of the components,

processes, and interactions of the social-ecological system.

SLO #2: Skills outcome - apply the scientific method to generate new knowledge.

SLO #3: Professional behavior outcome - Interact with professional peers with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication.

Assessment method for SLOs includes (1) evaluation of the student's Program of Study by the Faculty Advisor and Supervisory Committee and the School using a faculty-developed rubric; (2) Evaluation during the thesis by the Faculty Advisor and Supervisory Committee using a faculty-developed rubric.

The “criterion for success” is that 100% of M.S.-level students achieve an outcome that is commensurate with the degree. It was determined that all M.S. Non-Thesis students in the Interdisciplinary Ecology degree program demonstrated: (1) a thorough understanding of the components, processes, and interactions of the social-ecological system commensurate with the degree; (2) the ability to apply the scientific method to generate new knowledge, and (3) the professional behavior expected.

The student learning outcomes for the MS program are not changed and the program quality and integrity are maintained because of the flexibility of the contemporary degree program. In the revised program students will be able to complete the degree program in two years, with significant decrease in financial burden on self-funded students, while also helping faculty to optimize their funding resources to support graduate students. The revisions also support differentiation between thesis and non-thesis degrees. Finally, the decrease in credit hour requirement will not impact staffing or faculty workloads. (See attached document)

Academic Learning Compact and Academic Assessment Plan Comparison of the curriculum ‘before’ and ‘after’ for non-thesis degree programs is shown in Tables 3 and 4 (See attached document).

For the thesis program the credit changes reflect reducing the current requirement of two courses each in ecology and statistics to one course in each. For the non-thesis program, the credit changes reflect reducing the current requirement of two courses in ecology to one and reducing the total number of required elective credits. Note that there are still major and elective credit opportunities that provide students with flexibility in how to craft their program, for example with specialty topics or professional development.

Assessment method plan currently used includes (1) evaluation of the student's Program of Study by the Faculty Advisor and Supervisory Committee and the School using a faculty-developed rubric; (2) Evaluation during the thesis by the Faculty Advisor and Supervisory Committee using a faculty-developed rubric. This assessment plan will remain same.

**Interdisciplinary Ecology Master of Science (MS) Program
Proposal to Decrease Course Requirement for MS-thesis and
MS-non-thesis Degree Programs**

About the degree program.

The University of Florida--School of Natural Resources and Environment (SNRE) offers an interdisciplinary graduate program leading to two Master of Science (Thesis and Non-Thesis) degrees in Interdisciplinary Ecology. The Interdisciplinary Ecology degrees provide broad, advanced education in theory, methods, analysis, synthesis, and applications. These degree programs are designed for students desiring an interdisciplinary academic program related to the environment. It does not replace the University's existing graduate programs in agriculture, architecture, engineering, life sciences, and social sciences.

A graduate student in Interdisciplinary Ecology is hosted in one of 56 participating departments. The student's academic advisor is one of the 340 faculty members affiliated with the SNRE.

The objective of the master's degree in Interdisciplinary Ecology is to promote interdisciplinary thinking in natural resources and the environment by combining (1) coursework in the basic and applied science of ecology and the social, political, and economic sciences with (2) competence in a recognized discipline in one of these fields of study. The former is achieved with a core-course and distribution requirement. The latter is achieved by extra elective coursework.

The current degree requirements are 36 credit hours for the master's degree with thesis and 38 credit hours for the professional master's degree without thesis. We submit this proposal to reduce the credits required for graduation.

Rationale for the decrease in program length:

MS degree credit requirements: A total of 30 credits are proposed as the requirement for both MS degrees in Interdisciplinary Ecology, compared to the current requirements of 36 (Thesis) and 38 (non-Thesis) credits. The proposed revision in credit requirement for SNRE MS degrees is primarily intended to align with the requirements for the MS degree with comparable programs at UF and elsewhere (see Tables 1 and 2).

For the thesis program the credit changes reflect reducing the current requirement of two courses each in ecology and statistics to one course in each. For the non-thesis program, the credit changes reflect reducing the current requirement of two courses in ecology to one and reducing the total number of required elective credits. Note that there are still major and elective credit opportunities that provide students with flexibility in how to craft their program, for example with specialty topics or professional development.

Comparison of the curriculum 'before' and 'after' for thesis and non-thesis degree programs is shown in Tables 3 and 4.

The student learning outcomes for the MS program are not changed and the program quality and integrity are maintained because of the flexibility of the contemporary degree program. In the revised program students will be able to complete the degree program in two years, with significant decrease in financial burden on self-funded students, while also helping faculty to optimize their funding resources to support graduate students. The revisions also support differentiation between thesis and non-thesis degrees. Finally, the decrease in credit hour requirement will not impact staffing or faculty workloads.

Intended implementation date

Fall 2022

The proposal to decrease course requirement for MS-thesis and MS-non-thesis of interdisciplinary Ecology degree programs was reviewed and approved by the SNRE Graduate Programs Committee, followed review and approval by the SNRE-Faculty Advisory Council.

Table 1. UF- MS-Thesis and Non-Thesis Degree Programs

Graduate Program	Thesis	Non-Thesis
	Credits	Credits
Agricultural and Biological Engineering	30	30
Agricultural Education and Communication	32	32
Agronomy	30	30
Animal Sciences	30	30
Anthropology (MA degree)-General	30	30
Anthropology (MA degree)-Interdisciplinary	30	30
Biology	30	30
Entomology and Nematology	30	30
Environmental Engineering Sciences	30	30
Environmental Horticulture	30	30
Family Youth and Community Sciences	30	30
Fisheries and Aquatic Sciences	32	32
Food and Resource Economics	30	30
Food Science and Human Nutrition	30	30
Forest Resources and Conservation	30	30
Geography	30	30
Geomatic Sciences	30	30
Geological Sciences	30	30
Horticultural Sciences	30	30
Interdisciplinary Ecology	36	38
Microbiology and Cell Science	30	30
Plant Pathology	30	30
Political Science- (MA degree)	36	36
Sociology	36	36
Soil and Water Sciences	30	30
Wildlife Ecology and Conservation	30	30

Table 2. Few examples of MS-degree program credit hours at the other universities

Graduate Program	MS
	Credits
<i>Georgia Tech</i>	
Sustainability Energy and Environmental Management	30
Environmental Engineering	30
Earth and Atmospheric Sciences	30
<i>Michigan State University</i>	
Fisheries, Forestry, and Wildlife programs	30
Community Sustainability	30
Environmental Geosciences	30
Sustainable Tourism and Protected Area Management	30
<i>University of Arizona</i>	
Watershed Management and Ecohydrology	30
Wildlife and Fisheries Conservation	30
Ecology, Management, and Restoration of Rangelands	30
Water, Society, and Policy- Non-Thesis degree	32
<i>University of Georgia</i>	
Ecology	30
Environmental Economics	30
Integrative Conservation and Sustainability	30
<i>University of North Carolina</i>	
Geological Sciences and Marine Sciences	30
<i>University of Virginia</i>	
Environmental Sciences	30
<i>University of Wisconsin</i>	
Environment and Resources	30
Environmental Conservation	32
Environmental Observation and Informatics	32

Table 3. Interdisciplinary Ecology – M.S. Thesis – Curriculum ‘before’ and ‘after’ revisions. Current requirements have to date been listed based on number of courses. The revision is based on credits, with current requirements indicated based on standard three credits per course. Minimum of two thesis research credits are required in the final semester for summer graduation, with three credits required for Fall or Spring graduation. Up to five credits of research credits may be counted toward the degree, with elective credits variable to meet the minimum overall total.

Course Requirement	Current [credit hours]	Revised [credit hours]
Principles of Ecology, Perspectives or Systems Ecology	6	3
Natural Science Distribution	3	3
Social Science Distribution	3	3
Sustainability Studies Distribution	3	3
Statistics + Research Design & Methods Requirement	6	3
Interdisciplinary Ecology Seminar	1	1
Electives	9	9-12
Thesis - Research	2-5	2-5
Total	36	30

Table 4. Interdisciplinary Ecology – M.S. Non-Thesis Professional Degree – Curriculum ‘before’ and ‘after’ revisions.

Course Requirement	Current [credit hours]	Revised [credit hours]
Principles of Ecology, Perspectives or Systems Ecology	6	3
Natural Science Distribution	3	3
Social Science Distribution	3	3
Sustainability Studies Distribution	3	3
Statistics + Research Design & Methods Requirement	3	3
Interdisciplinary Ecology Seminar	1	1
Electives	16	11
Technical Paper/Capstone Project	3	3
Total	38	30

Cover Sheet: Request 17124

Revised Curriculum Map for B.A. in Environmental Science

Info

Process	AAPs/SLO New/Change Ugrad/Grad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Danny Coenen dcoenen@ufl.edu
Created	2/18/2022 3:38:36 PM
Updated	2/18/2022 5:27:42 PM
Description of request	Revisions to the BA_EVS curriculum map to reflect changes to the B.A. curriculum recently approved by the UCC.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Natural Resources and Environment 60170000	Konda Reddy		2/18/2022
BA_EVS-CMap-old.docx					2/18/2022
BA_EVS-CMap-new.docx					2/18/2022
BA_EVS-CMap-tracked changes.docx					2/18/2022
College	Pending	CALS - College of Agricultural and Life Sciences			2/18/2022
No document changes					
Academic Assessment Committee					
No document changes					

SLO-AAP|Modify for request 17124

Info

Request: Revised Curriculum Map for B.A. in Environmental Science

Description of request: Revisions to the BA_EVS curriculum map to reflect changes to the B.A. curriculum recently approved by the UCC.

Submitter: Danny Coenen dcoenen@ufl.edu

Created: 2/18/2022 2:59:16 PM

Form version: 1

Responses

Name of Major B.A. Environmental Science

College Agricultural and Life Sciences

Effective Term Earliest Available

Effective Year Earliest Available

Request Type Modify Undergraduate Academic Assessment Plan

Plan Component Modify Academic Learning Compact (ALC)

Academic Assessment Plan Modifications Curriculum Map

ALC Modifications Does not apply

SLO Modifications Does not apply

What Types of Assessments Are or Will Be Used? Final Paper/Project/Presentation

What Assessment Methods Will Be Used? Rubric

Who Applies the Assessment Method? Single Faculty Member

Individual Student Assessments N/A. No change to the SLOs and their assessment.

Description and Rationale The UCC recently approved revisions to our undergraduate curriculum, necessitating a revised curriculum map. Please refer to the attached documents for the old and new curriculum map for the B.A. degree in Environmental Science.

Curriculum Map

I = Introduced; R = Reinforced; A = Assessed

Courses	SLO 1	SLO 2	SLO 3	SLO 4
ENC 3254				I
EVS 3000 and EVS 3000L	I	I	I	R
EVS 4021	A	A	A	A
Earth and Soil Sciences	R			
General Ecology	R		R	
Environmental Ethics		R		R
Environmental Policy & Law		R		R
Global Systems	R		R	
Hydrologic Systems	R		R	
Natural Resource Management	R	R	R	
Resource Economics		R		R
Social Science Perspectives		R		R
Electives	R	R	R	R

Curriculum Map

I = Introduced; R = Reinforced; A = Assessed

Courses	SLO 1	SLO 2	SLO 3	SLO 4
EVS 3000 and EVS 3000L	I	I	I	I
EVS 4021	A	A	A	A
Earth and Soil Sciences	R			
Ecology	R	R	R	
Environmental Ethics		R	R	R
Environmental Policy		R	R	R
Global Systems	R			
Hydrologic Systems	R			
Human Dimensions		R	R	R
Natural Resource Management	R	R	R	

Curriculum Map

I = Introduced; R = Reinforced; A = Assessed

Courses	SLO 1	SLO 2	SLO 3	SLO 4
<u>ENC 3254</u>				<u>I</u>
<u>EVS 3000</u> and <u>EVS 3000L</u>	I	I	I	IR
<u>EVS 4021</u>	A	A	A	A
Earth and Soil Sciences	R			
<u>General Ecology</u>	R	R	R	
Environmental Ethics		R	R	R
Environmental Policy <u>& Law</u>		R	R	R
Global Systems	R		<u>R</u>	
Hydrologic Systems	R		<u>R</u>	
Human Dimensions		R	R	R
Natural Resource Management	R	R	R	
<u>Resource Economics</u>		<u>R</u>		<u>R</u>
<u>Social Science Perspectives</u>		<u>R</u>		<u>R</u>
<u>Electives</u>	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>

Commented [D1]: New requirement: Writing in the Disciplines: Writing in Environmental Science.

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Cover Sheet: Request 17125

Revised Curriculum Map for B.S. in Environmental Science

Info

Process	AAPs/SLO New/Change Ugrad/Grad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Danny Coenen dcoenen@ufl.edu
Created	2/18/2022 4:12:56 PM
Updated	2/18/2022 5:25:54 PM
Description of request	Revisions to the BS_EVS curriculum map to reflect changes to the B.S.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Natural Resources and Environment 60170000	Konda Reddy		2/18/2022
BS_EVS-CMap-old.docx					2/18/2022
BS_EVS-CMap-new.docx					2/18/2022
BS_EVS-CMap-tracked changes.docx					2/18/2022
College	Pending	CALS - College of Agricultural and Life Sciences			2/18/2022
No document changes					
Academic Assessment Committee					
No document changes					

SLO-AAP|Modify for request 17125

Info

Request: Revised Curriculum Map for B.S. in Environmental Science

Description of request: Revisions to the BS_EVS curriculum map to reflect changes to the B.S.

Submitter: Danny Coenen dcoenen@ufl.edu

Created: 2/18/2022 4:09:56 PM

Form version: 1

Responses

Name of Major B.S. Environmental Science

College Agricultural and Life Sciences

Effective Term Earliest Available

Effective Year Earliest Available

Request Type Modify Undergraduate Academic Assessment Plan

Plan Component Modify Academic Learning Compact (ALC)

Academic Assessment Plan Modifications Curriculum Map

ALC Modifications Does not apply

SLO Modifications Does not apply

What Types of Assessments Are or Will Be Used? Final Paper/Project/Presentation

What Assessment Methods Will Be Used? Rubric

Who Applies the Assessment Method? Single Faculty Member

Individual Student Assessments N/A. No change to the SLOs and their assessment.

Description and Rationale The UCC recently approved revisions to our undergraduate curriculum, necessitating a revised curriculum map. Please refer to the attached documents for the old and new curriculum map for the B.S. degree in Environmental Science.

Curriculum Map

I = Introduced; R = Reinforced; A = Assessed

Courses	SLO 1	SLO 2	SLO 3	SLO 4
ENC 3254				I
EVS 3000 and EVS 3000L	I	I	I	R
EVS 4021	A	A	A	A
Earth and Soil Sciences	R			
General Ecology	R		R	
Ecology of Specific Systems	R	R	R	
Environmental Ethics		R		R
Environmental Policy & Law		R		R
Global Systems	R		R	
Hydrologic Systems	R		R	
Natural Resource Management	R	R	R	
Methods & Technology	R		R	
Electives	R	R	R	R

Commented [D1]: New requirement: Writing in the Disciplines: Writing in Environmental Science.

Curriculum Map

I = Introduced; R = Reinforced; A = Assessed

Courses	SLO 1	SLO 2	SLO 3	SLO 4
EVS 3000 and EVS 3000L	I	I	I	I
EVS 4021	A	A	A	A
Earth and Soil Sciences	R			
Ecology	R	R	R	
Environmental Ethics		R	R	R
Environmental Policy		R	R	R
Global Systems	R			
Hydrologic Systems	R			
Human Dimensions		R	R	R
Natural Resource Management	R	R	R	

Curriculum Map

I = Introduced; R = Reinforced; A = Assessed

Courses	SLO 1	SLO 2	SLO 3	SLO 4
ENC 3254				<u>I</u>
EVS 3000 and EVS 3000L	I	I	I	I R
EVS 4021	A	A	A	A
Earth and Soil Sciences	R			
<u>General Ecology</u>	R	R	R	
<u>Ecology of Specific Systems</u>	<u>R</u>	<u>R</u>	<u>R</u>	
Environmental Ethics		R	R	R
Environmental Policy & Law		R	R	R
Global Systems	R		<u>R</u>	
Hydrologic Systems	R		<u>R</u>	
<u>Human Dimensions</u>		R	R	R
Natural Resource Management	R	R	R	
<u>Methods & Technology</u>	<u>R</u>		<u>R</u>	
<u>Electives</u>	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>

Commented [D1]: New requirement: Writing in the Disciplines: Writing in Environmental Science.

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