CALS Curriculum Committee Meeting
December 16, 2022
McCarty Hall D Rm. 1044/1045
1:00 p.m.

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

Members: S. Ahn, J. Brendemuhl, D. Coenen, J. Czipulis, K. Fogarty, D. Gabriel,
V. Hull (Chair), P. Inglett, J. Larkin, T. Martin, G. Nunez, E. Pappo, C. Prince, J. Scheffler,
B. Schutzman, M. Sharp, M. Sowcik, A. Watson, J. Weeks, A. Wysocki

Agenda and Index for Materials

Approve Minutes from November 18, 2022 meeting

Dr. Brendemuhl: Update from UCC

Undergraduate New Course Proposal

1. AOM 4XXX – Introduction to Instrumentation in Controlled Environment Agriculture (req. #17913)

Undergraduate Course Change Proposals

2. ANS 4245C – Beef Background and Feedlot Management (req. #17975)

3. FYC 4301 – Engaging Communities for Decision-Making and Action (req. #17908)

4. FYC 4408 – Organizational Leadership for Nonprofits (req. #17909)

Curriculum

5. Proposed addition of an Integrative specialization to the Animal Sciences major (req. #17976)

CALS Curriculum Committee Meeting
November 18, 2022
Submitted by James Fant

Members Present: S. Ahn, J. Brendemuhl, D. Coenen, J. Czipulis, K. Fogarty, V. Hull, P. Inglett, T. Martin, G. Nunez, E. Pappo, C. Prince, J. Scheffler, B. Schutzman, M. Sharp, M. Sowcik,

Substitutes: Luiz Wurdig Roesch for J. Larkin

Visitors: Justin Callaham, Jennifer Vogel

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met in McCarty Hall D Rm. 1044/1045 on November 18, 2022. Dr. Hull called the meeting to order at 1:03 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 October 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:

There were no Undergraduate items from CALS on the 11/15/22 UCC agenda. There was a notification that the Graduate Council had approved the Graduate Certificate in Fertilizer Science and Technology. It was noted that 3000 and 4000 level courses that currently do not have prerequisites was submitted to the Associate Provost. We are now awaiting what the process will be for adding prerequisites to those courses. A request has also been made for faculty and departments to review their courses that meet a General Education requirement for compliance with the SLOs for their General Education designations. This process will continue into the spring 2023 semester. Additional information included a date for 2023 Homecoming (October 7) and that the BOG will consider 3-year graduation rate for transfers instead of a 2-year rate.

Undergraduate New Course Proposals

1. AEC 3XXX – Communication and Leadership for Agricultural and Life Sciences Policy Issues (req. #17831)

A motion was made by Dr. Sharp to recycle this item back to the department for required edits and resubmission. The motion was approved. All graduate language must be removed from the submission if this is to be considered an undergraduate course. The category of instruction on the UCC form needs to be changed to joint.

2. ANS 3XXXC – Practicum: Weanling Behavior Modification (req. #17836)

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 changes required. The motion was approved. The course objectives in the syllabus must match the objectives on the UCC form. Since attendance is 64% of the grade change attendance to participation or another appropriate verb to show more is involved than just showing up to class. Check the points to percentage in the grading scale for accuracy.

3. FAS 3XXXC – Master Scuba Diver (req. #17832)

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

4. FAS 3XXXC – Scuba Leadership I (req. #17833)

This item was reviewed along with item #8. The decision applies to both submissions. A motion was made by Dr. Sharp to approve these items as submitted. The motion was approved. It was noted that item # 8 had the incorrect syllabus, and that correction would need to occur before moving the request forward.

5. FOR 3XXX – Florida's Forest Communities (req. #17777)

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 changes required. The motion was approved. Replace demonstrate as a learning verb in course objectives section. See the following for assistance: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf. To avoid significant overlap with an existing course contact Dr. Norman Douglas in the Botany Department for an outside consultation.

6. FAS 4XXX – Marine Adaptations: Environmental Physiology (req. #17767)

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 changes required. The motion was approved. On the UCC form change the category of instruction to joint. In the co-listing explanation show the differences between the graduate and undergraduate courses. Add a one-page narrative to the submission outlining the differences between the two courses. There should be 15-20% difference between the two. This is reflected in assignments, projects, and points. Be sure to include the pending outside consultation.

7. FAS 4XXX – Aquaculture I (req. #17774)

A motion was made by Dr. Martin to approve this item with a change required. The motion was approved. As with item #6, the co-listing section on the UCC form needs to explain the differences between the graduate and undergraduate courses.

8. FAS 4XXXC – Scuba Leadership II: Research Divemaster (req. #17835)
      See item #4

9. FAS 4XXXC – Field Ecology of Aquatic Organisms (req. #17837)
      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 this item with changes required. The motion was approved. The category of instruction on the UCC form needs be joint. As with items #6 and #7, the co-listing section on the UCC form needs to explain the differences between the graduate and undergraduate courses. The weekly contact hours need to be changed to eight. Demonstrate must be remove as learning verb in the course objectives section. See the following for assistance: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf.

10. FNR 4XXXL – Natural Resource Conservation Capstone (req. #17822)
      A motion was made by Dr. Inglett to approve this item with an edit required. The motion was approved. Change the weekly contact hours on the UCC form to three.

Undergraduate Course Change Proposals

11. FAS 4933 – Seminar in Fisheries and Aquatic Sciences (req. #17773)
      A motion was made by Dr. Inglett to approve this item as submitted. The motion was approved.

12. FNR 4623C – Integrated Natural Resource Management (req. #17768)
      A motion was made by Dr. Martin to approve this item as submitted. The motion was approved.

13. FOR 4621 – Forest Economics and Management (req. #17772)
      A motion was made by Dr. Scheffler to approve this item with a change required. The motion was approved. Update the rationale on the UCC form with the statements you made during the meeting. Also, if needed, a new 8-semester plan may be required showing 120 credits.

14. SUR 4912 – Senior Project (req. #17760)
      A motion was made by Dr. Inglett to approve this item as submitted. The motion was approved.

Other Business

15. Vote on CALS Minor Policy
      The proposed CALS Minor Policy was approved.

CALS MINOR POLICY

Pursuit of a minor is an excellent way for students to expand their knowledge of a particular subject and get the most out of their educational experience at UF. **The minor provides a traditional, well-accepted way to recognize that a student has completed a significant body of work outside the major.** Students can follow-up on long-time personal interests, satisfy intellectual curiosity generated by introductory courses, differentiate their program of study from those of fellow students or enhance their opportunities for employment or for admission to graduate or professional schools.

There is no limit to the number of minors a student can pursue, however the addition of minors should not add more time to the student's academic career at UF.

Eligibility requirements are as follows:
- have an established UF GPA of 2.0 or higher
- be on-track to complete your degree in a timely manner
- have 45 hours earned
- be able to complete the minor(s) in a timely fashion; it is forbidden to extend graduation for the sole purpose of completing a minor
- complete a **minimum of 6 credits exclusive to the minor** (these exclusive credits will not count toward major(s) credit which includes critical tracking, college, major core, and advisor, departmental, and elective approved requirements for the student's major or other minors)

16. Selection of Chair-Elect

      Dr. Coenen self-nominated to be the Chair-Elect. His nomination was approved.

The meeting was adjourned at **3:00** p.m.

Cover Sheet: Request 17913

AOM4XXX Introduction to Instrumentation in Controlled Environment Agriculture

Info

Process	Course|New|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Ying Zhang yingzhang409@ufl.edu
Created	11/7/2022 10:14:10 AM
Updated	12/12/2022 10:27:32 AM
Description of request	Requesting for an undergraduate Agricultural Operations Management Course code.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural and Biological Engineering 60070000	Kati Migliaccio		11/7/2022
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			11/7/2022
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 17913

Info

Request: AOM4XXX Introduction to Instrumentation in Controlled Environment Agriculture
Description of request: Requesting for an undergraduate Agricultural Operations Management Course code.
Submitter: Ying Zhang yingzhang409@ufl.edu
Created: 12/12/2022 8:54:55 AM
Form version: 3

Responses

Recommended Prefix AOM
Course Level 4

Course Number XXX
Lab Code C
Category of Instruction Advanced
Course Title Introduction to Instrumentation in Controlled Environment Agriculture
Transcript Title Intro Instrumentation CEA
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
Course Type Lecture
Weekly Contact Hours 3
Course Description Sensors and instruments for monitoring growing environment in controlled environment agriculture will be introduced. Students will learn how to evaluate production systems, monitor environmental variables, control growing conditions, and design experiments.
Prerequisites Junior standing
Co-requisites N/A
Rationale and Placement in Curriculum This course is a study of applied instrumentation in controlled environment agriculture. Students will learn controlled environment agriculture principles, environmental sensing and control, and experimental design to help them develop required skills to monitor and control environmental variables for various controlled environment agriculture applications.
Course Objectives Students, upon completing this course, will be able to:
a.   Recognize the advantages, complexities, and problems associated with environmental controls
b.   Measure, monitor, and control the various environmental variables affecting plant growth and development under controlled environments
c.   Analyze and report environmental data for scientific research
d.   Apply different control algorithms on climate controls
e.   Build a data acquisition system for controlled environment plant production systems
f.   Plan, design, and conduct experiments with statistical analysis

Course Textbook(s) and/or Other Assigned Reading Handouts and online material will be provided to students that will serve as a textbook.

Weekly Schedule of Topics Week 1: Lecture: Introduction to Controlled Environment Agriculture & environmental factors

Week 2:   Lecture: Data collection and measurement/Lab: Introduction/Homework 1
Week 3:   Lecture: Temperature management /Lab: Temperature measurement/ Homework 2
Week 4:   Lecture: Solar radiation/Lab: light spectrum measurement/ Homework 3
Week 5:   Lecture: Lighting systems/Lab: Lighting system design/ Homework 4
Week 6:   Lecture: Water and nutrient delivery/Lab: Irrigation system control / Homework 5
Week 7:   Lecture: Plant nutrient and the root zone environment/Lab: PH and EC measurements/Homework 6
Week 8:   Review/Midterm Exam
Week 9:   Lecture: Air environment/Lab: Greenhouse tours/ Homework 7
Week 10:   Lecture: Humidity Management/Lab: Humidity measurement/Quiz 1
Week 11:   Lecture: Experimental Design /Quiz 2
Week 12:   Lab: Term project meetings
Week 13:   Lab: Term project meetings
Week 14:   Lab: Term project meetings
Week 15:   Lab: Term project meetings/Term project presentations

Grading Scheme Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Attendance	100	10%
Homework Assignments (7)	100 each	25%
Quizzes (2)	100 each	10%
Midterm Exam	100	25%
Term Project	100	30%
	100%	

Attendance (100 pts.). Attendance (on time) at lectures is expected from all students at all times and will be recorded at every class meeting with a sign-in sheet. The attendance score for each student will be calculated according to the missed percentage of the class meetings without excused absences. Attendance will be weighted at 10% for the final course grade.

Homework Assignments (100 pts. each). Each homework assignment will be worth 100 points and there will be 7 assignments to complete during the semester. Homework assignments will become available on Friday at 12:00 PM, and they will be due next Friday at 11:59 pm. Make up assignments will be provided in accordance with the attendance policy described under Attendance. Homework assignments account for 25% of your final grade.

Quizzes (100 pts. each). Each quiz will be worth 100 points and there will be 2 quizzes with 8 multiple choice questions and 2 short answer questions during the semester. Quizzes will become available on Friday at 12:00 PM, and they will be due next Friday at 11:59 pm. Make up assignments will be provided in accordance with the policy described below. Quizzes account for 10% of your final grade.

Midterm exam (100 pts.). In the midterm exam, students will be asked to analyze different production systems using engineering principles. The exam will consist of two parts. The first part has a mix of multiple-choice, short-answer, and computational questions. In the second part, students will be asked to use sensors to meet specific control requirements with an Arduino board. The midterm exam accounts for 25% of your final grade.

Term Project (100 pts.). Students will conduct a term project with sensing, control, and data acquisition components. Student will demonstrate the capability of monitoring one or more environmental parameters and use executors to modify the environment to achieve a specific environmental condition for agricultural production. Students will make a technical presentation and submit a project report at the end of the semester. The term project accounts for 25% of your final grade. The grading rubrics are listed as follows:

Total	Category	20-25	10-19	5-9	0-4
25	Creativity	Exceptionally clever and unique in showing deep understanding			

Thoughtfully and uniquely presented   A few original touches enhance the project
Shows little creativity, originality and/or effort

| 25 | Understanding of Content | Shows a sophisticated understanding of the themes in the course content | Shows an understanding of the major themes of the course content | | |

Displays a somewhat limited understanding of the course content   Does not show an understanding of the course content

25   Grammar   No grammatical or mechanical mistakes in the project   A few grammatical/mechanical mistakes which are not distracting   Several grammatical/mechanic al mistakes which are distracting   Many grammatical/mechanical mistakes throughout the project
25   Overall quality and completion   Project is engagingly organized and presents material that meet the assignment requirements   Project is somewhat organized, complete the basic requirements   Project is disorganized and incomplete Project is incomplete and not easy to follow

Grading Policy

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

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

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

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Download PDF here

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.

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

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

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

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

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

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

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

__YZ__ 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/.

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

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

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

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

Certificates

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)

AOM4XXX

Introduction to Instrumentation in Controlled Environment Agriculture

Credits: 3
Class Periods: M & W: 5th & 6th periods, from 11:45 pm to 1:40 pm
Location: 283 Frazier-Rogers Hall
Academic Term: Spring 202X

Catalog Description

Sensors and instruments for monitoring growing environment in controlled environment agriculture will be introduced. Students will learn how to evaluate production systems, monitor environmental variables, control growing conditions, and design experiments.

Instructor
Ying Zhang
Email Address: yingzhang409@ufl.edu
Office Phone: (352)294-6864
Office Hours: MWF 7th and 8th Periods (1:55pm – 3:50pm), at Frazier Rogers Hall room 103, or by Appointment
When contacting the instructor, please allow up to 48 hours for a response, not including weekends or holidays.

Course Pre-Requisites / Co-Requisites

Junior standing

Course Objectives

Students, upon completing this course, will be able to:
   a. Recognize the advantages, complexities, and problems associated with environmental controls

   b. Measure environmental variables affecting plant growth and development under controlled environments

   c. Analyze environmental data for scientific research

   d. Apply different control algorithms on climate controls

   e. Build a data acquisition system for controlled environment plant production systems
   f. Design experiments with statistical analysis

Materials and Supply Fees
Not Applicable

Required Textbooks and Software

Handouts and online material will be provided to students that will serve as a textbook.

Recommended Materials
   • Greenhouse Operation and Management, Paul V. Nelson, 2011, 7th Edition, ISBN number: 978-0132439367

Course Schedule
Week 1:   **Lecture:** Introduction to Controlled Environment Agriculture & environmental factors
Week 2:   **Lecture:** Data collection and measurement/**Lab**: Introduction/**Homework 1**
Week 3:   **Lecture:** Temperature management /**Lab:** Temperature measurement/ **Homework 2**
Week 4:   **Lecture:** Solar radiation/**Lab:** light spectrum measurement/ **Homework 3**
Week 5:   **Lecture:** Lighting systems/**Lab:** Lighting system design/ **Homework 4**
Week 6:   **Lecture:** Water and nutrient delivery/**Lab:** Irrigation system control / **Homework 5**

Week 7:   **Lecture:** Plant nutrient and the root zone environment/**Lab:** PH and EC
                 measurements/**Homework 6**
Week 8:   **Review**/**Midterm Exam**
Week 9:   **Lecture:** Air environment/**Lab:** Greenhouse tours/ **Homework 7**
Week 10:   **Lecture:** Humidity Management/**Lab:** Humidity measurement/**Quiz 1**
Week 11:   **Lecture:** Experimental Design /**Quiz 2**
Week 12:   **Lab:** Term project meetings
Week 13:   **Lab:** Term project meetings
Week 14:   **Lab:** Term project meetings
Week 15:   **Lab:** Term project meetings/**Term project presentations**

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance. Attendance (on time) at lectures is expected from all students at all times and will be recorded at every class meeting. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

Late Submission of Course Work. All course work (including, but not limited to: assignments, quizzes, exams, and term projects) must be submitted no later than the due date unless prior arrangements are made with the mentor and a new due date is established. Assignments submitted late without having made arrangements with the mentor, but before 5:00 PM on the day following the due date, will be marked down 10 points. Assignments returned late, before 5:00 PM on the second day following the due date will be marked down 50 points. No assignments will be accepted after 5:00 PM on the third day following the due date. Students with documented evidence of an emergency which prevented prior communication with the mentor may present documentation to the mentor for consideration.

Make-up Exams. No make-up exams will be given except for excused absences or unless prior arrangements have been made.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Attendance	100	10%
Homework Assignments (7)	100 each	25%
Quizzes (2)	100 each	10%
Midterm Exam	100	25%
Term Project	100	30%
		100%

Attendance (100 pts.). Attendance (on time) at lectures is expected from all students at all times and will be recorded at every class meeting with a sign-in sheet. The attendance score for each student will be calculated according to the missed percentage of the class meetings without excused absences. Attendance will be weighted at 10% for the final course grade.

Homework Assignments (100 pts. each). Each homework assignment will be worth 100 points and there will be 7 assignments to complete during the semester. **Homework assignments will become available on Friday at 12:00 PM, and they will be due next Friday at 11:59 pm.** Make up assignments will be provided in accordance with the attendance policy described under **Attendance**. Homework assignments account for 25% of your final grade.

Quizzes (100 pts. each). Each quiz will be worth 100 points and there will be 2 quizzes with 8 multiple choice questions and 2 short answer questions during the semester. **Quizzes will become available on Friday at 12:00 PM, and they will be due next Friday at 11:59 pm.** Make up assignments will be provided in accordance with the policy described below. Quizzes account for 10% of your final grade.

Midterm exam (100 pts.). In the midterm exam, students will be asked to analyze different production systems using engineering principles. The exam will consist of two parts. The first part has a mix of multiple-choice, short-answer, and computational questions. In the second part, students will be asked to use sensors to meet specific control requirements with an Arduino board. The midterm exam accounts for 25% of your final grade.

Term Project (100 pts.). Students will conduct a term project with sensing, control, and data acquisition components. Students will demonstrate the capability of monitoring one or more environmental parameters and use executors to modify the environment to achieve a specific environmental condition for agricultural production. Students will make a technical presentation and submit a project report at the end of the semester. The term project accounts for 25% of your final grade. The grading rubrics are listed as follows:

Total	Category	20-25	10-19	5-9	0-4
25	Creativity	Exceptionally clever and unique in showing deep understanding	Thoughtfully and uniquely presented	A few original touches enhance the project	Shows little creativity, originality and/or effort
25	Understanding of Content	Shows a sophisticated understanding of the themes in the course content	Shows an understanding of the major themes of the course content	Displays a somewhat limited understanding of the course content	Does not show an understanding of the course content
25	Grammar	No grammatical or mechanical mistakes in the project	A few grammatical/mechanical mistakes which are not distracting	Several grammatical/mechanic al mistakes which are distracting	Many grammatical/mechanical mistakes throughout the project
25	Overall quality and completion	Project is engagingly organized and presents material that meet the assignment requirements	Project is somewhat organized, complete the basic requirements	Project is disorganized and incomplete	Project is incomplete and not easy to follow

Grading Policy

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

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

Course Evaluation

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

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.

Health and Wellness

You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

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

If you are having issues with technology and software including the Canvas site, please contact the UF Help Desk to resolve any matters. Additional information and resources about technology assistance and technical help can be found in the Canvas site on the page titled Technical Help.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

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

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

Campus Helping Resources

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

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

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

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

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

Student Complaints

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

• Online Course: https://distance.ufl.edu/state-authorization-status/#student-complaint.

Cover Sheet: Request 17975

ANS 4245C removal of C

Info

Process	Course|Modify|Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Albert De Vries devries@ufl.edu
Created	11/26/2022 10:43:17 AM
Updated	11/26/2022 10:48:23 AM
Description of request	Remove the C from ANS 4245C. This is a lecture-only course.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Albert De Vries		11/26/2022
ANS 4245C sylabus spring 2024 - ADV.doc					11/26/2022
College	Pending	CALS - College of Agricultural and Life Sciences			11/26/2022
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|Modify for request 17975

Info

Request: ANS 4245C removal of C
Description of request: Remove the C from ANS 4245C. This is a lecture-only course.
Submitter: Albert De Vries devries@ufl.edu
Created: 11/26/2022 10:23:29 AM
Form version: 1

Responses

Current Prefix ANS
Course Level 4
Number 245
Lab Code C
Course Title beef background and feedlot management
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? Yes
Current Lab Code C
Proposed Lab Code None
Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Multiple Offerings in a Single Semester Yes
Change Course Description? No

Change Prerequisites? No

Change Co-requisites? No

Rationale This course has been offered as a lecture-only course for at least 5 years. There is not a laboratory component. We request to change of the lab code from C to none to make the course number in agreement with the lecture only format.

ANS 4245C
Beef Background and Feedlot Management
Spring 2024 – 2 credits

Instructor:

Dr. Todd Thrift
210C Animal Science Bldg., North (Bldg. 459)
352-392-8597 office
tathrift@ufl.edu

Teaching Assistants: No TA

Schedule:

Lectures: T R Period 4 (10:40 - 11:30 am) South BTU classroom

Office Hours: Open door policy

Prerequisites:

AEB 3133 + AGR 4231C + ANS 3440 + ANS 3404C + ANS 3613L + ANS 3634C

Course Description:

Management, marketing, and utilization of beef cattle after weaning. Spring break field trip required.

This course is a senior level "capstone" course for the Beef Industry curriculum in the Animal Sciences Major. It is designed to assimilate information learned in prerequisite courses into management systems. Special attention will be given to address beef production from post weaning to the consumer.

Course Objectives:

1. To gain a better understanding of the business of managing cattle in different post weaning systems.

2. To learn to use information to make decisions on retained ownership, breakeven calculations, feedyard closeouts, and data management.

3. To understand complexities of post weaning beef systems.

4. To understand post weaning cattle management and its impact on profitability.

Grading Policy:

1. Final course grade will be based on percentage of total points earned (total points will be based on hour examinations, homework, magazine article reviews, and final examination).

	Points	Percentage
Final exam	200	36.4
Homework (~10 assignments)	300	54.5
Magazine article reviews (10)	50	9.1
Total	550	100

Final Grade (non-negotiable)

> 90.0	=	A	72.5 - 77.4	=	C
87.5 - 89.9	=	B+	70.0 - 72.4	=	C-
82.5 - 87.4	=	B	67.5 - 69.9	=	D+
80.0 - 82.4	=	B-	60.0 - 67.4	=	D
77.5 - 79.9	=	C+	60.0 – 62.5	=	D-
			< 60.0	=	E

2. Unannounced pop quizzes may be given in lecture. Quiz points will be bonus points. No make up quizzes will be given.

3. Attendance to lecture is not required. No penalty will be imposed for absence; however, students are responsible for material covered in class.

4. Review and summary of a popular press article will be required weekly. The summary should be typed or handwritten (must be readable and neat), between 3/4 to 1 page in length, due on *THURSDAYS* at the *BEGINNING* of class. The summary must review the facts presented in the article **and should end with a couple of sentences on how the information presented might be related to the Florida Beef Industry**.

THE ARTICLE MAY COME FROM ANY MAGAZINE BUT MUST FOCUS ON POST WEANING MANAGEMENT OF BEEF CATTLE.

In addition, at the top of your WEEKLY article you must have listed the following:
   Current LIVE (FAT) cattle price
   Current FEEDER cattle price
   Current CORN price
   Current Choice/Select spread

Acceptable magazines for review are listed below (This list is not inclusive and other magazines are acceptable as long as they apply to the beef industry).

Agricultural Research	Feedlot	Meat International
Angus Journal	Feedstuffs	National Cattlemen
Angus Beef Bulletin	Gelbvieh World	Progressive Farmer
Beef	Gulf Coast Cattleman	Santa Gertrudis USA
Beef Today	Hay and Forage Grower	The Cattleman
Braford News	Hereford World	The Florida Cattleman
Cattle Today	Limousin World	The Beefmaster Cowman
Drovers Journal	Livestock Weekly	Western Livestock Journal

Text:

No text is required. Supplemental reading may be handed out during class or lab.

RISK ASSOCIATED WITH THE USE OF LIVESTOCK:

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

IT IS IMPERATIVE THAT STUDENTS FOLLOW INSTRUCTIONS!

Tentative Course Outline: Subject to change

Date	Subject
1/6	Introduction/Syllabus Overview How did feedlot industry get started? -History of the feedlot industry
1/11	Should I precondition/background my calves? -Overview of preconditioning economics
1/13	Where do I find price information to know what my calves are worth? -Mandatory price reporting, USDA reports, Cattle on Feed
1/18	Should I retain ownership of my calves? -calculation of a breakeven -understanding partnerships
1/20	What implants should I use? -overview of the impacts of implants on performance and carcass
1/25	How do I predict performance on calves? -Effect of age, sex, flesh, genetics, previous nutrition, shrink, season
1/27	What type of calves should I feed to make money? -factors affecting profitability of feeder cattle -feeding calves vs yearlings, heifers vs steers, beef vs dairy
2/1	Is the stocker segment really needed? -Native vs Wheat vs Summer Grass vs Drylot
2/3	Where can I purchase calves when it seems like none are available? -feeder cattle procurement
2/8	How do I interpret carcass data? -Interpretation of carcass data
2/10	Should I feed cattle for a special market? -CAB, CHB, All natural, Organic
2/15	Why do my calves keep getting sick and dying? -Control of bovine respiratory disease -sick vs healthy calves -symptoms of a sick calf
2/17	What can I use to treat my sick calves? -drugs used in feedyard practice.
2/22	What can I use to treat my sick calves? -drugs used in feedyard practice.

2/24	What do all these numbers mean? -Interpretation of feedyard closeouts
3/1	What is the Beef Quality Audit? -Discussion of the current quality audit and historical trends
3/3	Feedlot Breakeven Analysis
3/8 and 3/10	Spring break
3/15	How do I choose a feedyard? - Custom feeders vs Company ownership - Customer development
3/17	What is TQM?
3/22	Is there a magic feed that will make my cattle grade better? -Effects of diet composition on carcass grade.
3/24	Should I sell my calves live? - Selling on a grid or live - Market alliances, contracts, forward contracts and formulas
3/29	Aren't these packers corrupt? - Packer concentration, forward contracts, and formulas
3/31`	What is the role of the consulting vet and nutritionist?
4/5	How do I start my cattle on feed? -Receiving cattle into a feedyard or stocker operation
4/7	Should I feed steers or heifers? -differences in performance between steers and heifers
4/12	Should I steam flake my corn? -discussion of grain processing
4/14	Why do all my cattle have long toes? -acidosis
4/19	When is this ever going to end? -In class exam 10:40am-?

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

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

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

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

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

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

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

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

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

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

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

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

• University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,
www.counseling.ufl.edu
    Counseling Services
    Groups and Workshops
    Outreach and Consultation
    Self-Help Library
    Wellness Coaching
• U Matter We Care, www.umatter.ufl.edu/
• Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/
• Student Success Initiative, http://studentsuccess.ufl.edu .
Student Complaints:
• Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/ .
• Online Course: https://distance.ufl.edu/state-authorization-status/#student-complaint

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

Cover Sheet: Request 17908

FYC4301 addition of prereqs

Info

Process	Course|Modify|Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	11/4/2022 7:56:29 AM
Updated	12/8/2022 7:55:10 AM
Description of request	When this course was originally approved, it was submitted without prereqs. The faculty that now teach the course believe the following should be completed prior to enrollment in FYC4301: Students interested in this course should have a strong foundation in the major (FYC3001) as well as strong foundation in community theories (FYC3401), and an understanding of program planning and evaluation prior to enrolling in this course.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		11/4/2022
FYC4301_Engaging Communities for Decision Making Action_Current.pdf					11/4/2022
College	Pending	CALS - College of Agricultural and Life Sciences			11/4/2022
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|Modify for request 17908

Info

Request: FYC4301 addition of prereqs
Description of request: When this course was originally approved, it was submitted without prereqs. The faculty that now teach the course believe the following should be completed prior to enrollment in FYC4301: Students interested in this course should have a strong foundation in the major (FYC3001) as well as strong foundation in community theories (FYC3401), and an understanding of program planning and evaluation prior to enrolling in this course.
Submitter: Kathryn Ivey kbeaty@ufl.edu
Created: 11/3/2022 8:13:24 AM
Form version: 1

Responses
Current Prefix FYC
Course Level 4
Number 301
Lab Code None
Course Title Engaging Communities for Decision-Making and Action
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 Lecture

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Multiple Offerings in a Single Semester Yes

Change Course Description? No

Change Prerequisites? Yes
Current Prerequisites None
Proposed Prerequisites FYC3001 & 3401 & 4622
Change Co-requisites? No

Rationale Students interested in this course should have a strong foundation in the major (FYC3001) as well as strong foundation in community theories (FYC3401), and an understanding of program planning and evaluation prior to enrolling in this course.

Dale Pracht, Ph.D. Associate Professor
4-H Youth Development Specialist
Co-Faculty Director of the UF in Galway &
Gweedore Study Abroad Program
Family, Youth & Community Sciences
Department

Contact Info: canvas email preferred;
dpracht@ufl.edu

Office Hours: Tuesdays 1:30-3:30 via zoom

& by appointment dpracht@ufl.edu

Canvas email is preferred – Please know that I
respond to emails M – F 8:00am – 4:00pm

Kate H. Fletcher, M.S., Senior Lecturer
Academic Advisor,
Co-Faculty Director of the UF in Galway &
Gweedore Study Abroad Program,
& FYCS Club Faculty Advisor
Family, Youth & Community Sciences
Department
AEC Leadership Development Doctoral Student

Contact Info: canvas email preferred;
khfletch@ufl.edu
Office Hours: Mondays 2-3pm in MCCB G085
& Zoom Tuesdays 10am-11:45am
https://ufl.zoom.us/j/4256323188

Canvas email is preferred – Please know that I
respond to emails M – F 8:00am – 4:00pm

FYC4301: Engaging Communities for Decision-Making and Action
Class # 22960, Section # 4302, 3-credits
MWF 5th period (11:45 AM - 12:35 PM) KEENE-FLINT 101

UGTA:

Robert Yancy: ryancy@ufl.edu

COURSE DESCRIPTION:

Students survey citizens and analyze data of scientific, technological, environmental, and societal issues at the community level. Course will prepare the students in implementation and evaluation of methodologically correct research that will aid in the resolution of issues and improve their decision-making skills as they relate to community issues.

COURSE OBJECTIVES:

After completing this course, you will be able to:

1. Identify and analyze rural and urban community-based problems and issues.
2. Apply the skills needed for the identification of data, proper data procurement and analysis related to the resolution of rural and urban community issues (socio-economic differences, racial/cultural biases, and health/mental health disparities).
3. Identify those skills and methods related to decision-making at the community level that can be used in the resolution of issues.

4. Develop community action plans designed to help resolve the issues under investigation.
5. Identify key individuals and organizations whose participation in the action process are critical to issue remediation success.
6. Generate solutions to complex rural community problems and develop an action plan for implementation of evidence-based program and practices.

TEACHING/LEARNING METHODS:

In this course, students actively engage in the practice of issue investigation and evaluation through individual and group work to learn and teach others. Experiential learning methods are integrated into all phases of the course. To achieve maximum benefits of the course (and maximum grade), students are expected to attend and actively participate in all aspects of the course. Students are expected to contribute meaningfully in class, in team efforts and in individual assignments.

COURSE EXPECTATIONS:

1.) You (the student) are expected to attend each session for the semester. Successful completion of the course requires participating with class discussions, being prepared for class (assigned readings and assignments all found in Canvas), participating in all team-project days, self-selecting a rural or urban community issue, creating/implementing a survey, collecting data, analyze, interpret, and present a community resilience framework, along with thoughtful engagement in our class, with community partners, quest speakers, teammates, and classmates.

2.) Because there is a significant team project component to the course, there is an expectation that you will wisely utilize each team-project day to maximize your results and success in this course. There are accountability milestones (aka check-ins) built into the course to maintain team momentum. Please respect yourselves, each team member, and community partner.

3.) Please commit to the following: engage with course materials and activities, comply with all course requirements, maintain appropriate engagement with your teachers and classmates throughout the semester (we will use Canvas for email exchanges), work productively in a team setting both in the classroom and during our team-project days, and interact professionally in the classroom and in all community settings.

ASSIGNMENTS, READINGS & PODCASTS:

All course content is found in our Canvas course. All links to course assignments are also located in our FYC4301 Canvas Hub.

COMMUNICATION POLICY:

- Our preferred method of communication is Canvas email; however, we will correspond with you via UF email.
- Please be mindful that we correspond and reply to emails M – F 8:00am – 4:00 pm.
- Please note that we post information regarding class via Canvas Announcements so be sure to have your preferences set to receive these updates via your ufl email inbox

GRADING: Total course = 500 Points

ASSIGNMENTS:

Participation = 50 points

Reading Reviews = 150 points

Team Project = 300

- Identify and Self Select a Rural or Urban Community Issue = 50 points
- Survey and Data Collection = 50 points
- Create and Evaluation a Community Resilience Framework = 50 points
- Identify Selected Community Systems and Community Capital = 50 points
- Identify and Report Next Steps = 50 points
- Generate and Present an Action Plan = 50 points

GRADE RANGES:

A = 93.50% & above	C = 73.50-76.49%
A- = 90.00-93.49%	C- = 70.00-73.49%
B+ = 86.50-89.99%	D+ = 66.50-69.99%
B = 83.50-86.49%	D = 63.50-66.49%
B- = 80.00-83.49%	D- = 60.00-63.49%
C+ = 76.50-79.99%	E = 59.99% & below

INCOMPLETE GRADE:

All of the following must be true for you to be eligible to receive a grade of Incomplete or "I:"
1. You completed a major portion of the course work with a passing grade (C or better),
2. You are unable to complete course requirements because of documented circumstances beyond your control, and
3. You and the instructor have discussed the situation prior to the final week of class (except under emergency conditions).

ATTENDANCE:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENTS WITH VARYING ABILITIES:

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

Policy regarding testing accommodations:

Any student who requires testing accommodations must follow university procedure for securing the accommodations. Please see https://www.dso.ufl.edu/drc/students for how to access resources and setting up accommodations.

Students who require testing accommodations should follow DRC policy for making an appointment to take the test(s) at the DRC. Do not assume that I can provide additional assistance for testing needs. If you fail to follow through on making arrangements with the DRC to take a test, you will take the test with the rest of the class and will be given the same amount of time to take the test as the rest of the class.

ACADEMIC HONESTY:

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

CAMPUS HELPING RESOURCES:

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

HEALTH AND WELLNESS RESOURCES:

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

ACADEMIC RESOURCES:

- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml
- **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. http://www.crc.ufl.edu/

- Library Support, http://cms.uflib.ufl.edu/ask Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/
- **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/
- **Student Complaints Campus**: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- **On-Line Students Complaints**: http://www.distance.ufl.edu/

ONLINE COURSE EVALUATION PROCESS:

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

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.

KI   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/.

KI   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.

KI   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.

KI   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.

KI   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.

KI   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/.

KI   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.

K I   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.

KI   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.

KI   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)

FYC4301: ENGAGING COMMUNITIES FOR DECISION-MAKING & ACTION

Dale Pracht, Ph.D. Associate Professor
4-H Youth Development Specialist
Co-Faculty Director of the UF in Galway &
Gweedore Study Abroad Program
Family, Youth & Community Sciences
Department

Contact Info: canvas email preferred;
dpracht@ufl.edu

Office Hours: Mondays 1:30-3:30pm

Canvas email is preferred – Please know that I
respond to emails M – F 8:00am – 4:00pm

Kate H. Fletcher, M.S., Senior Lecturer
Academic Advisor,
Co-Faculty Director of the UF in Galway &
Gweedore Study Abroad Program,
& FYCS Club Faculty Advisor
Family, Youth & Community Sciences
Department
AEC Leadership Development Doctoral Student

Contact Info: canvas email preferred;
khfletch@ufl.edu
Office Hours: Tuesdays 10:00-11:45am

Canvas email is preferred – Please know that I
respond to emails M – F 8:00am – 4:00pm

FYC4301: Engaging Communities for Decision-Making and Action
Class # 22960, Section # 4302, 3 credits

Prerequisites: FYC3001, FYC3401, and FYC4622
MWF 5th period (11:45 AM - 12:35 PM) KEENE-FLINT 101

COURSE DESCRIPTION:

Students survey citizens and analyze data of scientific, technological, environmental, and societal issues at the community level. Course will prepare the students in implementation and evaluation of methodologically correct research that will aid in the resolution of issues and improve their decision-making skills as they relate to community issues.

COURSE OBJECTIVES:

After completing this course, you will be able to:

1. Identify and analyze rural and urban community-based problems and issues.
2. Apply the skills needed for the identification of data, proper data procurement and analysis related to the resolution of rural and urban community issues (socio-economic differences, racial/cultural biases, and health/mental health disparities).
3. Identify those skills and methods related to decision-making at the community level that can be used in the resolution of issues.
4. Develop community action plans designed to help resolve the issues under investigation.
5. Identify key individuals and organizations whose participation in the action process are critical to issue remediation success.
6. Generate solutions to complex rural community problems and develop an action plan for implementation of evidence-based program and practices.

TEACHING/LEARNING METHODS:

In this course, students actively engage in the practice of issue investigation and evaluation through individual and group work to learn and teach others. Experiential learning methods are integrated into all phases of the course. To achieve maximum benefits of the course (and maximum grade), students are expected to attend and actively participate in all aspects of the course. Students are expected to contribute meaningfully in class, in team efforts and in individual assignments.

COURSE EXPECTATIONS:

1) You (the student) are expected to attend each session for the semester. Successful completion of the course requires participating with class discussions, being prepared for class (assigned readings and assignments all found in Canvas), participating in all team-project days, self-selecting a rural or urban community issue, creating/implementing a survey, collecting data, analyze, interpret, and present a community resilience framework, along with thoughtful engagement in our class, with community partners, quest speakers, teammates, and classmates.

2) Because there is a significant team project component to the course, there is an expectation that you will wisely utilize each team-project day to maximize your results and success in this course. There are accountability milestones (aka check-ins) built into the course to maintain team momentum. Please respect yourselves, each team member, and community partner.

3.) Please commit to the following: engage with course materials and activities, comply with all course requirements, maintain appropriate engagement with your teachers and classmates throughout the semester (we will use Canvas for email exchanges), work productively in a team setting both in the classroom and during our team-project days, and interact professionally in the classroom and in all community settings.

READINGS:

Bolton, E., Brennan, M., Pracht, D., & Terry, B. (2010). Action research helps citizens prepare Madison County, Florida vision 2020. *Journal of Rural and Community Development* 5(3), 71–77.

Cafer, A., Green, J., & Goreham, G. (2022). Challenging resilience rhetoric [PowerPoint slides]. The University of Florida. Canvas@UF https://lss.at.ufl.edu

Cafer, A., Green, J., & Goreham, G. (2019): A community resilience framework for community development practitioners building equity and adaptive capacity, *Community Development* 50(2), 201-216. https://doi.org/10.1080/15575330.2019.1575442

Carnes, C., Jones, J. A., Pracht, D., & Simonne, E. (2019). Successful collaborations between Extension and nonprofits: Factors contributing to effective alliances. *Journal of Extension* 57(2), 1-8.

Galindo, S. (2022). *Data collection and analysis: Basic survey design and getting preliminary findings* [PowerPoint slides]. The University of Florida. Canvas@UF. https://lss.at.ufl.edu

Green, J. J., & Kleiner, A. M. (2010). Action research and evaluation in community development. In *Introduction to Community Development* (pp. 119-139). Sage.

Juris, J., Scrivano, R. M., Speidel, E., Bailey, L. & Jarott, S. E. (2021). The development of a satellite food pantry through community-based participatory action research. *International Journal of Research on Service-Learning and Community Engagement* 9(1), 1-13. https://doi.org/10.37333/001c.31304

Lindsey, A. B., & Kumaran, M. (2016). Coastal community mobilization in the aftermath of man-made disasters: A case study of Florida gulf coast community responses after the BP Deepwater Horizon oil spill in the USA. *World Environment and Island Studies* 6(1) 35-42.

Lindsey, A. B. (2022). *Building community capacity after a disaster: A case study* [PowerPoint slides]. The University of Florida. Canvas@UF. https://lss.at.ufl.edu

O'Neal, L. J., Brand Bateman, L., Smith, T., Li, Y., Dai, C., Wynn, T. A., & Fouad, M. N. (2018). An exploration of multilevel physical activity correlates among low-income African Americans in Alabama and Mississippi. *Family and Community Health* 41(4) 197-204. doi: 10.1097/FCH.0000000000000203

Pracht, D., & Fletcher, K. H. (2022). *7 steps to create a community survey* [PowerPoint slides]. The University of Florida. Canvas@UF. https://lss.at.ufl.edu

Pracht, D., Toelle, A., & Broaddus, B. (2022). Action research: A methodology for organizational change. University of Florida Cooperative Extension Service Publication Series (4H424). Gainesville, FL. https://doi.org/10.32473/edis-4H424-2022

Ruth, T. (n.d.). *Poster and presentation design* [PowerPoint slides]. Department of Agricultural Education and Communications Graduate Student Association. The University of Florida. Canvas@UF https://lss.at.ufl.edu

Work Group for Community Health and Development. (2022). *Community-based participatory action* [PowerPoint slides]. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Developing a plan for communication* [PowerPoint slides]. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Developing a plan for increasing participation in community action* [PowerPoint slides]. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Developing an action plan* [PowerPoint slides]. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Participatory evaluation* [PowerPoint slides]. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Action research and evaluation in community development* [PowerPoint slides]. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 1. Our model for community change and improvement*. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 2. Other models for promoting community health and development*. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 3. Assessing community needs and resources*. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 4. Getting issues on the public agenda*. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 5. Choosing strategies to promote community health and development*. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 8. Developing a strategic plan. Section 5. Developing an action plan.* The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 20. Providing information and enhancing skills. Section 6. Training for conflict resolution.* The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 23. Modifying access, barriers, and opportunities.* The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 36. Introduction to evaluation. Section 6. Participatory evaluation.* The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 37. Operations in evaluating community interventions. Section 5. Collecting and analyzing data.* The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 46. Planning for sustainability.* The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Analyzing community problems and designing and adapting community interventions*. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Communications to promote interest and participation*. The University of Kansas https://ctb.ku.edu/en

COMMUNICATION POLICY:

- Our preferred method of communication is Canvas email; however, we will correspond with you via UF email.
- Please be mindful that we correspond and reply to emails M – F 8:00am – 4:00 pm.
- Please note that we post information regarding class via Canvas Announcements so be sure to have your preferences set to receive these updates via your ufl email inbox

GRADING: Total course = 500 Points

ASSIGNMENTS:

Participation = 50 points

Reading Reviews = 150 points

Team Project = 300

- Identify and Self Select a Rural or Urban Community Issue = 50 points
- Survey and Data Collection = 50 points
- Create and Evaluation a Community Resilience Framework = 50 points
- Identify Selected Community Systems and Community Capital = 50 points
- Identify and Report Next Steps = 50 points
- Generate and Present an Action Plan = 50 points

GRADE RANGES:

A =	93.50% & above	C =	73.50-76.49%
A- =	90.00-93.49%	C- =	70.00-73.49%
B+ =	86.50-89.99%	D+ =	66.50-69.99%
B =	83.50-86.49%	D =	63.50-66.49%
B- =	80.00-83.49%	D- =	60.00-63.49%
C+ =	76.50-79.99%	E =	59.99% & below

INCOMPLETE GRADE:

All of the following must be true for you to be eligible to receive a grade of Incomplete or "I:"
1. You completed a major portion of the course work with a passing grade (C or better),
2. You are unable to complete course requirements because of documented circumstances beyond your control, and
3. You and the instructor have discussed the situation prior to the final week of class (except under emergency conditions).

ATTENDANCE:

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

STUDENTS WITH DISABILITIES:

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/

Policy regarding testing accommodations:

Any student who requires testing accommodations must follow university procedure for securing the accommodations. Please see https://www.dso.ufl.edu/drc/students for how to access resources and setting up accommodations.

Students who require testing accommodations should follow DRC policy for making an appointment to take the test(s) at the DRC. Do not assume that I can provide additional assistance for testing needs. If you fail to follow through on making arrangements with the DRC to take a test, you will take the test with the rest of the class and will be given the same amount of time to take the test as the rest of the class.

ACADEMIC HONESTY:

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.

Campus Helping Resources

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

HEALTH AND WELLNESS RESOURCES:

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: https://counseling.ufl.edu/ , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

- o   Counseling Services
- o   Groups and Workshops
- o   Outreach and Consultation
- o   Self-Help Library
- o   Wellness Coaching
- Sexual Assault Recovery Services (SARS)
- Student Health Care Center, 392-1161. https://shcc.ufl.edu/
- UF Health Shands Emergency Room / Trauma Center: For Immediate medial care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608. https://ufhealth.org/uf-health-shands-emergency-room-trauma-center
- University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit https://gatorwell.ufsa.ufl.edu/ or call 352-273-4450

ACADEMIC RESOURCES:

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

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/.

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

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

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.

Student Complaints:

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

• Online Course: https://distance.ufl.edu/state-authorization-status/#student-complaint

WEEK	DATE	CLASS TOPICS & GUEST SPEAKERS	ASSIGNMENTS & READINGS	PROJECT GOALS
1	1/5	Syllabus Day	→ Syllabus, Class Introductions, & Expectations	Week 1: Identify your Top 3 Key Community Issues -
	1/7	Project Day	Week 1: Identify your Top 3 Key Community Issues	
2	1/10	→ Overview: Chapters 1 & 2 & Community Based Participatory Action	→ Read & Respond before class: Community-Based Participatory Action – Main Section	Week 2: Teams connect & begin planning (create a communication platform, expectations, and begin discussing and identifying your Key Issue
	1/12	→ Overview: Chapters 1 & 2 & Community Based Participatory Action		
	1/14	Project Day	Week 2: Connect with your Team via Zoom	
3	1/17	MLK Jr Day	NO Classes today	Week 3: Team Accountability Goals
	1/19	→ Dr. Angie Lindsey University of Florida CART Model & Community-Based Participatory Research	→ Read & Respond before class: Coastal Community Mobilization in the Aftermath	
	1/21	Project Day	Week 3: Connect with your Team via Zoom	
4	1/24	→ Community Assessment: Chapters 3-5		Week 4: Identify & Finalize the Community Engagement Model *Project Update
	1/26	→ Dr. Annie Cafer University of Mississippi The Community Resilience Framework Model	→ Read & Respond before class: A community resilience framework…	
	1/28	Project Day	Week 4: Identify & Finalize Community Model for Project	
5	1/31	→ Action Research & Evaluation in Community Development pptx	→ Read & Respond before class: Action Research and Evaluation in Community Development → Read before class: Action Research Helps …	Week 5: Primary purpose & research questions *Project Update
	2/2	→ Analyzing Community Problems & Designing & Adapting Community Interventions: Chapters 17-19		
	2/4	Project Day	Week 5: Purpose, Research Questions, Survey	

Week	Date			
6	2/7	→ 7 Steps to Create a Community Survey pptx	→ **Read before class:** Chapter 23 Modifying Access, Barriers, and Opportunities	Week 6: IRB & create survey instrument (via google forms) *Project Update
	2/9	→ **Dr. LaToya J. O'Neal** Community-Based Approaches to Health & Health Equity	→ **Read & Respond before class:** An Explanation of Multilevel Physical Activity Correlates	
	2/11	Project Day	Week 6: IRB & create survey instrument	
7	2/14	→ Developing a Plan for Communication pptx	→ **Read before class:** Communications to Promote Interest & Participation: Chapters 6 & 7	Week 7: IRB & pilot test the identified key stakeholders to survey *Project Update
	2/16	→ Developing a Plan for Increasing Participation in Community Action pptx		
	2/18	Project Day	Week 7: IRB & pilot test	
8	2/21	→ Mid-Semester Check-In		Week 8: Implement Data Collection *Project Update
	2/23	→ **Dr. Pracht** Successful Community Collaborations & effective community collaborations	→ **Read & Respond before class:** Nonprofit Partnerships .... & Successful Collaborations Between	
	2/25	Project Day	Week 8: Data Collection	
9	2/28	→ Participatory Evaluation pptx	→ **Read before class:** Section 6. Participatory Evaluation	Week 9: Continue Data Collection *Project Update
	3/2	→ Class Discussion on Data Collection		
	3/4	Project Day	Week 8: Data Collection	
10	3/7	UF Spring Break (Have Fun)		
	3/9			
	3/11			

11	3/14	→ Dr Sebastian Galindo Analyzing Data	→ Read before class: Section 5. Collecting and Analyzing Data	Week 11: Analyze Data & Report Initial Findings *Project Update
	3/16	→ Class Discussion on Analyzing Data		
	3/18	Project Day	Week 11: Analyze Data & Report Initial Findings	
12	3/21	→ Generate Community Action Plan pptx	→ Read before class: Chapter 8, Section 5: Developing an Action Plan	Week 12: Write Action Plan *Project Update
	3/23	→ Continued Discussion on Generating a Community Action Plan pptx		
	3/25	Project Day	Week 12: Write Action Plan	
13	3/28	→ Class Discussion on Generating Action Plan		Week 13: Submit Action Plan & Presentation – Feedback will be provided on both *Project Update
	3/30	→ Mary Coyle Executive Director Ionad Naomh Padraig ReImagining Community in a Pandemic (rural)		
	4/1	Project Day	Week 13: Action Plan & Presentation	
14	4/4	→ Planning for Sustainability Discussion	→ Read before class: Chapter 46. Planning for Sustainability	Week 14: Finalize Action Plan & Presentation *Project Update
	4/6	→ Class Discussion on Why Health, Poverty & Community Dev't are Inseparable	→ Read & Respond before class: Why Health, Poverty, and Community Development Are Inseparable	
	4/8	Project Day	Week 14: Write Action Plan & Begin Presentation	
15	4/11	→ Final Check-In for all Teams		Week 15: Finalize written paper *Project Update
	4/13	2 Teams will Present	Presentations	
	4/15	Project Day	Week 15: Finalize written paper	
16	4/18	2 Teams will Present	Presentations	Week 16: Evaluate Fellow Presentations & Peer Evaluations
	4/20	1 – 2 Teams will Present & Celebration	Presentations	

Cover Sheet: Request 17909

FYC4408--change to prereq

Info

Process	Course|Modify|Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	11/4/2022 8:17:33 AM
Updated	12/6/2022 2:08:15 PM
Description of request	Typical enrollment for this course is composed students across campus earning certificates or minors other than the Organizational Leadership for Nonprofit minor. of which this course is listed as an option. The prerequisite reduced enrollment by 75-80% because most students do not need to take that particular course. By removing the FYC4409 prereq and changing it to junior or senior standing, this would allow more students the opportunity to enroll in the course.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		11/4/2022
FYC 4408_ 27678_Wiley_Fall 2022 (new).docx FYC 4408_ 27678_Wiley_Fall 2022 (current).pdf					11/4/2022 11/4/2022
College	Pending	CALS - College of Agricultural and Life Sciences			11/4/2022
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|Modify for request 17909

Info

Request: FYC4408--change to prereq
Description of request: Typical enrollment for this course is composed students across campus earning certificates or minors other than the Organizational Leadership for Nonprofit minor. of which this course is listed as an option. The prerequisite reduced enrollment by 75-80% because most students do not need to take that particular course. By removing the FYC4409 prereq and changing it to junior or senior standing, this would allow more students the opportunity to enroll in the course.

Submitter: Kathryn Ivey kbeaty@ufl.edu
Created: 11/4/2022 8:17:48 AM
Form version: 2

Responses

Current Prefix FYC
Course Level 4
Number 408
Lab Code None
Course Title Organizational Leadership for Nonprofits
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 Lecture

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Multiple Offerings in a Single Semester Yes
Change Course Description? No

Change Prerequisites? Yes
Current Prerequisites FYC4409
Proposed Prerequisites junior or senior standing.
Change Co-requisites? No

Rationale Typical enrollment for this course is composed students across campus earning certificates or minors other than the Organizational Leadership for Nonprofit minor. of which this course is listed as an option. The prerequisite reduced enrollment by 75-80% because most students do not need to take that particular course. By removing the FYC4409 prereq and changing it to junior or senior standing, this would allow more students the opportunity to enroll in the course.

Organizational Leadership in Nonprofits (3 Credits)
FYC 4408 – Fall 2022

Instructor:	Kimberly Wiley, Ph.D.
Email:	kimberlywiley@ufl.edu or email through Canvas
Phone:	(352) 273-3557 Office
Research Lab:	www.drkimberlywiley.com
Social Media:	Twitter: @kwileyfl
	https://www.linkedin.com/in/kimberly-wiley/
Office Hours:	By appointment. Sign up via
	https://calendly.com/drkimwiley/officehours
Class Meetings:	Monday, Wednesday, Friday Period 3 (9:35 AM - 10:25 AM) CSE E221

Course Communications: Email Dr. Wiley via the Canvas Inbox. Check the Inbox daily for communication about the class.

Required or Recommended Textbooks:
During the first two weeks of class, students will select **ONE** of the following:
- *Chasing Chaos* by Jessica Alexander
- *A School for My Village* by Twesigye Jackson Kaguri
- *The Blue Sweater: Bridging the Gap between Rich and Poor in an Interconnected World* by Jacqueline Novogratz
- *I am Malala* by Malala Yousafzai (with Christina Lamb)
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- *When They Call You a Terrorist: A Black Lives Matter Memoir* by Patrisse Khan-Cullors and asha bandele
- Students may suggest alternative books, pending approval from the professor
- Additional required course readings will be posted on Canvas.

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

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

Course Goals:
Upon completion of this course, students will be able to
- Differentiate the concepts of management and leadership.
- Investigate the leadership, management, and governance structures of nonprofit organizations.
- Determine the role of mission in developing a nonprofit's overall strategy.
- Demonstrate best practices in building and managing a high-performance team.

- Detect bias and inequalities in leadership decision-making.
- Recognize how leaders may change over the course of their career.
- Characterize affective leadership within organizations serving family, youth, and communities.

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

Assignments & Student Evaluation

Decision-making in Leadership Assignments (40%) Students will engage course material through a number of mini-assignments throughout the course. These assignments will vary but will relate to the content of the Module. Some assignments will be written, others will incorporate other forms such as historical timelines or visual representations. These activities are designed to help students interact with and challenge the course material. Examples of such assignments including reframing your resume and reflecting on a case study. Students should work independently on these assignments. Assignments are due at the end of Modules 2-5 and 7-8.

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Reading Quizzes (30%) Each module includes a quiz. Quizzes are based on the readings and should be completed before the first meeting of Modules 2-8. Students may prepare for quizzes by reading the assigned chapters and articles specified on Canvas. Quizzes are open book. The lowest score will be dropped.

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Course Schedule:
Critical Dates:
Complete reading of The Leader's Journey: Book Project book by October 16.

A Weekly Schedule of Topics:
Module 1: Introduction to the Nonprofit Sector (Weeks 1-2)

Module 2: Board Governance (Weeks 3-4)
Module 3: Mapping Competing Organizational Values (Weeks 5-6)
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Module 7: Building Innovative Capacity (Weeks 13-14)
Module 8: Looking Ahead (Weeks 15-16)

University of Florida and Course Policies
FYCS Diversity, Equity and Inclusion Statement (adopted April 30, 2021)

The UF/IFAS Department of Family, Youth and Community Sciences is committed to engaging positively in a global and diverse society through its teaching, extension, and research efforts. That commitment is demonstrated by creating an inclusive educational environment that fosters belonging as we mentor students, perform relevant scholarship, and conduct outreach for families, youth, and communities that is sensitive and responsive to the needs of diverse audiences. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond.

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
Grading Scale

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

Attendance
Students should attend class unless an issue arises, such as an illness that would make it unsafe for the student or others in class. If a student is experiencing symptoms of COVID-19 or another temporary illness or have been exposed, students are asked to continue working through the online portal until they are cleared to return to class. They should work with the instructor to determine how to interface with the online version of the course so that there is continuity in their exposure to the material of the course. Requirements for class attendance and make-up quizzes, assignments, and other work are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Online Course Evaluation Process
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester;

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

Software Use
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.

Student Resources:
I strongly encourage students to be proactive in seeking resources that will help them succeed and, also, to let me know how I can best support them. Here are some of the resources available at UF.

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Many students operate on a very tight budget. For those struggling with access to food, UF offers free non-perishable food, toiletries, and fresh vegetables through the Field and Fork Pantry.
https://fieldandfork.ufl.edu/

U Matter, We Care
At UF, Every Gator Counts. U Matter, We Care serves as UF's umbrella program for UF's caring culture and provides students in distress with support and coordination of the wide variety of appropriate resources. Families, faculty and students can contact

umatter@ufl.edu seven days a week for assistance for students in distress.
http://www.umatter.ufl.edu/

Services for Students with Disabilities
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

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

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

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

UF Computing Help Desk
This course is run on Canvas. All readings, course information, and grades will be available on Canvas. It is your responsibility to successfully utilize Canvas. The UF Computing Help Desk is there to assist you with all your computing questions. Please use the following information to contact the help desk:

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

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

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.

KI____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/.

KI____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.

KI____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.

KI____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.

KI____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.

KI   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/.

KI   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.

K I   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.

KI   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.

KI   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)

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

Instructor: Kimberly Wiley, Ph.D.
Email: kimberlywiley@ufl.edu or email through Canvas
Phone (office):   (352) 273-3557
Office: 3002-B McCarty Hall D
Research Lab: www.drkimberlywiley.com
Social Media: Twitter: @kwileyfl
                           https://www.linkedin.com/in/kimberly-wiley/
Office Hours: Monday's 1:30-3:30pm or By appointment. Sign up via
                           https://calendly.com/drkimwiley/officehours
Class Meetings: Monday, Wednesday, Friday Period 3 (9:35 AM - 10:25 AM) CSE
                           E221
Prereqs: Junior or Senior standing

Course Communications: Email Dr. Wiley via the Canvas Inbox. Check the Inbox daily for communication about the class.

Required or Recommended Textbooks:
During the first two weeks of class, students will select **ONE** of the following:
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- *A School for My Village* by Twesigye Jackson Kaguri
- *The Blue Sweater: Bridging the Gap between Rich and Poor in an Interconnected World* by Jacqueline Novogratz
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Course Description: This course examines the challenges for nonprofit leaders, incorporating leadership theories as they apply to these organizations. This course equips students with the leadership skills needed to lead nonprofit organizations.

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Upon completion of this course, students will be able to
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Course Schedule:
Critical Dates:
Complete reading of The Leader's Journey: Book Project book by October 16.

A Weekly Schedule of Topics:
Module 1: Introduction to the Nonprofit Sector (Weeks 1-2)

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Syllabus is subject to change
Last Update 08/11/2022

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

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

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care your need, or visit https://shcc.ufl.edu/

University Police Department: Visit https://police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room/Truama Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608. Visit https://ufhealth.org/uf-health-shands-emergency-room-trauma-center

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit https://gatorwell.ufsa.ufl.edu/ or call

352-273-4450.

UF Computing Help Desk
This course is run on Canvas. All readings, course information, and grades will be available on Canvas. It is your responsibility to successfully utilize Canvas. The UF Computing Help Desk is there to assist you with all your computing questions. Please use the following information to contact the help desk:

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

Academic Resources:

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. https://uflib.ufl.edu/
Teaching Center: Broward Hall, 352-392-2010 or to make an appointment, 352-392-6420. General study skills and tutoring. https://academicresources.clas.ufl.edu/
Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/
Student Complaints On-Campus: https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/
On-line Students Complaints: https://distance.ufl.edu/state-authorization-status/#student-complaint

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

Cover Sheet: Request 17976

4th specialization

Info

Process	Specialization|New/Modify/Close|Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Albert De Vries devries@ufl.edu
Created	11/26/2022 11:32:12 AM
Updated	11/26/2022 11:34:04 AM
Description of request	Request to offer a fourth specialization in the Animal Sciences major.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Albert De Vries		11/26/2022
4th specialization-catalog track changes CALS CC.docx					11/26/2022
College	Pending	CALS - College of Agricultural and Life Sciences			11/26/2022
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Specialization|New for request 17976

Info

Request: 4th specialization
Description of request: Request to offer a fourth specialization in the Animal Sciences major.
Submitter: Albert De Vries devries@ufl.edu
Created: 11/26/2022 11:03:28 AM
Form version: 1

Responses

Degree Program Animal Sciences
CIP Code 01.0901
Major Name Animal Sciences
Major Code ANS
Degree Type BS
Existing Specializations Animal Biology
Equine
Food Animal

Name of Proposed Specialization Integrative

Code(s) IN
Credits 120
Students 30
Effective Term Earliest Available
Effective Year Earliest Available
Percentage of Credits Available Fully Online <50%
Percentage of Credits Available Off-Campus <25%
Rationale for Proposed Specialization A comprehensive undergraduate program review in Animal Sciences held in 2020 showed that many students wish to have more flexibility in their course of study than the three existing specializations on Animal Sciences (Animal Biology, Equine, Food Animal) allow for. The proposed specialization is for students who wish to obtain a customized degree in animal sciences with a focus on a discipline rather than an animal species and are not pursuing a professional program in the health sciences. Examples include deeper integration of the animal sciences with advanced training in artificial intelligence, or reproduction, or animal behavior, or environmental sciences, etc.
Impacts on Other Programs The new specialization is designed for students to have the flexibility to take courses offered by other programs. These courses will complement the students' interests in the Animal Sciences. We do not expect that there are many students in this specialization that will want to take certain courses such that the demand for these courses increases greatly. Rather, we believe that the number of students in this specialization that will want to take certain courses offered by other programs will remain small.

SEMESTER ONE		CREDITS
BSC 2010 & 2010L	Integrated Principles of Biology 1 and Integrated Principles of Biology Laboratory 1 (**Critical Tracking**; State Core Gen Ed Biological and Physical Sciences)	4
MAC 1147	Precalculus Algebra and Trigonometry (State Core Gen Ed Mathematics)	4
ENC 1101	Expository and Argumentative Writing (State Core Gen Ed Composition; Writing Requirement)	3
State Core Gen Ed Humanities with Diversity		3
	Credits	**14**
SEMESTER TWO		
Quest 1 (Gen Ed Humanities)		3
AEC 3030C or SPC 2608	Effective Oral Communication or Introduction to Public Speaking	3
BSC 2011 & 2011L	Integrated Principles of Biology 2 and Integrated Principles of Biology Laboratory 2 (**Critical Tracking**; Gen Ed Biological Sciences)	4
~~ECO 2013~~AEB2014	~~Principles of Macroeconomics~~Econ Food Issues & You (**Critical Tracking**; State Core Gen Ed Social and Behavioral Sciences)	3~~4~~
ENC 1102	Argument and Persuasion (Gen Ed Composition)	3
	Credits	**1~~7~~6**
SEMESTER THREE		
Quest 2 (Gen Ed Social and Behavioral Sciences)		3
Select one:		3
AEC 3033C	Research and Business Writing in Agricultural and Life Sciences (Writing Requirement)	
ENC 2210	Technical Writing	
CHM 2045 & 2045L	General Chemistry 1 and General Chemistry 1 Laboratory (**Critical Tracking**; Gen Ed Biological and Physical Sciences)	4
ANS3934	Careers in the Livestock Industry	2
Electives		3~~5~~

	Credits	15

SEMESTER FOUR

MCB 2000 & 2000L	Microbiology and Microbiology Laboratory (Gen Ed Biological Sciences)	4
STA 2023	Introduction to Statistics 1 (**Critical Tracking**; Gen Ed Mathematics)	3
Gen Ed Diversity or International		3
Approved Electives		5
	Credits	15

SEMESTER FIVE

AEB 3133	~~Principles of Agribusiness Management~~	~~3~~
ANS 3006 & 3006L	Introduction to Animal Science and Introduction to Animal Science Laboratory (**Critical Tracking**)	4
ANS 3217C	~~Equine Health Management~~	~~2~~
ANS 3440	Principles of Animal Nutrition	4
ANS 3934	~~Careers in the Livestock Industry~~ ANS Advisor Approved Electives	~~2~~6
	Credits	14~~5~~

SEMESTER SIX

AGR 4231C	~~Forage Science and Range Management~~	~~4~~
ANS 3319C	Reproductive Physiology and Endocrinology in Domestic Animals (**Critical Tracking**)	4
ANS 3384C	Genetics of Domestic Animals	3
~~Approved Food and Resource Economics elective~~ ANS Advisor Approved Electives Approved Electives		~~3~~ 4 4
	Credits	15~~14~~

SUMMER AFTER SEMESTER SIX

ANS 4941	Full-Time Practical Work Experience in Animal Science (**Critical Tracking**)	3-8

	Credits	**3-8**
SEMESTER SEVEN		
ANS 3043	Growth and Development of Farm Animals (**Critical Tracking**)	3
~~ANS 3405~~	~~Equine Nutrition and Feeding Management~~	~~2~~
~~Approved Equine Practicum elective~~		~~2~~
~~Approved Food and Resource Economics elective~~		~~3~~
ANS Advisor Approved Electives ANS4931 Senior Seminar		10~~4~~ 1
	Credits	**14**
SEMESTER EIGHT		
~~ANS 4079C~~	~~Relationship of Form to Function in Horses~~	~~3~~
~~ANS 4234~~	~~Horse Enterprise Management~~	~~2~~
~~ANS 4931~~	~~Senior Seminar (**Critical Tracking**)~~	~~1~~
~~Approved Equine Practicum elective~~ ANS4XXX Special Problems: Capstone Experience		~~1~~ 2
ANS Advisor Approved Electives		12~~7~~
	Credits	**14**
	Total Credits	12~~01~~ ~~126~~