CALS Curriculum Committee Meeting
March 24, 2023
McCarty Hall D Rm. 1044/1045
1:00 p.m.

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


Agenda and Index for Materials

Approve Minutes from February 17, 2023 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposals

1. FAS 6XXX – Marine Protected Areas (req. #18280)
2. FOR 6XXXC – Urban Forestry (req. #18372)
3. MCB 6XXX – Applied Artificial Intelligence in Biological Sciences (req. #17091)
4. MCB 6XXX – Innovation Project Management for Life Sciences (req. #18381)

Graduate Course Revision Proposals

5. FAS 6932 – Special Topics in Fisheries and Aquatic Sciences (req. #18343)
6. FOR 6934 – Topics in Forest Resources and Conservation (req. #18344)

Undergraduate New Course Proposals

7. FAS 4XXX – Marine Protected Areas (req. #18279)
8. MCB 4XXX – Innovation Project Management for Life Sciences (req. #18380)

Undergraduate Course Revision Proposals

9. ANS 3251 – Biology and Management of Dairy Cattle (req. #18390)
10. FOR 4409C – Urban Forestry (req. #18373)
Recycled Item

11. AEC 3XXX – Communication and Leadership for Agricultural and Life Sciences Policy Issues (req. #17831)
CALS Curriculum Committee Meeting  
February 17, 2023  
Submitted by James Fant


**Substitutes:** Will Patterson for T. Martin

**Visitors:** Kara Casy, Brad Daigneault, Becky Raulerson, Ramesh Reddy

**Call to Order:** The College of Agricultural and Life Sciences Curriculum Committee met in McCarty Hall D Rm. 1044/1045 on February 17, 2023. Dr. Hull called the meeting to order at 1:02 p.m.

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

**Approval of Minutes:** A motion was made by Dr. Sharp to approve the minutes from the January 20, 2023, 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/](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)  
For Graduate Grades: [https://catalog.ufl.edu/graduate/regulations/#text](https://catalog.ufl.edu/graduate/regulations/#text)  
Syllabus Statements – [https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf)  
Absences & Make-Ups – [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)  
Writing Learning Objectives - [https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf)

**Update from UCC:**

The February UCC meeting (02/21/23) took place after the CALS CC meeting in February. There were nine items on the UCC agenda. Updates concerning those items and other updates will be included in the March CALS CC minutes.

**Graduate New Course Proposals**

1. ENY 6XXXC – Social Insects (req. #18204)  
   This item was reviewed with item #7. All comments apply to both submissions unless otherwise stated. **Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Coenen to approve these items with changes
required. The motion was approved. Remove the prerequisite from the graduate course submission. Graduate courses should not have prerequisites due to registration issues for out-of-state students. Discuss required prior knowledge the first day of class. Consider the addition of BSC2005 as a prerequisite for the undergraduate submission. The evaluation process for participation needs to be included in the syllabus. Remove the last three paragraphs from the Attendance & Participation section of the syllabus.

2. MCB 6XXX – Analysis, Interpretation, and Visualization of Microbiological Data (req. #18024)

This item was reviewed with item #5. All comments apply to both submissions unless otherwise stated. Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Gabriel to approve these items with changes required. The motion was approved. The graduate course needs to have a learning objective that is associated with the difference between it and the undergraduate course. The prerequisite information needs to be removed from the graduate submission. Graduate courses should not have prerequisites due to registration issues for out-of-state students. Discuss required prior knowledge the first day of class. The undergraduate course is required to have at least one specific prerequisite. An appropriate MCB course needs to be added.

Graduate Course Modification Proposal

3. ANS 6312C – Applied Ruminant Reproductive Management (req. #18216)

This item was reviewed with item #6. All comments apply to both submissions unless otherwise stated. Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Sharp to approve these submissions with changes required. The motion was approved. The exam schedule needs to clearly indicate if exams are in class or out of class. There is currently conflicting information. The “F” grade needs to be changed to “E” in the grading scale. In the UCC form for the undergraduate submission the proposed course and transcript title need to have “Animal” replaced with “Livestock.”

Undergraduate New Course Proposals

4. ENY 3XXXL – Spider Biology Lab (req. #18194)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Inglett to approve this item with changes required. The motion was approved. An indication of how participation will be measured needs to be included. Remove the three paragraphs from the Attendance and Participation section of the syllabus as in items #1 and #7. On the UCC form the course type needs to be changed from lecture to lab.

5. MCB 4XXX – Analysis, Interpretation, and Visualization of Microbiological Data (req. #18023)

See item #2

Undergraduate Course Modification Proposals
6. ANS 4320C – Applied Ruminant Reproductive Management (req. #18056)
   See item #3

7. ENY 4455C – Social Insects (req. #18205)
   See item #1

Certificates

8. Proposed Change to the Tropical Agriculture Graduate Certificate (req. #18062)
   A motion was made by Dr. Inglett to approve this item with an addition required. The
   motion was approved. Indicate in the rationale or provide an email from the departments offering
   the additional course options that capacity is not an issue.

9. Proposed Change to the Agroecology and Sustainable Food Systems Undergraduate
    Certificate (req. #18054)
   A motion was made by Dr. Sharp to approve this item with an addition required. The
   motion was approved. As with item #8, indicate in the rationale or provide an email from the
   departments offering the additional course options that capacity is not an issue.

Minors

10. Proposed Change to the Soil and Water Sciences Minor (req. #18078)
    This item was reviewed with items #16, #17, and #18. All comments will apply to all
    submissions unless stated otherwise. A motion was made by Dr. Weeks to approve these items as
    submitted. The motion was approved.

11. Proposed Changes to the International Studies in Agricultural and Life Sciences Minor
    (req. #18181)
    A motion was made by Dr. Coenen to approve this item as submitted. The motion was
    approved.

Curriculum Revisions

12. Proposal to Change the Core Area Titles for the Interdisciplinary Ecology MS Non-Thesis
    Degree Program (req. #18183)
    This item was reviewed with item #13. All comments apply to both submissions unless
    stated otherwise. A motion was made by Dr. Sharp to approve these items as submitted. The
    motion was approved.

13. Proposal to Change the Core Area Titles for the Interdisciplinary Ecology MS Thesis Degree
    Program (req. #18215)
    See item #12

14. Proposal to Decrease and Rename Core Course Requirements for the IE PhD Degree
    Program (req. #18207)
A motion was made by Dr. Sharp to approve this item as submitted. The motion was approved.

15. Proposed Change to the FYCS Critical Tracing Semesters (req. #18125)  
A motion was made by Dr. Scheffler to approve this item with a change required. The motion was approved. Include Area of Specialization or Minor in semester six.

**Program Changes**

16. Proposed Change to the Soil and Water Sciences MS Program (req. #18074)  
See item #10

17. Proposed Change to the Soil and Water Sciences PhD Program (req. #18075)  
See item #10

18. Proposed Change to the Soil and Water Sciences Undergraduate Major (req. #18077)  
See item #10

19. Proposal to Offer the Leadership Minor to UF Online Students (req. #18220)  
A motion was made by Dr. Sharp to approve this item as submitted. The motion was approved.

The meeting was adjourned at **3:00** p.m.
# Cover Sheet: Request 18280

## FAS 6xxxx Marine Protected Areas

### Info

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**Description of request**: New course request for the graduate version of a co-taught grad/undergraduate course on Marine Protected Areas

### Actions

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No document changes

Graduate Curriculum Committee

No document changes

University Curriculum Committee Notified

No document changes

Statewide Course Numbering System

No document changes

Graduate School Notified

No document changes

Office of the Registrar

No document changes

College Notified

No document changes
Course|New for request 18280

Info

Request: FAS 6xxxx Marine Protected Areas
Description of request: New course request for the graduate version of a co-taught grad/undergraduate course on Marine Protected Areas
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 3/21/2023 1:49:59 PM
Form version: 3

Responses

Recommended Prefix FAS
Course Level 6

Course Number XXX
Lab Code None
Category of Instruction Joint (Ugrad/Grad)
Course Title Marine Protected Areas
Transcript Title Marine Protected Areas
Degree Type Graduate

Delivery Method(s) Online
Co-Listing Yes
Co-Listing Explanation This is the graduate version of a course that is co-taught at the 4000 undergraduate level. The undergraduate course serves as an elective for majors in Marine sciences and Natural Resource Conservation. The graduate course serves as an elective in Fisheries and Aquatic Sciences.
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3

Course Description Presents the history and logic of marine protected areas (MPAs) and their advantages and disadvantages. The science of MPAs will be explained as well as an overview of traditional approaches of fisheries management. The importance of ecological principles when creating an MPA will be emphasized. An overview of sampling theory and the need for empirical data to document the success or failure of MPAs will be presented.

Prerequisites graduate standing
Co-requisites n/a

Rationale and Placement in Curriculum This course is an elective for MS, MFAS. PhD students in Fisheries & Aquatic Sciences. Students gain an understanding of one of the primary international cooperative tools for marine habitat conservation and sustainable natural fisheries. This core knowledge will inform future research and employment in fisheries management, climate change management, conservation of cultural heritage, and addressing current and future ocean uses.

Course Objectives • Explain the advantages and disadvantages of MPAs as a fisheries and conservation management tool
• Analyze the factors contributing to the success or failure of the creation and monitoring of a proposed MPA
• Summarize the vested interest of various stakeholders and user groups relative to the creation of an MPA
• Plan for potential future challenges and adaptive management needs for MPAs
**Course Textbook(s) and/or Other Assigned Reading**

Reading List


- **Airame, S. & Ugoretz, J. (2008).** Channel Islands Marine Protected Areas First 5 Years of Monitoring. California Department of Fish and Game.

- **Pisco. Channel Islands’ Marine Protected Areas After Ten Years. Pisco.**


- **Enric Sala, Sylvaine Giakoumi (2017).** No-take marine reserves are the most effective protected areas in the ocean. ICES Journal of Marine Science.


### Weekly Schedule of Topics

<table>
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<tr>
<th>Week</th>
<th>Topics</th>
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| 1    | Assignment  
Introduction and before we begin. |
| 2    | Discussion 1 and introductions with VoiceThread.  
Lecture on what marine protected areas are. |
| 3    | Week 2 discussion, species profile paper  
MPA Classic Fish Management |
| 4    | Week 3 discussion, peer review article  
No-Take Zones |
| 5    | Week 4 Discussion  
Go over questions, a marine protected areas success story.  
Week 5 discussion, peer review article |
| 6    | Florida national marine sanctuary, Florida Keys national marine sanctuary, world’s largest marine park, and ambitious plan to restore seven sites in the Florida Keys.  
Week 6 discussion  
Basic marine ecology, rules of thumb for marine protected area design, marine connectivity, Liebig’s law of the minimum.  
Week 7 discussion and peer review article |
| 7    | Week 8 discussion  
Introduction to fisheries science |
| 8    | Week 9 discussion, species profile paper  
Week 10 discussion  
MPA recording  
Week 11 discussion, peer review article  
Introduction to Dr. Rikki Erikson  
Week 12 discussion |
| 9    | Week 13 discussion, short paper  
Week 14 discussion  
Review and final project planning  
Submit Outline  
Peer feedback on outlines  
Submit Final Project Presentation  
Final Project Feedback and Grading |

### Grading Scheme

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<td>Introduction</td>
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<td>Discussions</td>
<td>1400</td>
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<tr>
<td>Species profile paper</td>
<td>600</td>
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<tr>
<td>Peer reviewed article critiques</td>
<td>400</td>
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<tr>
<td>Short paper</td>
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Final presentation outline

400
Final presentation

1200

4700

A 93-100
A- 90-92.99
B+ 88-89.99
B 83-87.99
B- 80-82.99
C+ 77-79.99
C 73-76.99
C- 70-72.99
D+ 67-69.99
D 63-66.99
D- 60-62.99
E > 60

Instructor(s) Dr. Nick Funicelli
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes
CALS Curriculum Committee
Submission Checklist

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

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

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

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

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

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

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

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

_x_ The course schedule should be concise and include the appropriate number of weeks in the semester.
All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

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

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

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

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

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

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)
Overview
Presents the history and logic of marine protected areas (MPAs) and their advantages and disadvantages. The science of MPAs will be explained as well as an overview of traditional approaches of fisheries management. The importance of ecological principles when creating an MPA will be emphasized. An overview of sampling theory and the need for empirical data to document the success or failure of MPAs will be presented.

- 3 credits
- Fall Semester
- 100% Online
- [http://elearning.ufl.edu/](http://elearning.ufl.edu/)

Instructor: Dr. Nick Funicelli

- Please use the Canvas message/Inbox feature for fastest response.
- Office hours: Monday, Wednesday Friday 1:00 to 3:00 via Zoom. I am also available by appointment email or call me to arrange: jungian7@gmail.com | CELLS: 352.328.4583 ; 352-872-8998 PLEASE NOTE LEAVE MESSAGES AT ANY NUMBER
- Can also arrange a Skype

Teaching Assistant: Shelby C Thomas

- Please use the Canvas message/Inbox feature for fastest response.

Textbook(s) and/or readings: There is no required text for the course. Online readings will be provided (see reading list).

Prerequisites: None

Learning Outcomes
At the end of this course, each student will be able to:

- Explain the advantages and disadvantages of MPAs as a fisheries and conservation management tool
- Analyze the factors contributing to the success or failure of the creation and monitoring of a proposed MPA
- Summarize the vested interest of various stakeholders and user groups relative to the creation of an MPA
- Plan for potential future challenges and adaptive management needs for MPAs
Course Logistics

This course is entirely web-based and asynchronous. Students may access lectures, readings, and supporting materials as they become available each week.

Technology Requirements:

- A computer or mobile device with high-speed internet connection.
- A headset and/or microphone and speakers; a web cam is suggested.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. [What browser am I using?](http://ufl.voicethread.com)
- [Voicethread: http://ufl.voicethread.com](http://ufl.voicethread.com) (more instructions will be provided)

Assignments & Deliverables

Graduate Students:

All students will introduce themselves via a voice thread 100 points

Discussions. 1400 points

- There are 14 discussions. Please remember that unless you post to the Discussion board, the instructor cannot know that you are completing and understanding the course material. Each week a general question will be posted to get a discussion going, but comments and or answers need not be limited to that general topic. Please feel free to post your own discussion topics based on the unit focus and readings each week. These discussions can, and should, be just like a good in-class discussion. They are a way for you to test out your ideas related to the material and enhance your knowledge from the perspectives and experiences of your colleagues in the course. Please remember our discussions are a safe place and we can disagree but always be polite and courteous.

- Your post can be audio, video or written. I hope to use all three types of media and encourage you to do the same.

- Until you post you will not have access to other posts in the discussion.

Each discussion will begin on at 12:01 AM Monday morning and your first response is due by Wednesday of each of the 14 weeks.

Species Profile paper (2) - 300 points each - 600 points

Three-page minimum species profile including description, biology, distribution, life cycle, threats and economic importance or potential. Is it an MPA managed species, why or why shouldn’t it be?

Short paper analyzing the advantages and disadvantages of MPA management vs. classic species management. 6 to 8 pages. 600 points

Critique (4) Peer-Reviewed Articles 100 points each with a total of 400 points

- Choose a peer reviewed journal article, related to Marine Protected Areas. This assignment is to
critically review an article. Your critique should include discussing the author’s findings, reviewing their materials and methods, analyzing their experimental design. You should determine any shortcomings of their experiment as well as the overall contributions their findings make to understand MPA’s.

Final Project – 1600 points

Outline for Final Power Point Presentation. 400 points - Students will submit a 1-2 page (double spaced) outline of your final presentation. Your outline must be approved prior to your final power point presentation.

• PLEASE REMEMBER BOTH OUR TA AND ME ARE AVAILABLE FOR A ZOOM DISCUSSION RELATIVE TO THIS ASSIGNMENT.

• I encourage you to take advantage of this opportunity.

• 1200 points for Power Point Presentation

• Each student will give a short Power Point Presentation to the class (less than 15 minutes) submitted in Voicethread. This presentation will be the creation of a Marine Protected Area. This creation could be real or imagined.

• The goal(s) of the MPA.

• The hypothesis and science of why the MPA will (should) be successful.

• The presentation should illustrate the size, shape and habitats of the proposed MPA.

• It should include the rational for what is NOT allowed in the MPA.

• It should itemize possible stakeholders and what vested interest they each have in the proposed MPA.

• A monitoring program to document the success or failure of the MPA.

• An adaptive management plan relative to possible outcomes of the monitoring program.

If you anticipate problems with making your submissions on time, contact me in advance. Late work will be penalized.
Grades & Grading Scale
For information on current UF policies for assigning grade points, see https://gradcatalog.ufl.edu/graduate/regulations/

Policies and Requirements
This syllabus represents current plans and objectives for this course. As the semester progresses, changes may need to be made to accommodate timing, logistics, or to enhance learning. Such changes, communicated clearly, are not unusual and should be expected.

Attendance, Late Policy & Make-up Requests
It is the responsibility of the student to access on-line lectures, readings, discussions, etc. and to maintain satisfactory progress in the course.

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration.

For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352-392-4357 (option 2).

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

Semester Evaluation Process
Student assessment of instruction is an important part of efforts to improve teaching and learning.

At approximately the mid-point of the semester, the School of Forest, Fisheries, & Geomatics Sciences will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required but encouraged. This is not the UF Faculty Evaluation!

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

Netiquette: Communication Courtesy
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Failure to do so may result in loss of participation points and/or referral
Academic Honesty Policy

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct or appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated.

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/scrc/process/student-conduct-honor-code.

University Policy on Accommodating Students with Disabilities:

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- Library Help Desk support http://cms.uflib.ufl.edu/ask
- SFRC Academic Hub https://ufl.instructure.com/courses/303721

Student Life, Wellness, and Counseling Help

- Counseling and Wellness resources http://www.counseling.ufl.edu/cwc/
Student Complaint Process
The School of Forest Resources & Conservation cares about your experience and we will make every effort to address course concerns. We request that all online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered.

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Marine Protected Areas

Reading List


Pisco. Channel Islands’ Marine Protected Areas After Ten Years. Pisco.


Enric Sala, Sylvaine Giakoumi (2017). No-take marine reserves are the most effective protected areas in the ocean. ICES Journal of Marine Science.


Marine Protected Areas- FAS4xxx

Overview

Presents the history and logic of marine protected areas (MPAs) and their advantages and disadvantages. The science of MPAs will be explained as well as an overview of traditional approaches of fisheries management. The importance of ecological principles when creating an MPA will be emphasized. An overview of sampling theory and the need for empirical data to document the success or failure of MPAs will be presented. 3 credits

- Fall Semester
- 100% Online
- http://elearning.ufl.edu/

Instructor: Dr. Nick Funicelli

- Please use the Canvas message/Inbox feature for fastest response.
- Office hours: Monday, Wednesday Friday 1:00 to 3:00 via Zoom. I am also available by appointment email or call me to arrange: jungian7@gmail.com | CELLS: 352.328.4583 ; 352-872-8998 PLEASE NOTE LEAVE MESSAGES AT ANY NUMBER
- Can also arrange a Skype

Teaching Assistant: Shelby C Thomas

- Please use the Canvas message/Inbox feature for fastest response.

Textbook(s) and/or readings: There is no required text for the course. Online readings will be provided (see reading list).

Prerequisites: BSC 2011 or equivalent; courses in animal physiology and ecology are recommended.

Learning Outcomes

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

- Explain the advantages and disadvantages of MPAs as a fisheries and conservation management tool
- Analyze the factors contributing to the success or failure of the creation and monitoring of a proposed MPA
- Summarize the vested interest of various stakeholders and user groups relative to the creation of an MPA
Course Logistics

This course is entirely web-based and asynchronous. Students may access lectures, readings, and supporting materials as they become available each week.

Technology Requirements:

- A computer or mobile device with high-speed internet connection.
- A headset and/or microphone and speakers; a web cam is suggested.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. What browser am I using?
- [Voicethread: http://ufl.voicethread.com (more instructions will be provided)]

Assignments & Deliverables

Undergraduate Students:

All students will introduce themselves via a voice thread 100 points

Discussions. 1400 points

- There are 14 discussions. Please remember that unless you post to the Discussion board, the instructor cannot know that you are completing and understanding the course material. Each week a general question will be posted to get a discussion going, but comments and or answers need not be limited to that general topic. Please feel free to post your own discussion topics based on the unit focus and readings each week. These discussions can, and should, be just like a good in-class discussion. They are a way for you to test out your ideas related to the material, and enhance your knowledge from the perspectives and experiences of your colleagues in the course.

- Your post can be audio, video or written. I hope to use all three types of media and encourage you to do the same.

- Until you post you will not have access to other posts in the discussion.

- Each discussion will begin on at 12:01 AM Monday morning and your first response is due by Wednesday of each of the 14 weeks.

Species Profile paper (2) - 300 points each - 600 points

- Three-page minimum species profile including description, biology, distribution, life cycle, threats and economic importance or potential. Is it an MPA managed species, why or why shouldn’t it be?

Critique (2) Peer-Reviewed Articles - 100 points each – 200 pts

- Choose a peer reviewed journal article, related to Marine Protected Areas. This assignment is to critically review an article. Your critique should include discussing the author’s findings, reviewing their materials and methods and analyzing their experimental design. You should determine any shortcomings of their experiments as well as the overall contributions their
findings make to understand MPAs.

Final Project – 1600 points total

Outline for Final Power Point Presentation. 400 points - Students will submit a 1 -2 page (double spaced) outline of your final presentation. Your outline must be approved prior to your final power point presentation.

- PLEASE REMEMBER BOTH OUR TA AND ME ARE AVAILABLE FOR A SKYPE DISCUSSION RELATIVE TO THIS ASSIGNMENT.

- I encourage you to take advantage of this opportunity.

1200 points Final Power Point Presentation

- Each student will give a short Power Point Presentation to the class (less than 15 minutes) submitted in Voicethread. This presentation will be the creation of a Marine Protected Area. This creation could be real or imagined.

- The goal(s) of the MPA.

- The hypothesis and science of why the MPA will (should) be successful.

- The presentation should illustrate the size, shape and habitats of the proposed MPA.

- It should include the rationale for what is NOT allowed in the MPA.

- It should itemize possible stakeholders and what vested interest they each have in the proposed MPA.

If you anticipate problems with making your submissions on time, contact me in advance. Late work will be penalized

Total points 3900

Grades & Grading Scale

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

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Policies and Requirements

This syllabus represents current plans and objectives for this course. As the semester progresses, changes may need to be made to accommodate timing, logistics, or to enhance learning. Such changes, communicated clearly, are not unusual and should be expected.

Attendance, Late Policy & Make-up Requests

It is the responsibility of the student to access on-line lectures, readings, discussions, etc. and to maintain satisfactory progress in the course.
Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration.

For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352-392-4357 (option 2).

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

Semester Evaluation Process
Student assessment of instruction is an important part of efforts to improve teaching and learning.

At approximately the mid-point of the semester, the School of Forest, Fisheries, & Geomatics Sciences will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required but encouraged. This is not the UF Faculty Evaluation!

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

Netiquette: Communication Courtesy
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Failure to do so may result in loss of participation points and/or referral to the Dean of Students’ Office. http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

Academic Honesty Policy
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless them instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct or appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated.
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Student Life, Wellness, and Counseling Help

- **U Matter, We Care**: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center**: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center**: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- **University Police Department**: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center**: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- **GatorWell Health Promotion Services**: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.
- **Academic Resources**
- **E-learning technical support**: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center**: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
• **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
• **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
• **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

**Student Complaints On-Campus:** Visit the Student Honor Code and Student Conduct Code webpage for more information.

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Marine Protected Areas FAS4932/6932 Differentiation Summary

Student Learning Objectives

FAS4932

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

- Explain the advantages and disadvantages of MPAs as a fisheries and conservation management tool
- Analyze the factors contributing to the success or failure of the creation and monitoring of a proposed MPA
- Summarize the vested interest of various stakeholders and user groups relative to the creation of an MPA

FAS6932

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

- Explain the advantages and disadvantages of MPAs as a fisheries and conservation management tool
- Analyze the factors contributing to the success or failure of the creation and monitoring of a proposed MPA
- Summarize the vested interest of various stakeholders and user groups relative to the creation of an MPA
- Plan for potential future challenges and adaptive management needs for MPAs

Assignments

FAS4932

Introduction 100 points
14 Discussion at 100 points – 1400 points
Species Profile paper (2) for undergraduates - 300 points each 600 points
Critique (2) Peer-Reviewed Articles - 100 points each 200 points
Final Project Outline 400 points
Final Project Presentation 1400 points

- Each student will give a short PowerPoint Presentation to the class (less than 15 minutes). This presentation will be the creation of a Marine Protected Area. This creation could be real or imagined.
- The goal(s) of the MPA.
• The hypothesis and science of why the MPA will (should) be successful.
• The presentation should illustrate the size, shape and habitats of the proposed MPA.
• It should include the rationale for what is NOT allowed in the MPA.
• It should itemize possible stakeholders and what vested interest they each have in the proposed MPA.
• A monitoring program to document the success or failure of the MPA.
• An adaptive management plan relative to possible outcomes of the monitoring program.

3900 points total

FAS6932

Introduction 100 points

14 Discussion at 100 points – 1400 points

Species Profile paper (2) for graduates - 300 points each 600 points

Short paper analyzing the advantages and disadvantages of MPA management vs. classic species management. 6 to 8 pages. 600 points

Critique Three (4) Peer-Reviewed Articles 100 points each with a total of 400 points

Final Project Outline 400 points

Final Project Presentation 1200 points

• Each student will give a short PowerPoint Presentation to the class (less than 15 minutes). This presentation will be the creation of a Marine Protected Area. This creation could be real or imagined.
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# Cover Sheet: Request 18372

## FOR6xxxC Urban Forestry

### Info

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Graduate Curriculum Committee

No document changes

University Curriculum Committee Notified

No document changes

Statewide Course Numbering System

No document changes

Graduate School Notified

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Office of the Registrar

No document changes

College Notified

No document changes
Course|New for request 18372

Info

Request: FOR6xxxC Urban Forestry
Description of request: New course request for the graduate version of a co-taught advanced undergrad / graduate course in Urban Forestry at SFFGS
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 3/6/2023 2:55:26 PM
Form version: 1

Responses
Recommended Prefix FOR
Course Level 6

Course Number xxx
Lab Code C
Category of Instruction Joint (Ugrad/Grad)
Course Title Urban Forestry
Transcript Title Urban Forestry
Degree Type Graduate

Delivery Method(s) On-Campus
Co-Listing Yes
Co-Listing Explanation This course is co-taught to advanced undergraduate students and graduate students in the School of Forests, Fisheries and Geomatic Sciences.
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeateable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Explores the nature, scope and components of the urban forest, including biology, culture, protection and aspects of management, planning and policy.
Prerequisites graduate standing
Co-requisites n/a

Rationale and Placement in Curriculum This course is an elective for the Master of Forest Resources and Conservation (professional, non-thesis), Master of Science (thesis and non-thesis), and Doctor of Philosophy degrees in Forest Resources and Conservation at SFRC.

Course Objectives • Explain the role of urban forest management and the scientific aspects of an urban forest ecosystem;
• Measure and analyze urban forest structure, function, ecosystem services, and values;
• Assess the biophysical and socioeconomic aspects of urban and natural resource management;
• Apply problem-solving skills to management issues involving urban and urbanizing forests;
• Create professional work products to address urban forestry issues that are relevant to self-directed research focus and interests;

Course Textbook(s) and/or Other Assigned Reading Miller, Robert. Urban Forestry: Planning and Managing Urban Green Spaces, Third Edition. 2015. Waveland Press, Inc. Long Grove, IL
ISBN: 978-1-4786-0637-6
Weekly Schedule of Topics

Tuesday : NZ 222

Thursday : NZ 222
1 Jan 10 / 12 Course Introduction Introduction to Urban Forestry / Tree Biology Introduction to Urban Ecology Campus walk (lab)
2 Jan 17 / 19 Urban Forest Structure, Function and Ecosystem Services Measuring urban forest structure & benefits (lab) iTree Design
3 Jan 24 / 26 Urban forest inventories Introduction to group project ECO / I-Tree model Data Collection Training (lab)
4 Jan 31/Feb2 Measuring & assessing urban canopy cover iTree Canopy (online lab) Exam 1 : Bring laptop to class
5 Feb 7 / 9

i-Tree ECO data collection training Urban watersheds Urban soils / Urban Site Index (lab)
6 Feb 14 / 16 Project workshop Trees and Land Development Landscaping / Tree protection ordinances
7 Feb 21 / 23 Project workshop Urban Management Planning
8 Feb 28 / Mar 2 Gainesville Land Development Ordinance Land Development field trip Exam 2 : Bring laptop to class
9 Mar 7 / 9

Tree selection / Urban Greening Arboriculture / Plant Health Care
10 Mar 14 / 16 SPRING BREAT
11 Mar 21 / 23 Disturbance in the urban forest / Hurricanes i-Tree results and analysis
12 Mar 28 / 30 Tree Risk and Hazard Assessment (Klein) Economic Valuation of the Urban Forest Tree appraisal (Hoyer)
13 Apr 4 / 6

Urban green spaces & Wildlife (Hostettler) Sustainable subdivision field trip Ecology of Urban Stormwater Management Lecture & Field Trip (Iannone)
14 Apr 11 / 13 Project workshop. Bring laptop to class Evaluation of group project presentations, Final projects due
15 Apr 18 / 20 Voices from the Urban Forest (Zoom) Course Review (Zoom)
16 Apr 25

Exam 3 : Bring laptop to class

Grading Scheme Exams (3): 50%
Lab Reports/Discussions: 25%
Project Assignments: 25%
Total: 100%

Letter Grade A
A-
B+
B
B-
C+
C
C-
D+
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</table>

**Instructor(s)** Dr. David Fox

**Attendance & Make-up** Yes

**Accomodations** Yes

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

**Course Evaluation Policy** Yes
CALS Curriculum Committee
Submission Checklist

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

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

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

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

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

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

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

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

_ x_ The course schedule should be concise and include the appropriate number of weeks in the semester.
All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

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

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

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

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

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

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)
Urban Forestry  FOR 6xxxC  3 credits  Spring 2023

Dr. David A Fox, Lecturer
Forest Stewardship Cabin, Bldg 844 dafoxfl1@ufl.edu  (352) 846-0856

Office Hours: Tue & Thur. 2:45 – 3:30 or by appointment
Class Schedule:  Tue & Thur.  12:50pm – 2:45pm (Periods 6-7)
Class Location:  NZ222

Required Text
ISBN: 978-1-4786-0637-6

Preferred method of contact: Canvas “Inbox” mail, response typically next business day, rarely evenings or weekend

Course Description: Explores the nature, scope and components of the urban forest, including biology, culture, protection and aspects of management, planning and policy.

Course Objectives:

At the end of this course students will be able to:

- Explain the role of urban forest management and the scientific aspects of an urban forest ecosystem;
- Measure and analyze urban forest structure, function, ecosystem services, and values;
- Assess the biophysical and socioeconomic aspects of urban and natural resource management;
- Apply problem-solving skills to management issues involving urban and urbanizing forests;
- Create professional work products to address urban forestry issues that are relevant to self-directed research focus and interests;
Cornerstone Tasks

- **Lab Reports**: Written reports will describe lab activities and synthesis of collected data. Assessment will be based on a grading rubric for the reports.

- **Urban Forest Assessment Report**: Student groups will collaboratively plan, develop, and present an urban forest assessment report for a portion of the UF Campus using the i-Tree ECO model results. Assessment will be based on a grading rubric.

- **Graduate Student Project**: Graduate students will complete a personal project, due at the end of the semester, in line with their academic and professional interests but related to urban forestry. This project can be in the form of a poster, a written research review, a physical research project with accompanying manuscript, or some other project. Graduate students should meet with Dr. Fox prior to the start of classes or early in the semester to discuss their personal interests and project ideas.

Teaching Methods

- **Lectures**: Narrated PowerPoint lectures will focus on presenting new information as well as that summarized from the assigned readings.

- **Assigned Readings**: Each week various articles and videos will be posted on-line prior to lecture. It is to your advantage to read these articles as they will often reinforce information given in lecture, aid in field study, or contain information appearing on exams.

- **Labs**: Lab periods may happen in the classroom, on campus, or at a nearby location. Lab exercises are designed to provide students with hands-on experience with field methods, to reinforce lecture material, and to hear from experts during guest lecture periods. Typically, a written lab report will be prepared based on the subject matter and instructions from the instructor.

- **Exam**: Three exams will be given covering lecture material, assigned readings/videos, and lab subjects.

- **Group Study**: Students will work in assigned groups to complete lab data collection, analysis, and certain reports. Students are encouraged to form small *ad hoc* study groups outside of class to reinforce concepts and to informally quiz each other on the course material presented.

- **Individual Study**: Each student will be expected to attend class and labs; detailed note-taking is encouraged. In addition, students should complete assigned readings, produce required lab reports, and spend individual time reviewing materials in advance of exams.
Grading

**Exams (3):** 50%
**Lab Reports/Discussions:** 25%
**Project Assignments:** 25%
**Total:** 100%

**Exams:** Timed comprehensive exams will be given at intervals during the semester. Exams will be completed through the eLearning site Canvas in the classroom – **bring your laptop to class on exam days.** Exams are open book/open notes; students may use their personal notes, the course text, and provided readings to complete exam questions.

**Lab Reports:** Lab reports are associated with a field activity or assignment and will be due before the beginning of the next class session (11:59am or just before noon). **Reports turned in late will receive half credit and those turned in after midnight of the due date will receive no credit.** A student must attend lab to get credit for that week’s report unless excused. Unless otherwise specified by the instructor, all lab reports will be produced using 12pt Times New Roman font, single spaced, with one inch margins all around. Reports will be graded on content (accuracy and completeness of the assignment), presentation (quality of writing, grammar, spelling), and incorporation of material from assigned readings.

**Discussions** Topics and readings will be provided. See Reading List for more information.

**Evaluation of Group Projects** Graduate students will attend the undergraduate group project presentations and participate in Q&A and evaluation of group presentations.

**Project Proposal** Topic selection and project planning for individual projects

**Individual Project:** Graduate students will complete a personal project, due at the end of the semester, in line with their academic and professional interests but related to urban forestry.

**Final grading** follows University standards [https://gradcatalog.ufl.edu/graduate/regulations/](https://gradcatalog.ufl.edu/graduate/regulations/) and is based on the following scale

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<th>Letter Grade</th>
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</table>
Course Readiness

This course is recommended for graduate students who have completed courses in dendrology/plant ID, forest ecology, and natural resource sampling/mensuration. Having completed silviculture is not required but recommended. Students should know how to navigate and use the tools in the eLearning site Canvas, which will be used to deliver portions of the course content.

Attendance and Make-Up Work

While class attendance is not part of your grade, the condensed nature of subjects in this course will require you to be focused, attentive, and taking notes during every lecture or lab if you wish to be successful. Do not arrive late to class (let the instructor know early in the semester about any logistical issues that might result in habitual tardiness).

Due to the nature of most labs, in that data are collected for further workup or an experience is shared that requires analysis or comment, attendance in lab is mandatory and lab reports may only be turned in if you attend the labs. However, if there is a special circumstance covered by the UF attendance policy https://gradcatalog.ufl.edu/graduate/regulations/ please contact the instructor ahead of time. There is no designated lab period so a lab may occur on either class day.

It is your responsibility to keep track of assignment due dates and times as listed in Canvas. Most assignment due times will be 11:59am or just before noon. Assignments open and close based on the clock governing the Canvas server so submitting assignments at the last minute may prove troublesome for you – don’t wait! A grace period, usually 12 hours, will be added to each assignment due date during which late work will be accepted. Any late assignment scores will be reduced by 50% of the original point value and then be graded according to the rubric. No assignments will be accepted after the assignment closes so do not email them to an instructor.

Things you will need for this class:

1) A computer with office software for written reports and reliable internet access to the class eLearning site in Canvas. An alternative is accessing UF APPS http://apps.ufl.edu and using office software available there.
2) A way to take class and field notes (clipboard or hard binder for field notes).
3) For field labs, sunscreen, long sleeves, and a hat will help prevent sunburn.
4) A water bottle for field labs (a water cooler will be available for refills).
5) Appropriate outdoor clothing and footwear for field labs. You may get muddy, wet, and sweaty depending on the lab site. Field labs happen rain or shine (nearby lightning or hail might send us scurrying to the vans).

This course includes outdoor lab activities. If you are allergic to insect bites, or if you have other medical conditions for which emergency treatment may be required, it is your responsibility to inform the instructor before the course starts, about: (1) your specific condition, (2) where
you keep your medicine, and (3) how to administer emergency treatment should the situation arise.

The following is important information concerning certain hazards of working outside in Florida:

- Dehydration: http://fineinstitute.com/patient-education/?id=11913&lang=English&db=hlt&ebscoType=static&widgetTitle=Spinal+Links
- Ticks & Lyme Disease: http://edis.ifas.ufl.edu/pdffiles/MG/MG20400.pdf or http://fmel.ifas.ufl.edu/buzz/clticks.shtml

Class and Discussion Decorum

All course participants are expected to interact with dignity and professionalism in the classroom, in the field, or in an on-line discussion. Be professional. You are preparing for a career and should be learning to interact with your fellow classmates as you would in your future professional life. Written communication should follow standard rules for grammar and spelling and be clear, concise and intelligent.

Be respectful and open to opinions and ideas that differ from yours. The exchange of diverse thoughts, ideas and opinions are an important part of the scholarly environment. When responding to statements or posts made by others, address the ideas, not the person. Disagreement with the ideas of others is perfectly acceptable; how one disagrees should not be hurtful or offensive. Insulting remarks and name-calling are never appropriate.

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 https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/ specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

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

Computers, Internet, and Web browsers: Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. It is recommended to use a computer less than five years old with at least 1GB of RAM. It is recommended to have a minimum Internet speed of 512kbps. It is strongly recommended to not use a wireless connection, phone, tablet, or notepad for critical course tasks such as exams and discussions.

Canvas currently supports the following browsers: Chrome, Safari, Firefox, Edge. For more information on approved computers and browsers please visit: https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66 On this web page there is an area titled “Is My Browser up to Date?” Use it to check each computer and browser you may use in this course. There is another important area on “Browser Privacy Settings.” Read the section(s) for any browser intended for use. For example, Note that: In browsers such as Safari, insecure content will never be displayed in the browser. Return to the page to check for updates on technology issues in Canvas.

If you encounter technical difficulties in this course, contact the UF Computing Help Desk right away to troubleshoot. https://helpdesk.ufl.edu/ or (352) 392-HELP. If the problem cannot be fixed immediately, notify your instructor, and provide them with the Help Desk ticket number.

UF Policy on In-Class Recording

Students are allowed to record video or audio of class lectures (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).

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. Students may not publish recorded lectures without the written consent of the instructor.

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

SFFGS Academic Hub (Canvas):

https://ufl.instructure.com/courses/303721  UF Writing Studio: https://writing.ufl.edu/writing-studio/

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.

Course Evaluation

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

Campus Helping Resources

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

University Counseling & Wellness Center
3190 Radio Road, (352) 392-1575,
www.counseling.ufl.edu/cwc/ Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Training
Programs
Community Provider Database

Office of Victim Services
1515 Museum Road, (352) 392-5648, https://police.ufl.edu/about/divisions/office-of-victim-services/

Career Resource Center
First Floor JWRU, (352) 392-1601, www.career.ufl.edu
Students with Disabilities
0001 Reid Hall, (352) 392-8565, www.disability.com
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. **If you have registered with the Disability Resource Center and require academic accommodations, it is your responsibility to privately inform the instructor of your needs as soon as possible before the first class session.**

UF attendance policy
https://gradcatalog.ufl.edu/graduate/regulations/
Please contact the instructor ahead of time or as soon as possible after an absence to be considered excused.

Student Complaints

The School of Forest, Fisheries, & Geomatics Sciences cares about your experience and we will make every effort to address course concerns. We request that our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered. You can submit feedback anytime at: https://ffgs.ifas.ufl.edu/contact. If you have a more urgent concern, your first point of contact should be the Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to the University Ombuds ombuds@ufl.edu.
### FOR 4090C–2D17: Urban Forestry : 2023 Spring Class Schedule

Assigned readings/videos and written assignments are posted on-line (Sequence and topics subject to change)

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<th>Tuesday : NZ 222</th>
<th>Thursday : NZ 222</th>
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<tr>
<td>1</td>
<td>Jan 10 / 12</td>
<td>Course Introduction Introduction to Urban Forestry / Tree Biology Introduction to Urban Ecology Campus walk (lab)</td>
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<td>Jan 17 / 19</td>
<td><strong>Urban Forest Structure, Function and Ecosystem Services</strong> Measuring urban forest structure &amp; benefits (lab) iTree Design</td>
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<tr>
<td>3</td>
<td>Jan 24 / 26</td>
<td>Urban forest inventories Introduction to group project ECO / I-Tree model Data Collection Training (lab)</td>
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<tr>
<td>4</td>
<td>Jan 31/Feb2</td>
<td>Measuring &amp; assessing urban canopy cover iTree Canopy (online lab) Exam 1 : Bring laptop to class</td>
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<td>5</td>
<td>Feb 7 / 9</td>
<td>i-Tree ECO data collection training Urban watersheds Urban soils / Urban Site Index (lab)</td>
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<td>6</td>
<td>Feb 14 / 16</td>
<td>Project workshop Trees and Land Development Landscaping / Tree protection ordinances</td>
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<td>7</td>
<td>Feb 21 / 23</td>
<td>Project workshop Urban Management Planning</td>
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<td>8</td>
<td>Feb 28 / Mar 2</td>
<td>Gainesville Land Development Ordinance Land Development field trip Exam 2 : Bring laptop to class</td>
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<tr>
<td>9</td>
<td>Mar 7 / 9</td>
<td>Tree selection / Urban Greening Arboriculture / Plant Health Care</td>
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<tr>
<td>10</td>
<td>Mar 14 / 16</td>
<td><strong>SPRING</strong></td>
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<tr>
<td>11</td>
<td>Mar 21 / 23</td>
<td><strong>BREAK</strong> Disturbance in the urban forest / Hurricanes i-Tre Results and analysis</td>
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<td>12</td>
<td>Mar 28 / 30</td>
<td>Tree Risk and Hazard Assessment (Klein) Economic Valuation of the Urban Forest Tree appraisal (Hoyer)</td>
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<tr>
<td>13</td>
<td>Apr 4 / 6</td>
<td>Urban green spaces &amp; Wildlife (Hostettler) Sustainable subdivision field trip Ecology of Urban Stormwater Management Lecture &amp; Field Trip (Iannone)</td>
</tr>
<tr>
<td>14</td>
<td>Apr 11 / 13</td>
<td>Project workshop. Bring laptop to class Evaluation of group project presentations Final projects due</td>
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<tr>
<td>15</td>
<td>Apr 18 / 20</td>
<td><strong>Voices from the Urban Forest (Zoom)</strong> Course Review (Zoom)</td>
</tr>
<tr>
<td>16</td>
<td>Apr 25</td>
<td>Exam 3 : Bring laptop to class</td>
</tr>
</tbody>
</table>

Enjoy your Summer Break!

**Meeting Format:**

- Face-to-Face Session
- Live Zoom or Recorded Lectures
**Urban Forestry Reading List**


Machlis et al. (1997). Human ecosystem as an organizing concept in ecosystem management


Chalker-Scott, L. Soil Test Deconstruction.


Northrop, R. J., Andreu, M. G., & Zipperer, W. Urban Forest Management: A Primer to Strategic Planning for Municipal Governments.

Gilman, E. F. & Sadowski, L. Choosing suitable trees for urban and suburban sites: site evaluation and species selection.

Tree City USA Bulletin for the Friends of Tree City USA. The right tree for the right place.


TCUSA. (2020). Trees are for the birds-or should be.


Hobbs, R. J., Higgs, E. S., & Harris, J. A. Novel ecosystems: concept or inconvenient reality? A response to Murcia et al.
FOR4090c and FOR6xxx Differentiation Summary

Student Objectives
At the end of this course students will be able to:
FOR4090c
- Explain the role of urban forest management and the scientific aspects of an urban forest ecosystem;
- Collaborate effectively in teams
- Measure and analyze urban forest structure, function, ecosystem services, and values;
- Assess the biophysical and socioeconomic aspects of urban and natural resource management;
- Apply problem-solving skills to management issues involving urban and urbanizing forests.

FOR4090c
- Explain the role of urban forest management and the scientific aspects of an urban forest ecosystem;
- Measure and analyze urban forest structure, function, ecosystem services, and values;
- Assess the biophysical and socioeconomic aspects of urban and natural resource management;
- Apply problem-solving skills to management issues involving urban and urbanizing forests.
- Create professional work products to address urban forestry issues that are relevant to self-directed research focus and interests

Assignments
FOR4090c
- Exams (3) – 545 pts
- Lab reports – 145 pts
- Lab / Reading Discussions – 70 pts
- Group Project* – 275 pts

*Student groups will collect field data and collaboratively plan, develop, and present an urban forest assessment report for a portion of the UF Campus using the i-Tree ECO model results.

FOR6xxx
- Exams (3) – 545 pts
- Lab reports – 145 pts
- Lab / Reading Discussions – 70 pts
- Project Assignments
Group Project Peer Evaluation – 10 pts
Individual Project Proposal – 50 pts
Individual Project* -- 275 pts

*Graduate students will complete a personal project, due at the end of the semester, in line with their academic and professional interests but related to urban forestry. This project can be in the form of a poster, a written research review, a physical research project with accompanying manuscript, or some other project.

Grading

FOR4090c
Exams (3): 50%
Lab Reports/Discussions: 25%
Group Project: 25%
Total: 100%

FOR6xxx
Exams (3): 50%
Lab Reports/Discussions: 25%
Project Assignments: 25%
Total: 100%
Urban Forestry FOR 4090C-2D17 Spring 2023

Dr. David A Fox, Lecturer
Forest Stewardship Cabin, Bldg 844
dafonfl1@ufl.edu: (352) 846-0856
Office Hours: Tue & Thur. 2:45 – 3:30 or by appointment

Class Schedule: Tue & Thur. 12:50pm – 2:45pm (Periods 6-7)
Class Location: NZ222

“Someone is sitting in the shade today because someone planted a tree a long time ago.”
(Warren Buffett)

Course Description
Introduces the nature, scope and components of the urban forest, including biology, culture, protection and aspects of management, planning and policy.

Course Essential Questions
- What are the effects of urbanization on natural ecosystems?
- How is urban forest management the same and different compared to management of rural, agricultural, or more natural forest systems?
- What aspects of the urban forest can be managed to improve the quality of life for the people living within it?

Course Objectives
Upon completing the course, students will be able to:
- Explain the role of urban forest management and the scientific aspects of an urban forest ecosystem;
- Measure and analyze urban forest structure, function, ecosystem services, and values;
- Assess the biophysical and socioeconomic aspects of urban and natural resource management;
- Collaborate to apply problem-solving skills to management issues involving urban and urbanizing forests.
Cornerstone Tasks

- **Lab Reports**: Written reports will describe lab activities and synthesis of collected data. Assessment will be based on a grading rubric for the reports.

- **Urban Forest Assessment Report**: Student groups will collaboratively plan, develop, and present an urban forest assessment report for a portion of the UF Campus using the i-Tree ECO model results. Assessment will be based on a grading rubric.

Teaching Methods

- **Lectures**: Narrated PowerPoint lectures will focus on presenting new information as well as that summarized from the assigned readings.

- **Assigned Readings**: Each week various articles and videos will be posted on-line prior to lecture. It is to your advantage to read these articles as they will often reinforce information given in lecture, aid in field study, or contain information appearing on exams.

- **Labs**: Lab periods may happen in the classroom, on campus, or at a nearby location. Lab exercises are designed to provide students with hands-on experience with field methods, to reinforce lecture material, and to hear from experts during guest lecture periods. Typically, a written lab report will be prepared based on the subject matter and instructions from the instructor.

- **Exam**: Three exams will be given covering lecture material, assigned readings/videos, and lab subjects.

- **Group Study**: Students will work in assigned groups to complete lab data collection, analysis, and certain reports. Students are encouraged to form small *ad hoc* study groups outside of class to reinforce concepts and to informally quiz each other on the course material presented.

- **Individual Study**: Each student will be expected to attend class and labs; detailed note-taking is encouraged. In addition, students should complete assigned readings, produce required lab reports, and spend individual time reviewing materials in advance of exams.

Required Text


ISBN: 978-1-4786-0637-6
Grading

*Exams (3):* 50%
*Lab Reports/Discussions:* 25%
*Group Project:* 25%
*Total:* 100%

**Exams:** Timed comprehensive exams will be given at intervals during the semester. Exams will be completed through the eLearning site Canvas in the classroom – bring your laptop to class on exam days. Exams are open book/open notes; students may use their personal notes, the course text, and provided readings to complete exam questions.

**Lab Reports:** Lab reports are associated with a field activity or assignment and will be due before the beginning of the next class session (11:59am or just before noon). *Reports turned in late will receive half credit and those turned in after midnight of the due date will receive no credit.* A student must attend lab to get credit for that week’s report unless excused. Unless otherwise specified by the instructor, all lab reports will be produced using 12pt Times New Roman font, single spaced, with one inch margins all around. Reports will be graded on content (accuracy and completeness of the assignment), presentation (quality of writing, grammar, spelling), and incorporation of material from assigned readings.

**Discussions** Topics and readings will be provided. See Reading List for more information.

**Group Project:** Student groups will collect field data and collaboratively plan, develop, and present an urban forest assessment report for a portion of the UF Campus using the i-Tree ECO model results.

**Final grading** follows University standards https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx and is based on the following scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Course Score</th>
<th>Grade Points</th>
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<tbody>
<tr>
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<td>A-</td>
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<td>3.67</td>
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<tr>
<td>B+</td>
<td>87 - 89.99</td>
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<td>C-</td>
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<td>D</td>
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<td>E</td>
<td>0- 59.99</td>
<td>0</td>
</tr>
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</table>
Course Readiness

This course is designed for third- or fourth-year FRC or NRC major undergraduate or any graduate students who have completed courses in dendrology/plant ID, forest ecology, and natural resource sampling/mensuration. Having completed silviculture is not required but recommended. Students should know how to navigate and use the tools in the eLearning site Canvas, which will be used to deliver portions of the course content.

Attendance and Make-Up Work

While class attendance is not part of your grade, the condensed nature of subjects in this course will require you to be focused, attentive, and taking notes during every lecture or lab if you wish to be successful. Do not arrive late to class (let the instructor know early in the semester about any logistical issues that might result in habitual tardiness).

Due to the nature of most labs, in that data are collected for further workup or an experience is shared that requires analysis or comment, **attendance in lab is mandatory and lab reports may only be turned in if you attend the labs.** However, if there is a special circumstance covered by the UF attendance policy (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/), please contact the instructor ahead of time. There is no designated lab period so a lab may occur on either class day.

**It is your responsibility to keep track of assignment due dates and times as listed in Canvas.** Most assignment due times will be 11:59am or just before noon. Assignments open and close based on the clock governing the Canvas server so submitting assignments at the last minute may prove troublesome for you – don’t wait! A grace period, usually 12 hours, will be added to each assignment due date during which late work will be accepted. Any late assignment scores will be reduced by 50% of the original point value and then be graded according to the rubric. No assignments will be accepted after the assignment closes so do not email them to an instructor.

**Things you will need for this class:**

1) A computer with office software for written reports and reliable internet access to the class eLearning site in Canvas. An alternative is accessing UF APPS [http://apps.ufl.edu](http://apps.ufl.edu) and using office software available there.
2) A way to take class and field notes (clipboard or hard binder for field notes).
3) For field labs, sunscreen, long sleeves, and a hat will help prevent sunburn.
4) A water bottle for field labs (a water cooler will be available for refills).
5) Appropriate outdoor clothing and footwear for field labs. You may get muddy, wet, and sweaty depending on the lab site. Field labs happen rain or shine (nearby lightning or hail might send us scurrying to the vans).

This course includes outdoor lab activities. If you are allergic to insect bites, or if you have other medical conditions for which emergency treatment may be required, **it is your responsibility to inform the instructor before the course starts, about:** (1) your specific condition, (2) where
you keep your medicine, and (3) how to administer emergency treatment should the situation arise.

The following is important information concerning certain hazards of working outside in Florida:

- **Heat**: [http://solutionsforyourlife.ufl.edu/hot_topics/agriculture/heat_stress.html](http://solutionsforyourlife.ufl.edu/hot_topics/agriculture/heat_stress.html)
- **Dehydration**: [http://fineinstitution.com/patient-education/?id=11913&lang=English&db=hlt&ebsoType=static&widgetTitle=Spinal+Links](http://fineinstitution.com/patient-education/?id=11913&lang=English&db=hlt&ebsoType=static&widgetTitle=Spinal+Links)
- **Ticks & Lyme Disease**: [http://edis.ifas.ufl.edu/pdffiles/MG/MG20400.pdf](http://edis.ifas.ufl.edu/pdffiles/MG/MG20400.pdf) or [http://fmel.ifas.ufl.edu/buzz/clticks.shtml](http://fmel.ifas.ufl.edu/buzz/clticks.shtml)

### Class and Discussion Decorum

All course participants are expected to interact with dignity and professionalism in the classroom, in the field, or in an on-line discussion. Be professional. You are preparing for a career and should be learning to interact with your fellow classmates as you would in your future professional life. Written communication should follow standard rules for grammar and spelling and be clear, concise and intelligent.

Be respectful and open to opinions and ideas that differ from yours. The exchange of diverse thoughts, ideas and opinions are an important part of the scholarly environment. When responding to statements or posts made by others, address the ideas, not the person. Disagreement with the ideas of others is perfectly acceptable; how one disagrees should not be hurtful or offensive. Insulting remarks and name-calling are never appropriate.

### 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 [https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

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

Computers, Internet, and Web browsers: Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. It is recommended to use a computer less than five years old with at least 1GB of RAM. It is recommended to have a minimum Internet speed of 512kbps. It is strongly recommended to not use a wireless connection, phone, tablet, or notepad for critical course tasks such as exams and discussions.

Canvas currently supports the following browsers: Chrome, Safari, Firefox, Edge. For more information on approved computers and browsers please visit: https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66. On this web page there is an area titled “Is My Browser up to Date?” Use it to check each computer and browser you may use in this course. There is another important area on “Browser Privacy Settings.” Read the section(s) for any browser intended for use. For example, Note that: In browsers such as Safari, insecure content will never be displayed in the browser. Return to the page to check for updates on technology issues in Canvas.

If you encounter technical difficulties in this course, contact the UF Computing Help Desk right away to troubleshoot. https://helpdesk.ufl.edu/ or (352) 392-HELP. If the problem cannot be fixed immediately, notify your instructor, and provide them with the Help Desk ticket number.

UF Policy on In-Class Recording

Students are allowed to record video or audio of class lectures (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).

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. Students may not publish recorded lectures without the written consent of the instructor.

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

SFFGS Academic Hub (Canvas):

https://ufl.instructure.com/courses/303721  UF Writing Studio: https://writing.ufl.edu/writing-studio/

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.

Course Evaluation

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

Campus Helping Resources

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

University Counseling & Wellness Center
3190 Radio Road, (352) 392-1575, www.counseling.ufl.edu/cwc/ Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library Training Programs
Community Provider Database

Office of Victim Services
1515 Museum Road, (352) 392-5648, https://police.ufl.edu/about/divisions/office-of-victim-services/

Career Resource Center
First Floor JWRU, (352) 392-1601, www.career.ufl.edu
Students with Disabilities
0001 Reid Hall, (352) 392-8565, www.disability.com
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. **If you have registered with the Disability Resource Center and require academic accommodations, it is your responsibility to privately inform the instructor of your needs as soon as possible before the first class session.**

UF attendance policy
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/
Please contact the instructor ahead of time or as soon as possible after an absence to be considered excused.

The UF Religious Holidays Policy is available at:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext
At the University of Florida, students and faculty work together to allow students the opportunity to observe the holy days of their faith. A student should inform the faculty member of the religious observances of their faith that will conflict with class attendance, with tests or examinations, or with other class activities **prior to the class or occurrence of that test or activity.**

Student Complaints

The School of Forest, Fisheries, & Geomatics Sciences cares about your experience and we will make every effort to address course concerns. We request that our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered. You can submit feedback anytime at: https://ffgs.ifas.ufl.edu/contact. If you have a more urgent concern, your first point of contact should be the Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to the University Ombuds ombuds@ufl.edu.
## FOR 4090C–2D17: Urban Forestry : 2023 Spring Class Schedule

Assigned readings/videos and written assignments are posted on-line (Sequence and topics subject to change)

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<th>Week</th>
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<th>Thursday : NZ 222</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 10 / 12</td>
<td>Course Introduction&lt;br&gt;Introduction to Urban Forestry / Tree Biology&lt;br&gt;Introduction to Urban Ecology&lt;br&gt;Campus walk (lab)</td>
</tr>
<tr>
<td>2</td>
<td>Jan 17 / 19</td>
<td>Urban Forest Structure, Function and Ecosystem Services&lt;br&gt;Measuring urban forest structure &amp; benefits (lab)&lt;br&gt;iTree Design</td>
</tr>
<tr>
<td>3</td>
<td>Jan 24 / 26</td>
<td>Urban forest inventories&lt;br&gt;Introduction to group project&lt;br&gt;ECO / i-Tree model Data Collection Training (lab)</td>
</tr>
<tr>
<td>4</td>
<td>Jan 31/Feb 2</td>
<td>Measuring &amp; assessing urban canopy cover&lt;br&gt;iTree Canopy (online lab)&lt;br&gt;Exam 1 : Bring laptop to class</td>
</tr>
<tr>
<td>5</td>
<td>Feb 7 / 9</td>
<td>i-Tree ECO data collection training&lt;br&gt;Urban watersheds&lt;br&gt;Urban soils / Urban Site Index (lab)</td>
</tr>
<tr>
<td>6</td>
<td>Feb 14 / 16</td>
<td>Group project workshop (data collection)&lt;br&gt;i-Tree results and analysis&lt;br&gt;Trees and Land Development&lt;br&gt;Landscaping / Tree protection ordinances&lt;br&gt;Urban Management Planning</td>
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<tr>
<td>7</td>
<td>Feb 21 / 23</td>
<td>Group project workshop (data collection)</td>
</tr>
<tr>
<td>8</td>
<td>Feb 28 / Mar 2</td>
<td>Gainesville Land Development Ordinance&lt;br&gt;Land Development field trip&lt;br&gt;Exam 2 : Bring laptop to class</td>
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<tr>
<td>9</td>
<td>Mar 7 / 9</td>
<td>Tree selection / Urban Greening&lt;br&gt;Arboriculture / Plant Health Care</td>
</tr>
<tr>
<td>10</td>
<td>Mar 14 / 16</td>
<td>SPRING</td>
</tr>
<tr>
<td>11</td>
<td>Mar 21 / 23</td>
<td>Disturbance in the urban forest / Hurricanes</td>
</tr>
<tr>
<td>12</td>
<td>Mar 28 / 30</td>
<td>Tree Risk and Hazard Assessment (Klein)&lt;br&gt;Economic Valuation of the Urban Forest&lt;br&gt;Tree appraisal (Hoyer)</td>
</tr>
<tr>
<td>13</td>
<td>Apr 4 / 6</td>
<td>Urban green spaces &amp; Wildlife (Hostettler)&lt;br&gt;Sustainable subdivision field trip&lt;br&gt;Ecology of Urban Stormwater Management&lt;br&gt;Lecture &amp; Field Trip (Iannone)</td>
</tr>
<tr>
<td>14</td>
<td>Apr 11 / 13</td>
<td>Group Project workshop (report collaboration)&lt;br&gt;Bring laptop to class&lt;br&gt;Group project presentations</td>
</tr>
<tr>
<td>15</td>
<td>Apr 18 / 20</td>
<td>Voices from the Urban Forest (Zoom)&lt;br&gt;Course Review (Zoom)</td>
</tr>
<tr>
<td>16</td>
<td>Apr 25</td>
<td>Exam 3 : Bring laptop to class</td>
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Enjoy your Summer Break!

### Meeting Format:

- Face-to-Face Session
- Live Zoom or Recorded Lectures
permanent course number for Applied Artificial Intelligence in Biological Sciences

**Info**

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<td>Submitter</td>
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<td>Description of request</td>
<td>Starting in October of this year, I will be the instructor of the &quot;Applied Artificial Intelligence in Biological Sciences&quot; course at the Microbiology and Cell Science department. This is a request for assigning a permanent course number for this course.</td>
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<td>Eric Triplett</td>
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Course|New for request 17091

Info

Request: permanent course number for Applied Artificial Intelligence in Biological Sciences
Description of request: Starting in October of this year, I will be the instructor of the "Applied Artificial Intelligence in Biological Sciences" course at the Microbiology and Cell Science department. This is a request for assigning a permanent course number for this course.
Submitter: Raquel Dias raquel.dias@ufl.edu
Created: 3/10/2023 11:26:22 AM
Form version: 6

Responses
Recommended Prefix MCB
Course Level 6

Course Number 937
Lab Code None
Category of Instruction Joint (Ugrad/Grad)
Course Title Applied Artificial Intelligence in Biological Sciences
Transcript Title Applied AI in Biology
Degree Type Other
If other degree type, specify Joint undergrad/graduate
Delivery Method(s) Online
Co-Listing Yes
Co-Listing Explanation The recommended articles for reading will now be used as examples for two review write up and discussion assignments. The first one focuses on what are the main applications of AI, and the second one focuses on what are the major limitations of AI and how to overcome them for better AI dissemination. In addition to the 2 review/discussion assignments, there is one research proposal assignment where the graduate student will describe aims, hypothesis, and approach for a phD project that applies AI to the biological data that there are planning to acquire during their phD. Alternatively, I will provide examples of datasets for the students that prefer to use public repository data for their research proposal assignments. The 3 new assignments included in the graduate version of the course consist of 20, 30, and 60 points, which is in total 20% of the maximum points summing all assignments/quizzes (319).
Effective Term Fall
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 Artificial intelligence (AI) is used to solve problems in research and industry. This course provides students with an understanding of AI systems and how they can be applied to answer challenging questions in biological sciences. Through online study materials and hands on exercises, students will obtain the skills and knowledge they need to use AI to solve real-world life sciences problems.
Prerequisites Prerequisite: (BSC 2891 or STA 2023 or STA 3032 or EEL 3872) with minimum grades of C.
Co-requisites N/A
Rationale and Placement in Curriculum Artificial intelligence or AI is the technology behind some of the most significant recent inventions in our world today. From computers that can chat with us to self-driving cars and the Mars landers, the power of AI-enabled systems to get things done in the real
world is quite impressive. Understanding how contemporary AI works and how it can be used will help position students to make a lasting impact in their field.

**Course Objectives** By the end of this course, students will be able to:
- Diagnose model overfitting in TensorFlow using validation data, and implement and evaluate standard methods to mitigate overfitting in TensorFlow.
- Use Google Colaboratory (Google Colab) and Jupyter Notebooks to build and train neural networks.
- Demonstrate a basic understanding of modern AI and the history of AI development, using correct vocabulary to describe the characteristics of neural networks.
- Identify important applications of phenotype prediction in agricultural and life sciences.
- Define overfitting and use AI vocabulary to describe how overfitting is evaluated in practice.

**Course Textbook(s) and/or Other Assigned Reading** There is no required textbook for this course. The instructor will provide all course materials, including pdfs of scientific articles needed for assignments.

Recommended textbooks for your reference library if you want to learn more about AI are as follows:

Recommended scientific articles for the review write up assignment 1:

Recommended scientific articles for the review write up assignment 2:
- Koumakis L. Deep learning models in genomics; are we there yet?. Computational and Structural Biotechnology Journal. 2020 Jan 1;18:1466-73.

Weekly Schedule of Topics

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Grading Scheme

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Instructor(s) Raquel Dias
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes
CALS Curriculum Committee
Submission Checklist

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

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (https://approval.ufl.edu/). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved.

Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is not the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

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

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

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

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

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

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

The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.
The course schedule should be concise and include the appropriate number of weeks in the semester.

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

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

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

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

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

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

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitter’s 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)
ALS3200C AI in Agricultural and Life Sciences

Academic Term: Fall 2023

3-credit hours asynchronous course

Instructor: Raquel Dias
Office: Microbiology and Cell Science Department #1250
Phone: (352) 870-4412
Email: raquel.dias@ufl.edu
Office Hours: Mondays and Thursdays 3:00-5:00PM

The best way to contact me is via E-learning mail, or I can set up a time for individual zoom sessions or in-person meetings.

Course Description

Artificial intelligence (AI) is used to solve problems in research and industry. This course provides students with an understanding of AI systems and how they can be applied to answer challenging questions in biological sciences. Through online study materials and hands on exercises, students will obtain the skills and knowledge they need to use AI to solve real-world life sciences problems.

Course prerequisites

(BSC 2891 or STA 2023 or STA 3032 or EEL 3872) with minimum grade of C.

Course learning objectives

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


- Diagnose model overfitting in TensorFlow using validation data, and implement and evaluate standard methods to mitigate overfitting in TensorFlow.

- Use Google Colaboratory (Google Colab) and Jupyter Notebooks to build and train neural networks.

- Demonstrate a basic understanding of modern AI and the history of AI development, using correct vocabulary to describe the characteristics of neural networks.

- Identify important applications of phenotype prediction in agricultural and life sciences.

- Define overfitting and use AI vocabulary to describe how overfitting is evaluated in practice.
## Course weekly topics

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**Total pts:** 319
Required and recommended textbooks

There is no required or recommended textbook for this course. All course materials will be provided by the instructor. A reading list is provided below.

Recommended scientific articles for the review write up assignment 1:


Recommended scientific articles for the review write up assignment 2:

- Koumakis L. Deep learning models in genomics; are we there yet?. Computational and Structural Biotechnology Journal. 2020 Jan 1;18:1466-73.

Grading Scale

Course grades will be determined based on percentage of 319 total possible points. The following grading scale will be used:

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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/ (Links to an external site.)

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:
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/ (Links to an external site.)

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/ (Links to an external site.)

Summaries of course evaluation results are available to students at:

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

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ALS3200C AI in Agricultural and Life Sciences

Academic Term: Fall 2023

3-credit hours asynchronous course

Instructor: Raquel Dias
Office: Microbiology and Cell Science Department #1250
Phone: (352) 870-4412
Email: raquel.dias@ufl.edu
Office Hours: Mondays and Thursdays 3:00-5:00PM

The best way to contact me is via E-learning mail, or I can set up a time for individual zoom sessions or in-person meetings.

Course Description

Artificial intelligence (AI) is used to solve problems in research and industry. This course provides students with an understanding of AI systems and how they can be applied to answer challenging questions in biological sciences. Through online study materials and hands on exercises, students will obtain the skills and knowledge they need to use AI to solve real-world life sciences problems.

Course prerequisites

(BSC 2891 or STA 2023 or STA 3032 or EEL 3872) with minimum grade of C.

Course learning objectives

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


- Diagnose model overfitting in TensorFlow using validation data, and implement and evaluate standard methods to mitigate overfitting in TensorFlow.

- Use Google Colaboratory (Google Colab) and Jupyter Notebooks to build and train neural networks.

- Demonstrate a basic understanding of modern AI and the history of AI development, using correct vocabulary to describe the characteristics of neural networks.

- Identify important applications of phenotype prediction in agricultural and life sciences.

- Define overfitting and use AI vocabulary to describe how overfitting is evaluated in practice.
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Required and recommended textbooks

There is no required or recommended textbook for this course. All course materials will be provided by the instructor. A reading list is provided below.

Recommended scientific articles:

- Koumakis L. Deep learning models in genomics; are we there yet?. Computational and Structural Biotechnology Journal. 2020 Jan 1;18:1466-73.

Grading Scale

Course grades will be determined based on percentage of 209 total possible points. The following grading scale will be used:

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<th>Letter grade</th>
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<tr>
<td>B+</td>
<td>75.00 – 84.99</td>
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<td>B</td>
<td>0.65 – 74.99</td>
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<td>C+</td>
<td>50.00 – 64.99</td>
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<td>C</td>
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</table>

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/](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/) (Links to an external site.)

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:

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Online Course Evaluation Process

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

https://gatorevals.aa.ufl.edu/students/ (Links to an external site.)

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:

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Course Syllabus (graduate version)

Difference to the undergraduate version:

The recommended articles for reading will now be used as examples for two review write up and discussion assignments. The first one focuses on what are the main applications of AI, and the second one focuses on what are the major limitations of AI and how to overcome them for better AI dissemination. In addition to the 2 review/discussion assignments, there is one research proposal assignment where the graduate student will describe aims, hypothesis, and approach for a PhD project that applies AI to the biological data that they are planning to acquire during their PhD. Alternatively, I will provide examples of datasets for the students that prefer to use public repository data for their research proposal assignments. The 3 new assignments included in the graduate version of the course consist of 20, 30, and 60 points, which is in total 20% of the maximum points summing all assignments/quizzes (319).
**Innovation Project Management- New Course**

**Info**

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**Description of request**

We are requesting approval of an ongoing innovation project management course developing practical professional skills for undergraduate and graduate students. This course has been taught as a special topics course since Fall 2022 and received enthusiastic student interest as it has been refined.

**Actions**

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<th>User</th>
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No document changes

Graduate Curriculum Committee

No document changes

University Curriculum Committee Notified

No document changes

Statewide Course Numbering System

No document changes

Graduate School Notified

No document changes

Office of the Registrar

No document changes

College Notified

No document changes
Course|New for request 18381

Info

Request: Innovation Project Management- New Course
Description of request: We are requesting approval of an ongoing innovation project management course developing practical professional skills for undergraduate and graduate students. This course has been taught as a special topics course since Fall 2022 and received enthusiastic student interest as it has been refined.
Submitter: Elizabeth Gadsby egadsby@ufl.edu
Created: 3/7/2023 11:55:00 PM
Form version: 1

Responses
Recommended Prefix MCB
Course Level 6

Course Number XXX
Lab Code None
Category of Instruction Joint (Ugrad/Grad)
Course Title Innovation Project Management for Life Sciences
Transcript Title Innovation Project Management
Degree Type Graduate

Delivery Method(s) Online
Co-Listing Yes
Co-Listing Explanation This course is co-taught for undergraduate and graduate students as they both learn practical innovation project management skills for use in life science research projects.

Undergraduate students will apply innovation project management tools to basic projects of interest appropriate to their level of research training and other personal projects. Learning will be reinforced with midterm and final quizzes.

Graduate students will apply the innovation project management tools to a project related to their literature review, thesis research, or other technical program. Graduate students will expand their Project Portfolio by implementing the project plan throughout a portion of the semester. They will track project progress and report on the project dashboard while iteratively adjusting the project plan based on project learnings.

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

Amount of Credit 1

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 1
Course Description This course will empower students with practical tools to manage innovation projects typical of life science research & development. Challenges and methodologies associated with developing objectives, preparing project plans, establishing metrics, defining responsibilities, as well as mitigating risks and dealing with uncertainties will be discussed. Skills for strategic prioritization, time management, meeting facilitation, and communication will be strengthened to promote an innovative culture
Prerequisites Graduate level standing
Co-requisites: N/A

**Rationale and Placement in Curriculum** This course will build practical skills to improve conduct of life science research projects and develop students into successful scientists and strong leaders. These capabilities are highly valued by employers in both academia and industry.

**Course Objectives** After this course, the student will be able to:
- Distinguish between different types of innovations
- Select and apply appropriate tools to manage innovation projects with structure and flexibility
- Design a detailed project plan and tracking dashboard
- Set objectives and priorities for a strategic project
- Explain their innovation project to inspire technical and non-technical audiences
- Conduct engaging and productive meetings to drive decisions with a diverse team

**Course Textbook(s) and/or Other Assigned Reading** Project management software available through UF (Microsoft Project App) or optional purchase or free short-term trials of other programs (e.g., Smartsheet, GanttPRO, Monday, ClickUp).

Required Textbook:

**Weekly Schedule of Topics**

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Objectives</td>
</tr>
<tr>
<td>2</td>
<td>Types of Innovation Projects</td>
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<td>5</td>
<td>Project Communications</td>
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<td>6</td>
<td>Project Management Software</td>
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<td>7</td>
<td>Project Planning Tools and Approaches</td>
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<td>13</td>
<td>Case Studies</td>
</tr>
<tr>
<td>14</td>
<td>Review</td>
</tr>
</tbody>
</table>

**Grading Scheme**

**COURSE ASSIGNMENTS**
Undergraduate students will apply innovation project management tools to basic projects of interest.
Graduate students will apply the innovation project management tools to a project related to their literature review, thesis research, or other technical program.

- **Strategic Planning and Communication**
  o Develop strategic planning documents including project objectives, scope and SWOT analysis as the big picture encompassing the project.
  o Compose a creative, concise project pitch to communicate the key aspects including an ask.

- **Innovation Culture**
  o Identify and categorize innovations in research and daily life.
  o Define roles and responsibilities necessary for decision making.
  o Facilitate an engaging meeting or brainstorming session including an agenda, pre-work assignments, meeting notes and outcome summary.

- **Project Planning Tools**
  o Create a detailed project plan using project management software to include dependencies, contingencies, and buffer.
  o Design a dashboard displaying value-based metrics with current status and goals.
  o Assess risks and assumptions associated with an innovation project along with planned testing and mitigations.

- **Other**
  o Review the syllabus and course Canvas site and prepare a personal SMART objective related to the course learning.
  o Extra credit opportunity to make an iteration on any assignment based on taking risks and learning from experiences

- **Quizzes** (undergraduate students only)
Reinforce learning through midterm and final quizzes will be based on the course lectures and reading. Quizzes will be open notes/books and not have a time limit and will allow multiple attempts but must be independent, individual effort.

**Final Project Portfolio (graduate students only)**

- Track project progress and report on the project dashboard while actively revising project plan based on project learnings

**ASSIGNMENT GRADES - UNDERGRADUATE**

Assignment (Module Due) = % of Final Grade

- Syllabus Review & Course Objectives (Module 2) = 5%
- Innovation Identification (Module 2) = 5%
- Project Objectives, Scope & SWOT (Module 4) = 10%
- Project Pitch (Module 6) = 10%
- Midterm Quiz (Module 7) = 10%
- Project Plan (Module 9) = 20%
- Dashboard with Metrics (Module 10) = 10%
- Risk Assessment and Roles Matrix (Module 12) = 10%
- Meeting Facilitation (Module 13) = 10%
- Final Quiz (Module 14) = 10%
- Extra Credit (Module 14) = 5%

**ASSIGNMENT GRADES - GRADUATE**

Assignment (Module Due) = % of Final Grade

- Syllabus Review & Course Objectives (Module 2) = 5%
- Innovation Identification (Module 2) = 5%
- Project Objectives, Scope & SWOT (Module 4) = 10%
- Project Pitch (Module 6) = 10%
- Project Plan (Module 9) = 20%
- Dashboard with Metrics (Module 10) = 10%
- Risk Assessment and Roles Matrix (Module 12) = 10%
- Meeting Facilitation (Module 13) = 10%
- Final Project Portfolio (Module 14) = 20%
- Extra Credit (Module 14) = 5%

**GRADING POLICY**

**Range**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
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<td>A 4.00</td>
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<tr>
<td>&lt; 94.0% to 90.0%</td>
<td>A- 3.67</td>
</tr>
<tr>
<td>&lt; 90.0% to 87.0%</td>
<td>B+ 3.33</td>
</tr>
<tr>
<td>&lt; 87.0% to 84.0%</td>
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<td>C+ 2.33</td>
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<tr>
<td>&lt; 77.0% to 74.0%</td>
<td>C 2.00</td>
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<tr>
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<td>C- 1.67</td>
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<tr>
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<tr>
<td>&lt; 64.0% to 60.0%</td>
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<tr>
<td>&lt; 60.0% to 0%</td>
<td>E 0.00</td>
</tr>
</tbody>
</table>

Instructor(s) Elizabeth D. Gadsby, PhD

Attendance & Make-up Yes

Accomodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes
CALS Curriculum Committee
Submission Checklist

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

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

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

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

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

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

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

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

☐ The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.
The course schedule should be concise and include the appropriate number of weeks in the semester.

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

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

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

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

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

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

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)
Innovation Project Management
for Life Sciences
MCB 4XXX / MCB 6XXX
[Semester, Year], Online Asynchronous

Instructor
Elizabeth D. Gadsby, PhD
egadsby@ufl.edu
Office Phone: (352) 392-1906
Office Hours: Virtual by Zoom (recurring dates/times to be set through student poll);
Appointments also available by request

Course Description
MCB 4XXX / MCB 6XXX Innovation Project Management for Life Sciences, is a 1 credit hour course
that will be co-taught for undergraduate and graduate students.
This course will empower students with practical tools to manage innovation projects typical of life
science research & development. Challenges and methodologies associated with developing
objectives, preparing project plans, establishing metrics, defining responsibilities, as well as
mitigating risks and dealing with uncertainties will be discussed. Skills for strategic prioritization,
time management, meeting facilitation, and communication will be strengthened to promote an
innovative culture.

Course Pre-Requisites / Co-Requisites
Undergraduates must have completed BCS2010 Integrated Principles of Biology 1 or equivalent.
There are no pre-requisites for graduate students.

Course Learning Objectives
After this course, the student will be able to:
• Distinguish between different types of innovations
• Select and apply appropriate tools to manage innovation projects with structure and flexibility
• Design a detailed project plan and tracking dashboard
• Set objectives and priorities for a strategic project
• Explain their innovation project to inspire technical and non-technical audiences
• Conduct engaging and productive meetings to drive decisions with a diverse team

Materials and Supply Fees
Project management software available through UF (Microsoft Project App) or optional purchase or
free short-term trials of other programs (e.g., Smartsheet, GanttPRO, Monday, ClickUp).

Required Textbook
https://app.knovel.com/hotlink/toc/id:kpIPMMCST2/innovation-project-
management/innovation-project-management
Free access to this textbook through the UF Library Knovel platform with login through UF email
address. https://service ELSEVIER.COM/app/answers/detail/a_id/14354/supporthub/knovel/

Required Software
E-learning Canvas system: For technical questions and tutorials, please visit the LSS site
(https://lss.at.ufl.edu/help/Student_Faq) and/or the UF Help desk (http://helpdesk.ufl.edu/).
Course Schedule

<table>
<thead>
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<td>13</td>
<td>Case Studies</td>
</tr>
<tr>
<td>14</td>
<td>Review</td>
</tr>
</tbody>
</table>

Course Assignments

Undergraduate students will apply innovation project management tools to basic projects of interest. Graduate students will apply the innovation project management tools to a project related to their literature review, thesis research, or other technical program.

- **Strategic Planning and Communication**
  - Develop strategic planning documents including project objectives, scope and SWOT analysis as the big picture encompassing the project.
  - Compose a creative, concise project pitch to communicate the key aspects including an ask.

- **Innovation Culture**
  - Identify and categorize innovations in research and daily life.
  - Define roles and responsibilities necessary for decision making.
  - Facilitate an engaging meeting or brainstorming session including an agenda, pre-work assignments, meeting notes and outcome summary.

- **Project Planning Tools**
  - Create a detailed project plan using project management software to include dependencies, contingencies, and buffer.
  - Design a dashboard displaying value-based metrics with current status and goals.
  - Assess risks and assumptions associated with an innovation project along with planned testing and mitigations.

- **Other**
  - Review the syllabus and course Canvas site and prepare a personal SMART objective related to the course learning.
  - Extra credit opportunity to make an iteration on any assignment based on taking risks and learning from experiences

- **Quizzes** (undergraduate students only)
  - Reinforce learning through midterm and final quizzes will be based on the course lectures and reading. Quizzes will be open notes/books and not have a time limit and will allow multiple attempts but must be independent, individual effort.
- Final Project Portfolio (graduate students only)
  - Track project progress and report on the project dashboard while actively revising project plan based on project learnings

### Assignment Grades (Undergraduate Students)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Module Due</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Syllabus Review &amp; Course Objectives</td>
<td>2</td>
<td>5%</td>
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<tr>
<td>Innovation Identification</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Project Objectives, Scope &amp; SWOT</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Project Pitch</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Quiz</td>
<td>7</td>
<td>10%</td>
</tr>
<tr>
<td>Project Plan</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>Dashboard with Metrics</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Risk Assessment and Roles Matrix</td>
<td>12</td>
<td>10%</td>
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<tr>
<td>Meeting Facilitation</td>
<td>13</td>
<td>10%</td>
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<tr>
<td>Final Quiz</td>
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<td>10%</td>
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<td>Extra Credit</td>
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### Assignment Grades (Graduate Students)

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<tbody>
<tr>
<td>Syllabus Review &amp; Course Objectives</td>
<td>2</td>
<td>5%</td>
</tr>
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<td>5%</td>
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<td>10%</td>
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<td>10%</td>
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<tr>
<td>Final Project Portfolio</td>
<td>14</td>
<td>20%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>14</td>
<td>5%</td>
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### Grading Policy

In compliance with current UF grading policies for assigning grade points ([https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)):

<table>
<thead>
<tr>
<th>Range</th>
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<th>Grade Points</th>
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<td>A</td>
<td>4.00</td>
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<td>&lt; 94.0% to 90.0%</td>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>&lt; 90.0% to 87.0%</td>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>&lt; 87.0% to 84.0%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>&lt; 84.0% to 80.0%</td>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>&lt; 80.0% to 77.0%</td>
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<tr>
<td>&lt; 60.0% to 0%</td>
<td>E</td>
<td>0.00</td>
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</table>
**Class Expectations and Make-Up Policy**

Please see UF policy at Attendance Policies. Excused assignment extensions must be consistent with university policies in the Undergraduate Catalog or Graduate Catalog and require appropriate documentation.

**Assignments will receive a deduction of 10% per week overdue.**

**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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluer.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/. Additional anonymous feedback on the course may be requested, but participation is not required.

**Academic Honesty Policy**

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

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

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

**Campus Helping Resources:**

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

**Academic Resources**

| **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. |
| **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. |
| **Library Support**, Various ways to receive assistance with respect to using the libraries or finding resources. |
| **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. |
| **Disability Services**, 1 Reid Hall, 352-392-8565. Registration, accommodations for disabilities. |
| **Student Complaints Campus On-Line Students Complaints** |
Innovation Project Management
Graduate and Undergraduate Course Distinctions

This course is co-taught for undergraduate and graduate students as they both learn practical innovation project management skills for use in life science research projects.

Undergraduate Sections
Undergraduate students will apply innovation project management tools to basic projects of interest appropriate to their level of research training and other personal projects. Learning will be reinforced with midterm and final quizzes.

Graduate Sections
Graduate students will apply the innovation project management tools to a project related to their literature review, thesis research, or other technical program. Graduate students will expand their Project Portfolio by implementing the project plan throughout a portion of the semester. They will track project progress and report on the project dashboard while iteratively adjusting the project plan based on project learnings.

Assignment Grades (Undergraduate Students)

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<tr>
<td>Innovation Identification</td>
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<tr>
<td>Project Objectives, Scope &amp; SWOT</td>
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<td>Project Plan</td>
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<td>Dashboard with Metrics</td>
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<td>Risk Assessment and Roles Matrix</td>
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Assignment Grades (Graduate Students)

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## Cover Sheet: Request 18343

### Raise max cap of FAS 6932 Special Topics from 10 to 12 credits

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#### Description of request

FAS 6932 Special Topics is a repeatable course that currently has a maximum allowable credit amount capped at 10 credits. We would like to raise the maximum allowable credits to 12 since virtually all of our FAS 6932 courses are 3 credit courses.

#### Actions

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Course|Modify for request 18343

Info

Request: Raise max cap of FAS 6932 Special Topics from 10 to 12 credits
Description of request: FAS 6932 Special Topics is a repeatable course that currently has a maximum allowable credit amount capped at 10 credits. We would like to raise the maximum allowable credits to 12 since virtually all of our FAS 6932 courses are 3 credit courses.
Submitter: Amy Abernethy aabner@ufl.edu
Created: 2/28/2023 1:37:10 PM
Form version: 1

Responses

Current Prefix FAS
Course Level 6
Number 932
Lab Code None
Course Title Special Topics in Fisheries and Aquatic Sciences
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? Yes
Repeatable Credit No Change in Repeatable credit, adjusting max repeatable credit
Maximum Repeatable Credits 12
Multiple Offerings in a Single Semester Yes
Change Course Description? No
Change Course Objectives No

Change Prerequisites? No

Change Co-requisites? No

Rationale FAS 6932 Special Topics are the course number/title we assign to new courses created by our faculty. After the second offering of the course, faculty begin the UCC process for a permanent course number. Currently, the maximum number of FAS 6932 credits a student can take is 10. However, since virtually all FAS 6932 Special Topics courses are 3 credits, the 10 credit maximum places students at a disadvantage because they would be unable to take a new FAS 6932 Special Topics course if they already had 9 credits. It is very conceivable that a student would take more than 3 FAS 6932 Special Topics courses during the course of their program. We would like to raise the maximum FAS 6932 credit cap to 12 instead of 10.
## Cover Sheet: Request 18344

Raise max cap of FOR 6934 Topics from 10 to 12 credits

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No document changes
Course|Modify for request 18344

Info
Request: Raise max cap of FOR 6934 Topics from 10 to 12 credits
Description of request: FOR 6934 Topics in Forest Resources and Conservation is a repeatable course that currently has a maximum allowable credit amount of 10 credits. We would like to raise the maximum allowable credits to 12 since virtually all of our FOR 6934 courses are 3 credits.
Submitter: Amy Abernethy aabner@ufl.edu
Created: 2/28/2023 1:50:11 PM
Form version: 1

Responses
Current Prefix FOR
Course Level 6
Number 934
Lab Code None
Course Title Topics in Forest Resources and Conservation
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? Yes
Repeatable Credit No Change in Repeatable credit, adjusting max repeatable credit
Maximum Repeatable Credits 12
Multiple Offerings in a Single Semester Yes
Change Course Description? No
Change Course Objectives No

Change Prerequisites? No

Change Co-requisites? No

**Rationale** FOR 6934 Topics in Forest Resources and Conservation are the course number/title we assign to new courses created by our faculty. After the second offering of the course, faculty begin the UCC process for a permanent course number. Currently, the maximum number of FOR 6934 credits a student can take to count toward their degree is 10. However, since virtually all FOR 6934 Topics courses are 3 credits, the 10 credit maximum places students at a disadvantage because they would be unable to take a new FOR 6934 Topics course if they already had 9 credits. It is very conceivable that a student would take more than 3 FOR 6934 Topics courses during the course of their program of study. We would like to raise the maximum FOR 6934 credit cap to 12 instead of 10.
Cover Sheet: Request 18279

FAS 4xxx Marine Protected Areas

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Course|New for request 18279

Info

Request: FAS 4xxx Marine Protected Areas
Description of request: New course number request for the undergraduate version of a co-taught grad/undergrad course in Marine Protected Areas
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 3/21/2023 1:49:31 PM
Form version: 5

Responses
Recommended Prefix FAS
Course Level 4
Course Number XXX
Lab Code None
Category of Instruction Joint (Ugrad/Grad)
Course Title Marine Protected Areas
Transcript Title Marine Protected Areas
Degree Type Baccalaureate

Delivery Method(s) Online
Co-Listing Yes
Co-Listing Explanation This is the advanced undergraduate version of a course that is co-taught at the graduate level. The undergraduate course serves as an elective for majors in Marine sciences and Natural Resource Conservation. The graduate course serves as an elective in Fisheries and Aquatic Sciences.
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Presents the history and logic of marine protected areas (MPAs) and their advantages and disadvantages. The science of MPAs will be explained as well as an overview of traditional approaches of fisheries management. The importance of ecological principles when creating an MPA will be emphasized. An overview of sampling theory and the need for empirical data to document the success or failure of MPAs will be presented.
Prerequisites BSC 2011 or equivalent; courses in animal physiology and ecology are recommended.
Co-requisites n/a
Rationale and Placement in Curriculum The undergraduate course serves as an elective for majors in Marine sciences and Natural Resource Conservation. Students gain an understanding of one of the primary international cooperative tools for marine habitat conservation and sustainable natural fisheries. This core knowledge will inform future research and employment in fisheries management, climate change management, conservation of cultural heritage, and addressing current and future ocean uses.
Course Objectives • Explain the advantages and disadvantages of MPAs as a fisheries and conservation management tool
• Analyze the factors contributing to the success or failure of the creation and monitoring of a proposed MPA
• Summarize the vested interest of various stakeholders and user groups relative to the creation of an MPA
Course Textbook(s) and/or Other Assigned Reading


Pisco. Channel Islands’ Marine Protected Areas After Ten Years. Pisco.


Enric Sala, Sylvaine Giakoumi (2017). No-take marine reserves are the most effective protected areas in the ocean. ICES Journal of Marine Science.


**Weekly Schedule of Topics**

**Schedule**

**Assignment**

1. Introduction and before we begin.

**Discussion 1 and introductions with VoiceThread.**

2. Lecture on what marine protected areas are.

**Week 2 discussion, species profile paper**

3. MPA Classic Fish Management

**Week 3 discussion,**

4. No-Take Zones

**Week 4 Discussion**

5. Go over questions, a marine protected areas success story. Week 5 discussion, peer review article

6. Florida national marine sanctuary, Florida Keys national marine sanctuary, world’s largest marine park, and ambitious plan to restore seven sites in the Florida Keys. Week 6 discussion

7. Basic marine ecology, rules of thumb for marine protected area design, marine connectivity, Liebig’s law of the minimum. Week 7 discussion and peer review article

8. Introduction to fisheries science

**Week 8 discussion**

9. MPA MINWR study recording, study results, good governance and regulations increase coral reef resilience Week 9 discussion, species profile paper

10. MPA recording

**Week 10 discussion**

11. MPA Stakeholder, dealing with difficult stakeholders, stakeholder engagement Week 11 discussion

12. Introduction to Dr. Rikki Erikson

**Week 12 discussion**

13. Watch Seaspiricy

**Week 13 discussion**

14. Review and final project planning

**Submit Outline**

15. Peer feedback on outlines

**Submit Final Project Presentation**

16. Final Project Feedback and Grading

**Grading Scheme**

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D+ 67-69.99
D 63-66.99
D- 60-62.99
E > 60

Instructor(s) Dr. Nick Funicelli
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes
CALS Curriculum Committee
Submission Checklist

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

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

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

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

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

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

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

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

_x_ The course schedule should be concise and include the appropriate number of weeks in the semester.
All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

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

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

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

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

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

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)
Marine Protected Areas- FAS4xxx

Overview

Presents the history and logic of marine protected areas (MPAs) and their advantages and disadvantages. The science of MPAs will be explained as well as an overview of traditional approaches of fisheries management. The importance of ecological principles when creating an MPA will be emphasized. An overview of sampling theory and the need for empirical data to document the success or failure of MPAs will be presented. 3 credits

- Fall Semester
- 100% Online
- http://elearning.ufl.edu/

Instructor: Dr. Nick Funicelli

- Please use the Canvas message/Inbox feature for fastest response.
- Office hours: Monday, Wednesday Friday 1:00 to 3:00 via Zoom. I am also available by appointment email or call me to arrange: jungian7@gmail.com | CELLS: 352.328.4583 ; 352-872-8998 PLEASE NOTE LEAVE MESSAGES AT ANY NUMBER
- Can also arrange a Skype

Teaching Assistant: Shelby C Thomas

- Please use the Canvas message/Inbox feature for fastest response.

Textbook(s) and/or readings: There is no required text for the course. Online readings will be provided (see reading list).

Prerequisites: BSC 2011 or equivalent; courses in animal physiology and ecology are recommended.

Learning Outcomes

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

- Explain the advantages and disadvantages of MPAs as a fisheries and conservation management tool
- Analyze the factors contributing to the success or failure of the creation and monitoring of a proposed MPA
- Summarize the vested interest of various stakeholders and user groups relative to the creation of an MPA
Course Logistics
This course is entirely web-based and asynchronous. Students may access lectures, readings, and supporting materials as they become available each week.

Technology Requirements:

- A computer or mobile device with high-speed internet connection.
- A headset and/or microphone and speakers; a web cam is suggested.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. What browser am I using?
- [Voicethread: http://ufl.voicethread.com (more instructions will be provided)]

Assignments & Deliverables

Undergraduate Students:

All students will introduce themselves via a voice thread 100 points

Discussions. 1400 points

- There are 14 discussions. Please remember that unless you post to the Discussion board, the instructor cannot know that you are completing and understanding the course material. Each week a general question will be posted to get a discussion going, but comments and or answers need not be limited to that general topic. Please feel free to post your own discussion topics based on the unit focus and readings each week. These discussions can, and should, be just like a good in-class discussion. They are a way for you to test out your ideas related to the material, and enhance your knowledge from the perspectives and experiences of your colleagues in the course.

- Your post can be audio, video or written. I hope to use all three types of media and encourage you to do the same.

- Until you post you will not have access to other posts in the discussion.

- Each discussion will begin on at 12:01 AM Monday morning and your first response is due by Wednesday of each of the 14 weeks.

Species Profile paper (2) - 300 points each - 600 points

- Three-page minimum species profile including description, biology, distribution, life cycle, threats and economic importance or potential. Is it an MPA managed species, why or why shouldn’t it be?

Critique (2) Peer-Reviewed Articles - 100 points each – 200 pts

- Choose a peer reviewed journal article, related to Marine Protected Areas. This assignment is to critically review an article. Your critique should include discussing the author’s findings, reviewing their materials and methods and analyzing their experimental design. You should determine any shortcomings of their experiment as well as the overall contributions their
findings make to understand MPAs.

Final Project – 1600 points total

Outline for Final Power Point Presentation. 400 points - Students will submit a 1 -2 page (double spaced) outline of your final presentation. Your outline must be approved prior to your final power point presentation.

- PLEASE REMEMBER BOTH OUR TA AND ME ARE AVAILABLE FOR A SKYPE DISCUSSION RELATIVE TO THIS ASSIGNMENT.
- I encourage you to take advantage of this opportunity.

1200 points Final Power Point Presentation

- Each student will give a short Power Point Presentation to the class (less than 15 minutes) submitted in Voicethread. This presentation will be the creation of a Marine Protected Area. This creation could be real or imagined.

- The goal(s) of the MPA.

- The hypothesis and science of why the MPA will (should) be successful.

- The presentation should illustrate the size, shape and habitats of the proposed MPA.

- It should include the rationale for what is NOT allowed in the MPA.

- It should itemize possible stakeholders and what vested interest they each have in the proposed MPA.

If you anticipate problems with making your submissions on time, contact me in advance. Late work will be penalized

Total points 3900

Grades & Grading Scale

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

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Student assessment of instruction is an important part of efforts to improve teaching and learning.

**At approximately the mid-point of the semester,** the School of Forest, Fisheries, & Geomatics Sciences
will request anonymous feedback on student satisfaction on various aspects of this course. These
surveys will be sent out through Canvas and are not required but encouraged. This is **not** the UF Faculty
Evaluation!

**At the end of the semester,** students are expected to provide professional and respectful feedback on
the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance
on how to give feedback in a professional and respectful manner is available at
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**Netiquette: Communication Courtesy**
All members of the class are expected to follow rules of common courtesy in all email messages,
threaded discussions and chats. Failure to do so may result in loss of participation points and/or referral
to the Dean of Students’ Office. http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community,
and on all work submitted for credit at the University of Florida, the following pledge is either required
or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is assumed that you will complete all work independently in each course unless them instructor
provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes,
exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any
condition that facilitates academic misconduct or appropriate personnel. It is your individual
responsibility to know and comply with all university policies and procedures regarding academic
integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not
be tolerated.
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/sscr/process/student-conduct-honor-code.

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

Getting Help
For issues with technical difficulties for e-learning in Canvas, please post your question to the Technical Help Discussion in your course, or contact the UF Help Desk at:

- Learning-support@ufl.edu | (352) 392-HELP - select option 2 | http://elearning.ufl.edu
- Library Help Desk support http://cms.uflib.ufl.edu/ask
- SFRC Academic Hub https://ufl.instructure.com/courses/303721

Student Life, Wellness, and Counseling Help

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.
- Academic Resources
- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.


Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

The School of Forest Resources & Conservation cares about your experience and we will make every effort to address course concerns. We request that all online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered.

If you have a more urgent concern, your first point of contact should be the SFRC Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration:

https://www.ombuds.ufl.edu/complaint-portal/
## Course Content

### Schedule

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<td>MPA recording</td>
<td>Week 10 discussion</td>
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<tr>
<td>11</td>
<td>MPA Stakeholder, dealing with difficult stakeholders, stakeholder engagement</td>
<td>Week 11 discussion</td>
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<tr>
<td>12</td>
<td>Introduction to Dr. Rikki Erikson</td>
<td>Week 12 discussion</td>
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<tr>
<td>13</td>
<td>Watch Seaspiricy</td>
<td>Week 13 discussion</td>
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<tr>
<td>14</td>
<td>Review and final project planning</td>
<td>Submit Outline 11/30</td>
</tr>
<tr>
<td>15</td>
<td>Peer feedback on outlines</td>
<td>Submit Final Project Presentation 12/7</td>
</tr>
<tr>
<td>16</td>
<td>Final Project Feedback and Grading</td>
<td></td>
</tr>
</tbody>
</table>
Reading List


Pisco. *Channel Islands’ Marine Protected Areas After Ten Years.* Pisco.


Enric Sala, Sylvaine Giakoumi (2017). *No-take marine reserves are the most effective protected areas in the ocean.* ICES Journal of Marine Science.


Marine Protected Areas- FAS6xxx

Overview

Presents the history and logic of marine protected areas (MPAs) and their advantages and disadvantages. The science of MPAs will be explained as well as an overview of traditional approaches of fisheries management. The importance of ecological principles when creating an MPA will be emphasized. An overview of sampling theory and the need for empirical data to document the success or failure of MPAs will be presented.

- 3 credits
- Fall Semester
- 100% Online
- [http://elearning.ufl.edu/](http://elearning.ufl.edu/)

Instructor: Dr. Nick Funicelli

- Please use the Canvas message/Inbox feature for fastest response.
- Office hours: Monday, Wednesday Friday 1:00 to 3:00 via Zoom. I am also available by appointment email or call me to arrange: jungian7@gmail.com | CELLS: 352.328.4583 ; 352-872-8998 PLEASE NOTE LEAVE MESSAGES AT ANY NUMBER
- Can also arrange a Skype

Teaching Assistant: Shelby C Thomas

- Please use the Canvas message/Inbox feature for fastest response.

Textbook(s) and/or readings: There is no required text for the course. Online readings will be provided (see reading list).

Prerequisites: None

Learning Outcomes

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

- Explain the advantages and disadvantages of MPAs as a fisheries and conservation management tool
- Analyze the factors contributing to the success or failure of the creation and monitoring of a proposed MPA
- Summarize the vested interest of various stakeholders and user groups relative to the creation of an MPA
- Plan for potential future challenges and adaptive management needs for MPAs
Course Logistics

This course is entirely web-based and asynchronous. Students may access lectures, readings, and supporting materials as they become available each week.

Technology Requirements:

- A computer or mobile device with high-speed internet connection.
- A headset and/or microphone and speakers; a web cam is suggested.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. What browser am I using?
- [Voicethread: http://ufl.voicethread.com (more instructions will be provided)]

Assignments & Deliverables

Graduate Students:

All students will introduce themselves via a voice thread 100 points

Discussions. 1400 points

- There are 14 discussions. Please remember that unless you post to the Discussion board, the instructor cannot know that you are completing and understanding the course material. Each week a general question will be posted to get a discussion going, but comments and or answers need not be limited to that general topic. Please feel free to post your own discussion topics based on the unit focus and readings each week. These discussions can, and should, be just like a good in-class discussion. They are a way for you to test out your ideas related to the material and enhance your knowledge from the perspectives and experiences of your colleagues in the course. Please remember our discussions are a safe place and we can disagree but always be polite and courteous.
- Your post can be audio, video or written. I hope to use all three types of media and encourage you to do the same.
- Until you post you will not have access to other posts in the discussion.

Each discussion will begin on at 12:01 AM Monday morning and your first response is due by Wednesday of each of the 14 weeks.

Species Profile paper (2) - 300 points each - 600 points

Three-page minimum species profile including description, biology, distribution, life cycle, threats and economic importance or potential. Is it an MPA managed species, why or why shouldn’t it be?

Short paper analyzing the advantages and disadvantages of MPA management vs. classic species management. 6 to 8 pages. 600 points

Critique (4) Peer-Reviewed Articles 100 points each with a total of 400 points

- Choose a peer reviewed journal article, related to Marine Protected Areas. This assignment is to
critically review an article. Your critique should include discussing the author’s findings, reviewing their materials and methods, analyzing their experimental design. You should determine any shortcomings of their experiment as well as the overall contributions their findings make to understand MPA’s.

Final Project – 1600 points

Outline for Final Power Point Presentation. 400 points - Students will submit a 1-2 page (double spaced) outline of your final presentation. Your outline must be approved prior to your final power point presentation.

• PLEASE REMEMBER BOTH OUR TA AND ME ARE AVAILABLE FOR A ZOOM DISCUSSION RELATIVE TO THIS ASSIGNMENT.
• I encourage you to take advantage of this opportunity.

• 1200 points for Power Point Presentation
• Each student will give a short Power Point Presentation to the class (less than 15 minutes) submitted in Voicethread. This presentation will be the creation of a Marine Protected Area. This creation could be real or imagined.
• The goal(s) of the MPA.
• The hypothesis and science of why the MPA will (should) be successful.
• The presentation should illustrate the size, shape and habitats of the proposed MPA.
• It should include the rational for what is NOT allowed in the MPA.
• It should itemize possible stakeholders and what vested interest they each have in the proposed MPA.
• A monitoring program to document the success or failure of the MPA.
• An adaptive management plan relative to possible outcomes of the monitoring program.

If you anticipate problems with making your submissions on time, contact me in advance. Late work will be penalized
Grades & Grading Scale
For information on current UF policies for assigning grade points, see https://gradcatalog.ufl.edu/graduate/regulations/

Policies and Requirements
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Student assessment of instruction is an important part of efforts to improve teaching and learning.

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Student Life, Wellness, and Counseling Help

- Counseling and Wellness resources http://www.counseling.ufl.edu/cwc/
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- Career Resource Center [https://career.ufl.edu/](https://career.ufl.edu/)
- Other resources are available at [http://www.distance.ufl.edu/getting-help](http://www.distance.ufl.edu/getting-help) for online students.

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<tr>
<td>12</td>
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<tr>
<td>15</td>
<td>Final Project Feedback and Grading</td>
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Marine Protected Areas

Reading List


Pisco. Channel Islands’ Marine Protected Areas After Ten Years. Pisco.


Enric Sala, Sylvaine Giakoumi (2017). No-take marine reserves are the most effective protected areas in the ocean. ICES Journal of Marine Science.


Marine Protected Areas FAS4932/6932 Differentiation Summary

Student Learning Objectives

FAS4932

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

- Explain the advantages and disadvantages of MPAs as a fisheries and conservation management tool
- Analyze the factors contributing to the success or failure of the creation and monitoring of a proposed MPA
- Summarize the vested interest of various stakeholders and user groups relative to the creation of an MPA

FAS6932

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

- Explain the advantages and disadvantages of MPAs as a fisheries and conservation management tool
- Analyze the factors contributing to the success or failure of the creation and monitoring of a proposed MPA
- Summarize the vested interest of various stakeholders and user groups relative to the creation of an MPA
- Plan for potential future challenges and adaptive management needs for MPAs

Assignments

FAS4932

Introduction 100 points

14 Discussion at 100 points – 1400 points

Species Profile paper (2) for undergraduates - 300 points each 600 points

Critique (2) Peer-Reviewed Articles - 100 points each 200 points

Final Project Outline 400 points

Final Project Presentation 1400 points

- Each student will give a short PowerPoint Presentation to the class (less than 15 minutes). This presentation will be the creation of a Marine Protected Area. This creation could be real or imagined.

- The goal(s) of the MPA.
• The hypothesis and science of why the MPA will (should) be successful.
• The presentation should illustrate the size, shape and habitats of the proposed MPA.
• It should include the rationale for what is NOT allowed in the MPA.
• It should itemize possible stakeholders and what vested interest they each have in the proposed MPA.
• A monitoring program to document the success or failure of the MPA.
• An adaptive management plan relative to possible outcomes of the monitoring program.

3900 points total

FAS6932

Introduction 100 points

14 Discussion at 100 points – 1400 points

Species Profile paper (2) for graduates - 300 points each 600 points

Short paper analyzing the advantages and disadvantages of MPA management vs. classic species management. 6 to 8 pages. 600 points

Critique Three (4) Peer-Reviewed Articles 100 points each with a total of 400 points

Final Project Outline 400 points

Final Project Presentation 1200 points

• Each student will give a short PowerPoint Presentation to the class (less than 15 minutes). This presentation will be the creation of a Marine Protected Area. This creation could be real or imagined.

• The goal(s) of the MPA.

• The hypothesis and science of why the MPA will (should) be successful.

• The presentation should illustrate the size, shape, and habitats of the proposed MPA.

• It should include the rationale for what is NOT allowed in the MPA.

• It should itemize possible stakeholders and what vested interest they each have in the proposed MPA.

• A monitoring program to document the success or failure of the MPA.

• An adaptive management plan relative to possible outcomes of the monitoring program.
4700 points total
**Innovation Project Management- New Course**

**Info**

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**Actions**

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No document changes

Original file: Cover sheet.pdf
Course|New for request 18380

Info

Request: Innovation Project Management- New Course
Description of request: We are requesting approval of an ongoing innovation project management course developing practical professional skills for undergraduate and graduate students. This course has been taught as a special topics course since Fall 2022 and received enthusiastic student interest as it has been refined.
Submitter: Elizabeth Gadsby egadsby@ufl.edu
Created: 3/7/2023 11:54:58 PM
Form version: 1

Responses
Recommended Prefix MCB
Course Level 4

Course Number XXX
Lab Code None
Category of Instruction Joint (Ugrad/Grad)
Course Title Innovation Project Management for Life Sciences
Transcript Title Innovation Project Management
Degree Type Baccalaureate

Delivery Method(s) Online
Co-Listing Yes
Co-Listing Explanation This course is co-taught for undergraduate and graduate students as they both learn practical innovation project management skills for use in life science research projects.

Undergraduate students will apply innovation project management tools to basic projects of interest appropriate to their level of research training and other personal projects. Learning will be reinforced with midterm and final quizzes.

Graduate students will apply the innovation project management tools to a project related to their literature review, thesis research, or other technical program. Graduate students will expand their Project Portfolio by implementing the project plan throughout a portion of the semester. They will track project progress and report on the project dashboard while iteratively adjusting the project plan based on project learnings.

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

Amount of Credit 1

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 1
Course Description This course will empower students with practical tools to manage innovation projects typical of life science research & development. Challenges and methodologies associated with developing objectives, preparing project plans, establishing metrics, defining responsibilities, as well as mitigating risks and dealing with uncertainties will be discussed. Skills for strategic prioritization, time management, meeting facilitation, and communication will be strengthened to promote an innovative culture.
Prerequisites  BCS2010
Co-requisites  N/A
Rationale and Placement in Curriculum  This course will build practical skills to improve conduct of life science research projects and develop students into successful scientists and strong leaders. These capabilities are highly valued by employers in both academia and industry.

Course Objectives  After this course, the student will be able to:
- Distinguish between different types of innovations
- Select and apply appropriate tools to manage innovation projects with structure and flexibility
- Design a detailed project plan and tracking dashboard
- Set objectives and priorities for a strategic project
- Explain their innovation project to inspire technical and non-technical audiences
- Conduct engaging and productive meetings to drive decisions with a diverse team

Course Textbook(s) and/or Other Assigned Reading  Project management software available through UF (Microsoft Project App) or optional purchase or free short-term trials of other programs (e.g., Smartsheet, GanttPRO, Monday, ClickUp).

Required Textbook:

Weekly Schedule of Topics

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<tr>
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<th>Topic</th>
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<tr>
<td>1</td>
<td>Introduction and Objectives</td>
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<td>13</td>
<td>Case Studies</td>
</tr>
<tr>
<td>14</td>
<td>Review</td>
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Grading Scheme  COURSE ASSIGNMENTS
Undergraduate students will apply innovation project management tools to basic projects of interest. Graduate students will apply the innovation project management tools to a project related to their literature review, thesis research, or other technical program.
- Strategic Planning and Communication
  o Develop strategic planning documents including project objectives, scope and SWOT analysis as the big picture encompassing the project.
  o Compose a creative, concise project pitch to communicate the key aspects including an ask.
- Innovation Culture
  o Identify and categorize innovations in research and daily life.
  o Define roles and responsibilities necessary for decision making.
  o Facilitate an engaging meeting or brainstorming session including an agenda, pre-work assignments, meeting notes and outcome summary.
- Project Planning Tools
  o Create a detailed project plan using project management software to include dependencies, contingencies, and buffer.
  o Design a dashboard displaying value-based metrics with current status and goals.
  o Assess risks and assumptions associated with an innovation project along with planned testing and mitigations.
- Other
  o Review the syllabus and course Canvas site and prepare a personal SMART objective related to the course learning.
  o Extra credit opportunity to make an iteration on any assignment based on taking risks and learning from experiences
- Quizzes (undergraduate students only)
Reinforce learning through midterm and final quizzes will be based on the course lectures and reading. Quizzes will be open notes/books and not have a time limit and will allow multiple attempts but must be independent, individual effort.

- Final Project Portfolio (graduate students only)
  - Track project progress and report on the project dashboard while actively revising project plan based on project learnings

ASSIGNMENT GRADES- UNDERGRADUATE
Assignment (Module Due) = % of Final Grade
- Syllabus Review & Course Objectives (Module 2)= 5%
- Innovation Identification (Module 2)= 5%
- Project Objectives, Scope & SWOT (Module 4)= 10%
- Project Pitch (Module 6)= 10%
- Midterm Quiz (Module 7)= 10%
- Project Plan (Module 9)= 20%
- Dashboard with Metrics (Module 10)=10%
- Risk Assessment and Roles Matrix (Module 12)= 10%
- Meeting Facilitation (Module 13)= 10%
- Final Quiz (Module 14)= 10%
- Extra Credit (Module 14)= 5%

ASSIGNMENT GRADES- GRADUATE
Assignment (Module Due) = % of Final Grade
- Syllabus Review & Course Objectives (Module 2)= 5%
- Innovation Identification (Module 2)= 5%
- Project Objectives, Scope & SWOT (Module 4)= 10%
- Project Pitch (Module 6)= 10%
- Project Plan (Module 9)= 20%
- Dashboard with Metrics (Module 10)=10%
- Risk Assessment and Roles Matrix (Module 12)= 10%
- Meeting Facilitation (Module 13)= 10%
- Final Project Portfolio (Module 14)= 20%
- Extra Credit (Module 14)= 5%

GRADING POLICY
Range

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Instructor(s) Elizabeth D. Gadsby, PhD
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes
CALS Curriculum Committee
Submission Checklist

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

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

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

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

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

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

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

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

- The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site, (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.
The course schedule should be concise and include the appropriate number of weeks in the semester.

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

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

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

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

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

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

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)
Innovation Project Management
for Life Sciences
MCB 4XXX / MCB 6XXX
[Semester, Year], Online Asynchronous

Instructor
Elizabeth D. Gadsby, PhD
egadsby@ufl.edu
Office Phone: (352) 392-1906
Office Hours: Virtual by Zoom (recurring dates/times to be set through student poll);
Appointments also available by request

Course Description
MCB 4XXX / MCB 6XXX Innovation Project Management for Life Sciences, is a 1 credit hour course
that will be co-taught for undergraduate and graduate students.
This course will empower students with practical tools to manage innovation projects typical of life
science research & development. Challenges and methodologies associated with developing
objectives, preparing project plans, establishing metrics, defining responsibilities, as well as
mitigating risks and dealing with uncertainties will be discussed. Skills for strategic prioritization,
time management, meeting facilitation, and communication will be strengthened to promote an
innovative culture.

Course Pre-Requisites / Co-Requisites
Undergraduates must have completed BCS2010 Integrated Principles of Biology 1 or equivalent.
There are no pre-requisites for graduate students.

Course Learning Objectives
After this course, the student will be able to:
• Distinguish between different types of innovations
• Select and apply appropriate tools to manage innovation projects with structure and flexibility
• Design a detailed project plan and tracking dashboard
• Set objectives and priorities for a strategic project
• Explain their innovation project to inspire technical and non-technical audiences
• Conduct engaging and productive meetings to drive decisions with a diverse team

Materials and Supply Fees
Project management software available through UF (Microsoft Project App) or optional purchase or
free short-term trials of other programs (e.g., Smartsheet, GanttPRO, Monday, ClickUp).

Required Textbook
https://app.knovel.com/hotlink/toc/id:kpIPMMCST2/innovation-project-
management/innovation-project-management
Free access to this textbook through the UF Library Knovel platform with login through UF email
address. https://service.elsevier.com/app/answers/detail/a_id/14354/supporthub/knovel/

Required Software
E-learning Canvas system: For technical questions and tutorials, please visit the LSS site
(https://lss.at.ufl.edu/help/Student_Faq) and/or the UF Help desk (http://helpdesk.ufl.edu/).
## Course Schedule

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## Course Assignments

Undergraduate students will apply innovation project management tools to basic projects of interest. Graduate students will apply the innovation project management tools to a project related to their literature review, thesis research, or other technical program.

- **Strategic Planning and Communication**
  - Develop strategic planning documents including project objectives, scope and SWOT analysis as the big picture encompassing the project.
  - Compose a creative, concise project pitch to communicate the key aspects including an ask.

- **Innovation Culture**
  - Identify and categorize innovations in research and daily life.
  - Define roles and responsibilities necessary for decision making.
  - Facilitate an engaging meeting or brainstorming session including an agenda, pre-work assignments, meeting notes and outcome summary.

- **Project Planning Tools**
  - Create a detailed project plan using project management software to include dependencies, contingencies, and buffer.
  - Design a dashboard displaying value-based metrics with current status and goals.
  - Assess risks and assumptions associated with an innovation project along with planned testing and mitigations.

- **Other**
  - Review the syllabus and course Canvas site and prepare a personal SMART objective related to the course learning.
  - Extra credit opportunity to make an iteration on any assignment based on taking risks and learning from experiences.

- **Quizzes (undergraduate students only)**
  - Reinforce learning through midterm and final quizzes will be based on the course lectures and reading. Quizzes will be open notes/books and not have a time limit and will allow multiple attempts but must be independent, individual effort.
• Final Project Portfolio (graduate students only)
  ○ Track project progress and report on the project dashboard while actively revising project plan based on project learnings

Assignment Grades (Undergraduate Students)

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<td>Risk Assessment and Roles Matrix</td>
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Assignment Grades (Graduate Students)

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<th>Assignments</th>
<th>Module Due</th>
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<tr>
<td>Syllabus Review &amp; Course Objectives</td>
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<td>Project Pitch</td>
<td>6</td>
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<tr>
<td>Project Plan</td>
<td>9</td>
<td>20%</td>
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<tr>
<td>Dashboard with Metrics</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Risk Assessment and Roles Matrix</td>
<td>12</td>
<td>10%</td>
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<tr>
<td>Meeting Facilitation</td>
<td>13</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project Portfolio</td>
<td>14</td>
<td>20%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>14</td>
<td>5%</td>
</tr>
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</table>

Grading Policy

In compliance with current UF grading policies for assigning grade points (https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx):

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<tr>
<td>&lt; 94.0% to 90.0%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>&lt; 90.0% to 87.0%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>&lt; 87.0% to 84.0%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>&lt; 84.0% to 80.0%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>&lt; 80.0% to 77.0%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>&lt; 77.0% to 74.0%</td>
<td>C-</td>
<td>2.00</td>
</tr>
<tr>
<td>&lt; 74.0% to 70.0%</td>
<td>C</td>
<td>1.67</td>
</tr>
<tr>
<td>&lt; 70.0% to 67.0%</td>
<td>D+</td>
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<tr>
<td>&lt; 67.0% to 64.0%</td>
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<td>1.00</td>
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<td>&lt; 64.0% to 60.0%</td>
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</tr>
<tr>
<td>&lt; 60.0% to 0%</td>
<td>E</td>
<td>0.00</td>
</tr>
</tbody>
</table>
**Class Expectations and Make-Up Policy**
Please see UF policy at Attendance Policies. Excused assignment extensions must be consistent with university policies in the Undergraduate Catalog or Graduate Catalog and require appropriate documentation.

**Assignments will receive a deduction of 10% per week overdue.**

**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 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.bluerain.ufl.edu/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/. Additional anonymous feedback on the course may be requested, but participation is not required.

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

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

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

Campus Helping Resources:

Health and Wellness

<table>
<thead>
<tr>
<th>U Matter, We Care:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you or a friend is in distress, please contact <a href="mailto:umatter@ufl.edu">umatter@ufl.edu</a> or 352 392-1575 so that a team member can reach out to the student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counseling and Wellness Center:</th>
</tr>
</thead>
<tbody>
<tr>
<td>counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sexual Assault Recovery Services (SARS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Care Center, 392-1161.</td>
</tr>
</tbody>
</table>

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

Academic Resources

<table>
<thead>
<tr>
<th>E-learning technical support, 352-392-4357 (select option 2) or e-mail to <a href="mailto:Learning-support@ufl.edu">Learning-support@ufl.edu</a>.</th>
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</table>

<table>
<thead>
<tr>
<th>Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.</th>
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</table>

<table>
<thead>
<tr>
<th>Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.</th>
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</table>

<table>
<thead>
<tr>
<th>Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.</th>
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</table>

<table>
<thead>
<tr>
<th>Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.</th>
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</table>

<table>
<thead>
<tr>
<th>Disability Services, 1 Reid Hall, 352-392-8565. Registration, accommodations for disabilities.</th>
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</table>

<table>
<thead>
<tr>
<th>Student Complaints Campus</th>
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</table>

<table>
<thead>
<tr>
<th>On-Line Students Complaints</th>
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Innovation Project Management
Graduate and Undergraduate Course Distinctions

This course is co-taught for undergraduate and graduate students as they both learn practical innovation project management skills for use in life science research projects.

Undergraduate Sections
Undergraduate students will apply innovation project management tools to basic projects of interest appropriate to their level of research training and other personal projects. Learning will be reinforced with midterm and final quizzes.

Graduate Sections
Graduate students will apply the innovation project management tools to a project related to their literature review, thesis research, or other technical program. Graduate students will expand their Project Portfolio by implementing the project plan throughout a portion of the semester. They will track project progress and report on the project dashboard while iteratively adjusting the project plan based on project learnings.

Assignment Grades (Undergraduate Students)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Module Due</th>
<th>% of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Syllabus Review &amp; Course Objectives</td>
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</tr>
<tr>
<td>Project Objectives, Scope &amp; SWOT</td>
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<tr>
<td>Project Pitch</td>
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<tr>
<td><strong>Midterm Quiz</strong></td>
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<td>Project Plan</td>
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<td>Dashboard with Metrics</td>
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<tr>
<td>Risk Assessment and Roles Matrix</td>
<td>12</td>
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<tr>
<td>Meeting Facilitation</td>
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Assignment Grades (Graduate Students)

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<tr>
<td><strong>Final Project Portfolio</strong></td>
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# Cover Sheet: Request 18390

## Change ANS 3251 from 2 credits to 3 credits

### Info

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</table>

No document changes
Course|Modify for request 18390

Info

Request: Change ANS 3251 from 2 credits to 3 credits
Description of request: Expand course from 2 credits to 3 credits
Submitter: Albert De Vries devries@ufl.edu
Created: 3/8/2023 7:23:08 PM
Form version: 1

Responses

Current Prefix ANS
Course Level 3
Number 251
Lab Code None
Course Title Biology and Management of Dairy Cattle
Effective Term Earliest Available
Effective Year Earliest Available
Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes
Current Credit Hours 2
Proposed Credit Hours 3
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 No
Change Course Description? No

Change Course Objectives No
Change Prerequisites? Yes
Current Prerequisites None.
Proposed Prerequisites ANS 3006
Change Co-requisites? No

Rationale Add 1 credit to expand course with topics now not taught, or taught but need more time to cover. Also allow more time for discussion the class.
CALS Curriculum Committee
Submission Checklist

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

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

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

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

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

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

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

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

[_] The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.
The course schedule should be concise and include the appropriate number of weeks in the semester.

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

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

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

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

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

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

Certificates

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

ANS 3251 - Biology and Management of Dairy Cattle
Section 4634, Class # 10459

Tuesday and Thursday, 4th period (10:40 – 11:30 AM)
Tuesday 5th period (11:45 – 12:45)
classroom 151 (ANS Bldg.), 3 credits

Instructor

Dr. Albert De Vries, Room 100C in the Animal Science building. Office hours Thursday 11:30 AM- 12:30 PM (the hour after the Thursday class), or when mutually convenient. The instructor decides in all cases not covered in this syllabus. Guest instructors may present some of the material. Email only through e-Learning.

Teaching Assistant

XXXXX. Office hours are Thursday 11:30 AM- 12:30 PM (the hour after class), or when mutually convenient. Email only through E-learning.

Course Description

Catalogue: Biology of dairy cattle and the interrelationship between biology and management. Topics include anatomy and physiology, nutrition, reproduction, genetics, behavior, diseases, dairy products, housing, management, economics, and the environmental impact of dairy production.

Prerequisite

ANS 3006 Introduction to Animal Science.

Course Learning Objectives

Upon completion of this course, students will be able to

- Describe the life cycle of dairy animals, including the major metrics that are important to dairy farmers
- Discuss the important concepts in reproduction, nutrition, lactation, genetics, facilities, and environmental sustainability as it relates to dairy cattle
- Critique articles published in the dairy popular press
- Propose ways to improve dairy production efficiency
Class Attendance

Class attendance is highly encouraged but not required. All material assigned or discussed in class is subject for examination, but not all discussed material will have posted materials on the course website. We will use a combination of PowerPoint slides, videos, assigned readings, discussions, and the black/white board as aids. Class time will also be used to give feedback on student performance in quizzes and assignments.

Course Website and Communication

The course website is through http://elearning.ufl.edu. Make sure you set your http://elearning.ufl.edu settings to receive emails and announcements related to this course as soon as possible. All electronic communication between students and instructors needs to occur through http://elearning.ufl.edu.

Text and Material Covered

All required readings and materials presented and discussed in class are subject for evaluation in quizzes and the final exam.

Grading (100% maximum)

- 60% Quizzes: Seven quizzes will be given. Quizzes consist mostly of open-ended short answer questions. Each quiz is weighted equally. Material for the quiz is all new material since the previous quiz. The lowest quiz score will be dropped for the calculation of your final grade. Further details about quizzes will be announced on http://elearning.ufl.edu.
- 40% Final exam. Comprehensive. The final exam consists mostly of open-ended short answer questions.

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥92.0%</td>
<td>C</td>
<td>≥74.0% &lt;77.0%</td>
</tr>
<tr>
<td>A-</td>
<td>≥89.0% &lt;92.0%</td>
<td>C-</td>
<td>≥71.0% &lt;74.0%</td>
</tr>
<tr>
<td>B+</td>
<td>≥86.0% &lt;89.0%</td>
<td>D+</td>
<td>≥68.0% &lt;71.0%</td>
</tr>
<tr>
<td>B</td>
<td>≥83.0% &lt;86.0%</td>
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<tr>
<td>B-</td>
<td>≥80.0% &lt;83.0%</td>
<td>D-</td>
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</tr>
<tr>
<td>C+</td>
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<td>Review</td>
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<td>Final exam</td>
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Q: Quiz
ANS 3251 - Biology and Management of Dairy Cattle
Section 4634, Class # 10459
Tuesday and Thursday, 4th period (10:40 – 11:30 AM), classroom 151 (ANS Bldg.), 2 credits

Instructor
Dr. Albert De Vries, Room 100C in the Animal Science building. Office hours are Tuesday and Thursday 11:30 AM-12:30 PM (the hour after class), or when mutually convenient. The instructor decides in all cases not covered in this syllabus. Guest instructors may present some of the material. Email only through e-Learning.

Teaching Assistant
Zack Seekford. Office hours are Tuesday and Thursday 11:30 AM- 12:30 PM (the hour after class), or when mutually convenient. Email only through E-learning.

Course Description
This survey course offers a deeper understanding of the biology of dairy cattle and the interrelationship between biology and management in a systems context as it relates to dairy production in Florida and the USA. Topics: dairy sector, nutrition, reproduction, genetics, behavior, welfare, diseases, young stock, facilities, lactation, milking procedures, milk quality, management, economics, and environmental impact of dairy production. It is appropriate for upper-level undergraduate students seeking to improve their knowledge of dairy cattle, biology, and management. The focus is on integrating the material that is taught into higher level learning and thinking.

Prerequisite
None, but the course builds upon some basic understanding of physiology, nutrition, reproduction, and genetics that was taught in high school and ANS 3006 Introduction to Animal Science.

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

- Describe the life cycle of dairy animals, including the major metrics that are important to dairy farmers
- Discuss the important concepts in reproduction, nutrition, lactation, genetics, facilities, and environmental sustainability as it relates to dairy cattle
- Critique articles published in the dairy popular press
• Propose ways to improve dairy production efficiency

Class Attendance

Make-ups need to be requested within one week of the original due date. Class attendance is highly encouraged but not required. All material assigned or discussed in class is subject for examination, but not all discussed material will have posted materials on the course website. We will use a combination of PowerPoint slides, videos, assigned readings, and the black/white board as aids. We will also use a combination of active learning methods throughout the course. Class time will also be used to give feedback on student performance in quizzes and assignments. Use of cell phones is not allowed during in-class time unless we give you permission. These policies are in place to make learning as successful and pleasant as possible for everybody.

Course Website and Communication

The course website is through http://elearning.ufl.edu. We will use the website to post materials, online quizzes, exams, assignments, and grades. We’ll bring printed copies of the slides to class whenever we first use the slide set, but they may not be available later. Slides will also be posted on the course website. Slides may be complete or incomplete where you should fill in the blanks. Make sure you set your http://elearning.ufl.edu settings to receive emails and announcements related to this course as soon as possible. All electronic communication between students and instructors needs to occur through http://elearning.ufl.edu.

Text and Material Covered

Readings will be assigned and posted on e-learning. All required readings and materials presented and discussed in class are subject for evaluation in quizzes and the final exam.

Grading (102% maximum)

• 1% Student introductions. One assignment to introduce yourself to all class members.
• 7% Seven readings or other assignments. Each assignment is weighted equally. The lowest score will be dropped for the calculation of your final grade.
• 54% Quizzes: Seven quizzes will be given. Quizzes consist mostly of open-ended short answer questions. Each quiz is weighted equally. Material for the quiz is all new material since the previous quiz. The lowest quiz score will be dropped for the calculation of your final grade. Further details about quizzes will be announced on http://elearning.ufl.edu.
• 40% Final exam. Comprehensive. The final exam consists mostly of open-ended short answer questions. Correct English grammar in your answers is part of the grading.
• Scores can be appealed within 1 week of returning the score. We will regrade the whole quiz/assignment/exam. However, open-ended questions have the possibility of some unintended bias in the score you receive. We are therefore reluctant to change scores. There are plenty of opportunities to receive scores, so sometimes you may get too much, sometimes too little. Your final course grade will be fair. If you have difficulty dealing with open ended
questions and their grading, then this course is maybe not for you. We’ll use the grade book in e-Learning for final grades if possible.

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
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<td>≥83% &lt;86%</td>
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<tr>
<td>B-</td>
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<td>C</td>
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<td>C-</td>
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<tr>
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<td>≥68% &lt;71%</td>
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### ANS 3251 – Biology and Management of Dairy Cattle - T, R: 4th period (10:40 – 11:30 AM) – Spring 2023

**Classroom 151 in Animal Science**

The schedule may change during the semester. Check ELEARNING.UFL.EDU for the latest changes.

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<td>17</td>
<td></td>
<td>3/7</td>
<td>T</td>
<td>Environmental physiology, heat stress</td>
<td>Hansen</td>
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<tr>
<td>18</td>
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<td>3/9</td>
<td>R</td>
<td>Environmental physiology, heat stress</td>
<td>Hansen</td>
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<tr>
<td>19</td>
<td>A5</td>
<td>3/21</td>
<td>T</td>
<td>Estrus cycle, hormones, anestrus</td>
<td>Seekford</td>
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<tr>
<td>20</td>
<td>Q5</td>
<td>3/23</td>
<td>R</td>
<td>Estrus detection, bulls, AI</td>
<td>De Vries</td>
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<td>21</td>
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<td>3/28</td>
<td>T</td>
<td>Estrus synchronization programs</td>
<td>Seekford</td>
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<tr>
<td>22</td>
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<td>3/30</td>
<td>R</td>
<td>Genetics, heritability, traits, PTA</td>
<td>Seekford</td>
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<tr>
<td>23</td>
<td>A6</td>
<td>4/4</td>
<td>T</td>
<td>Genetics, heritability, traits, PTA</td>
<td>De Vries</td>
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<tr>
<td>24</td>
<td>Q6</td>
<td>4/6</td>
<td>R</td>
<td>Selection index, genomics, economics</td>
<td>De Vries</td>
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<tr>
<td>25</td>
<td></td>
<td>4/11</td>
<td>T</td>
<td>Sexed semen, embryo transfer, economics</td>
<td>De Vries</td>
</tr>
<tr>
<td>26</td>
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<td>4/13</td>
<td>R</td>
<td>Grazing, organic production</td>
<td>De Vries</td>
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<tr>
<td>27</td>
<td>A7</td>
<td>4/18</td>
<td>T</td>
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<tr>
<td>28</td>
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<td>4/20</td>
<td>R</td>
<td>Environmental sustainability</td>
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<td>29</td>
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<td>4/25</td>
<td>T</td>
<td>Wrap-up</td>
<td>De Vries</td>
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<td>Review</td>
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<tr>
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</table>

Q: Online quiz: Material including Tuesday. Take Thursday or Friday. Time restricted on-line access.

A: Reading or other assignment posted: Due Tuesday 11:59 PM the week after posting.
FOR4090c change prerequisites

**Description of request**
Add formal prerequisites of FNR3131C dendrology or equivalent and FOR3153C Forest Ecology or equivalent.

<table>
<thead>
<tr>
<th>Step</th>
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<tbody>
<tr>
<td>Department</td>
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<td>SFRC - Forest Resources and Conservation 60460000</td>
<td>Terrell Baker III</td>
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<td>3/7/2023</td>
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<td>College</td>
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<td>CALS - College of Agricultural and Life Sciences</td>
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<td>University Curriculum Committee</td>
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<td>Statewide Course Numbering System</td>
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<tr>
<td>Office of the Registrar</td>
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<td>Student Academic Support System</td>
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<td>College Notified</td>
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</table>

No document changes
Course|Modify for request 18373

Info
Request: FOR4090c change prerequisites
Description of request: Add formal prerequisites of FNR3131C dendrology or equivalent and FOR3153C Forest Ecology or equivalent
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 3/22/2023 12:08:01 PM
Form version: 2

Responses
Current Prefix FOR
Course Level 4
Number 090
Lab Code C
Course Title Urban Forestry
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 No
Change Course Description? No
Change Course Objectives  No

Change Prerequisites? Yes
Current Prerequisites  4FY or higher
Proposed Prerequisites  FNR3131C or equivalent and FOR3153C or equivalent
Change Co-requisites? No

Rationale  This course is designed for third- or fourth-year FRC or NRC major undergraduate or any graduate students who have completed approved courses in dendrology/plant ID, forest ecology, and natural resource sampling/mensuration.
"Someone is sitting in the shade today because someone planted a tree a long time ago.”
(Warren Buffett)

Course Description
Introduces the nature, scope and components of the urban forest, including biology, culture, protection and aspects of management, planning and policy.

Course Essential Questions
Urban forestry is the art and science of managing the biotic components in cities for the health and well-being of people. As people move to urban centers, they become increasingly disconnected from the natural and agricultural systems known to their ancestors. Students will learn how concepts of forestry, natural resource management, sustainability, urban planning, and landscape design blend in managing biotic and abiotic components of urban forest ecosystems to produce a safe and healthy environment for city dwellers.

- What are the effects of urbanization on natural ecosystems?
- How is urban forest management the same and different compared to management of rural, agricultural, or more natural forest systems?
- What aspects of the urban forest can be managed to improve the quality of life for the people living within it?

Course Objectives
Upon completing the course, students will be able to:

- Explain the role of urban forest management and the scientific aspects of an urban forest ecosystem;
- Measure and analyze urban forest structure, function, ecosystem services, and values;
- Assess the biophysical and socioeconomic aspects of urban and natural resource management;
- Collaborate to apply problem-solving skills to management issues involving urban and urbanizing forests.
Cornerstone Tasks

- **Lab Reports:** Written reports will describe lab activities and synthesis of collected data. Assessment will be based on a grading rubric for the reports.

- **Urban Forest Assessment Report:** Student groups will collaboratively plan, develop, and present an urban forest assessment report for a portion of the UF Campus using the i-Tree ECO model results. Assessment will be based on a grading rubric.

Teaching Methods

- **Lectures:** Narrated PowerPoint lectures will focus on presenting new information as well as that summarized from the assigned readings.

- **Assigned Readings:** Each week various articles and videos will be posted online prior to lecture. It is to your advantage to read these articles as they will often reinforce information given in lecture, aid in field study, or contain information appearing on exams.

- **Labs:** Lab periods may happen in the classroom, on campus, or at a nearby location. Lab exercises are designed to provide students with hands-on experience with field methods, to reinforce lecture material, and to hear from experts during guest lecture periods. Typically, a written lab report will be prepared based on the subject matter and instructions from the instructor.

- **Exam:** Three exams will be given covering lecture material, assigned readings/videos, and lab subjects.

- **Group Study:** Students will work in assigned groups to complete lab data collection, analysis, and certain reports. Students are encouraged to form small *ad hoc* study groups outside of class to reinforce concepts and to informally quiz each other on the course material presented.

- **Individual Study:** Each student will be expected to attend class and labs; detailed note-taking is encouraged. In addition, students should complete assigned readings, produce required lab reports, and spend individual time reviewing materials in advance of exams.

Required Text

ISBN: 978-1-4786-0637-6
Grading

Exams (3): 50%
Lab Reports/Discussions: 25%
Group Project: 25%
Total: 100%

Exams: Timed comprehensive exams will be given at intervals during the semester. Exams will be completed through the eLearning site Canvas in the classroom – **bring your laptop to class on exam days.** Exams are open book/open notes; students may use their personal notes, the course text, and provided readings to complete exam questions.

Lab Reports: Lab reports are associated with a field activity or assignment and will be due before the beginning of the next class session (11:59am or just before noon). **Reports turned in late will receive half credit and those turned in after midnight of the due date will receive no credit.** A student must attend lab to get credit for that week’s report unless excused. Unless otherwise specified by the instructor, all lab reports will be produced using 12pt Times New Roman font, single spaced, with one inch margins all around. Reports will be graded on content (accuracy and completeness of the assignment), presentation (quality of writing, grammar, spelling), and incorporation of material from assigned readings.

Discussions: Topics and readings will be provided. See Reading List for more information.

Group Project: Student groups will collect field data and collaboratively plan, develop, and present an urban forest assessment report for a portion of the UF Campus using the i-Tree ECO model results.

Final grading follows University standards [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx) and is based on the following scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
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<td>Grade Points</td>
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<td>3.67</td>
<td>3.33</td>
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<td>2.67</td>
<td>2.33</td>
<td>2</td>
<td>1.67</td>
<td>1.33</td>
<td>1</td>
<td>0.67</td>
<td>0</td>
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</table>
Course Readiness

This course is designed for third- or fourth-year FRC or NRC major undergraduate or any graduate students who have completed courses in dendrology/plant ID, forest ecology, and natural resource sampling/mensuration. Having completed silviculture is not required but recommended. Students should know how to navigate and use the tools in the eLearning site Canvas, which will be used to deliver portions of the course content.

Attendance and Make-Up Work

While class attendance is not part of your grade, the condensed nature of subjects in this course will require you to be focused, attentive, and taking notes during every lecture or lab if you wish to be successful. Do not arrive late to class (let the instructor know early in the semester about any logistical issues that might result in habitual tardiness).

Due to the nature of most labs, in that data are collected for further workup or an experience is shared that requires analysis or comment, **attendance in lab is mandatory and lab reports may only be turned in if you attend the labs.** However, if there is a special circumstance covered by the UF attendance policy ([https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)), please contact the instructor ahead of time. There is no designated lab period so a lab may occur on either class day.

**It is your responsibility to keep track of assignment due dates and times as listed in Canvas. Most assignment due times will be 11:59am or just before noon.** Assignments open and close based on the clock governing the Canvas server so submitting assignments at the last minute may prove troublesome for you – don’t wait! A grace period, usually 12 hours, will be added to each assignment due date during which late work will be accepted. Any late assignment scores will be reduced by 50% of the original point value and then be graded according to the rubric. No assignments will be accepted after the assignment closes so do not email them to an instructor.

Things you will need for this class:

1) A computer with office software for written reports and reliable internet access to the class eLearning site in Canvas. An alternative is accessing UF APPS [http://apps.ufl.edu](http://apps.ufl.edu) and using office software available there.
2) A way to take class and field notes (clipboard or hard binder for field notes).
3) For field labs, sunscreen, long sleeves, and a hat will help prevent sunburn.
4) A water bottle for field labs (a water cooler will be available for refills).
5) Appropriate outdoor clothing and footwear for field labs. You may get muddy, wet, and sweaty depending on the lab site. Field labs happen rain or shine (nearby lightning or hail might send us scurrying to the vans).

This course includes outdoor lab activities. If you are allergic to insect bites, or if you have other medical conditions for which emergency treatment may be required, **it is your responsibility to inform the instructor before the course starts, about:** (1) your specific condition, (2) where
The following is important information concerning certain hazards of working outside in Florida:

- Dehydration: [http://fineinstitute.com/patient-education/?id=11913&lang=English&db=hlt&ebscoType=static&widgetTitle=Spinal+Links](http://fineinstitute.com/patient-education/?id=11913&lang=English&db=hlt&ebscoType=static&widgetTitle=Spinal+Links)

Class and Discussion Decorum

All course participants are expected to interact with dignity and professionalism in the classroom, in the field, or in an on-line discussion. Be professional. You are preparing for a career and should be learning to interact with your fellow classmates as you would in your future professional life. Written communication should follow standard rules for grammar and spelling and be clear, concise and intelligent.

Be respectful and open to opinions and ideas that differ from yours. The exchange of diverse thoughts, ideas and opinions are an important part of the scholarly environment. When responding to statements or posts made by others, address the ideas, not the person. Disagreement with the ideas of others is perfectly acceptable; how one disagrees should not be hurtful or offensive. Insulting remarks and name-calling are never appropriate.

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 [https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

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

Computers, Internet, and Web browsers: Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. It is recommended to use a computer less than five years old with at least 1GB of RAM. It is recommended to have a minimum Internet speed of 512kbps. It is strongly recommended to not use a wireless connection, phone, tablet, or notepad for critical course tasks such as exams and discussions.

Canvas currently supports the following browsers: Chrome, Safari, Firefox, Edge. For more information on approved computers and browsers please visit:
https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66 On this web page there is an area titled “Is My Browser up to Date?” Use it to check each computer and browser you may use in this course. There is another important area on “Browser Privacy Settings.” Read the section(s) for any browser intended for use. For example, Note that: In browsers such as Safari, insecure content will never be displayed in the browser. Return to the page to check for updates on technology issues in Canvas.

If you encounter technical difficulties in this course, contact the UF Computing Help Desk right away to troubleshoot. https://helpdesk.ufl.edu/ or (352) 392-HELP. If the problem cannot be fixed immediately, notify your instructor, and provide them with the Help Desk ticket number.

UF Policy on In-Class Recording

Students are allowed to record video or audio of class lectures (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).

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. Students may not publish recorded lectures without the written consent of the instructor.

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

SFFGS Academic Hub (Canvas):

https://ufl.instructure.com/courses/303721  UF Writing Studio: https://writing.ufl.edu/writing-studio/

**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.

**Course Evaluation**

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

**Campus Helping Resources**

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

**University Counseling & Wellness Center**

3190 Radio Road, (352) 392-1575,

www.counseling.ufl.edu/cwc/ Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Training Programs

Community Provider Database

**Office of Victim Services**

1515 Museum Road, (352) 392-5648, https://police.ufl.edu/about/divisions/office-of-victim-services/

**Career Resource Center**

First Floor JWRU, (352) 392-1601, www.career.ufl.edu
Students with Disabilities
0001 Reid Hall, (352) 392-8565, www.disability.com
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. If you have registered with the Disability Resource Center and require academic accommodations, it is your responsibility to privately inform the instructor of your needs as soon as possible before the first class session.

UF attendance policy
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/
Please contact the instructor ahead of time or as soon as possible after an absence to be considered excused.

The UF Religious Holidays Policy is available at:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext
At the University of Florida, students and faculty work together to allow students the opportunity to observe the holy days of their faith. A student should inform the faculty member of the religious observances of their faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity.

Student Complaints

The School of Forest, Fisheries, & Geomatics Sciences cares about your experience and we will make every effort to address course concerns. We request that our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered. You can submit feedback anytime at: https://ffgs.ifas.ufl.edu/contact. If you have a more urgent concern, your first point of contact should be the Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to the University Ombuds ombuds@ufl.edu.
## FOR 4090C–2D17: Urban Forestry : 2023 Spring Class Schedule

Assigned readings/videos and written assignments are posted on-line (Sequence and topics subject to change)

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<thead>
<tr>
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<th>Thursday : NZ 222</th>
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<tr>
<td>1</td>
<td>Jan 10 / 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Introduction</td>
<td>Introduction to Urban Ecology</td>
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<tr>
<td></td>
<td></td>
<td>Campus walk (lab)</td>
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<tr>
<td>2</td>
<td>Jan 17 / 19</td>
<td></td>
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<tr>
<td></td>
<td><strong>Urban Forest Structure, Function and Ecosystem Services</strong></td>
<td>Measuring urban forest structure &amp; benefits (lab)</td>
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<td>iTree Design</td>
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<tr>
<td>3</td>
<td>Jan 24 / 26</td>
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<tr>
<td></td>
<td>Urban forest inventories</td>
<td>ECO / i-Tree model Data Collection Training (lab)</td>
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<tr>
<td></td>
<td>Introduction to group project</td>
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<tr>
<td>4</td>
<td>Jan 31/Feb2</td>
<td></td>
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<tr>
<td></td>
<td>Measuring &amp; assessing urban canopy cover</td>
<td>Exam 1 : Bring laptop to class</td>
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<tr>
<td></td>
<td>iTree Canopy (online lab)</td>
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<tr>
<td>5</td>
<td>Feb 7 / 9</td>
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<tr>
<td></td>
<td>i-TREE ECO data collection training</td>
<td>Urban soils / Urban Site Index (lab)</td>
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<td>Urban watersheds</td>
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<tr>
<td>6</td>
<td>Feb 14 / 16</td>
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<tr>
<td></td>
<td>Group project workshop (data collection)</td>
<td>Trees and Land Development</td>
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<td></td>
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<td>Landscaping / Tree protection ordinances</td>
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<tr>
<td>7</td>
<td>Feb 21 / 23</td>
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<tr>
<td></td>
<td>Group project workshop (data collection)</td>
<td>Urban Management Planning</td>
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<tr>
<td>8</td>
<td>Feb 28 / Mar 2</td>
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<tr>
<td></td>
<td>Gainesville Land Development Ordinance</td>
<td>Exam 2 : Bring laptop to class</td>
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<tr>
<td></td>
<td>Land Development field trip</td>
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<tr>
<td>9</td>
<td>Mar 7 / 9</td>
<td></td>
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<tr>
<td></td>
<td>Tree selection / Urban Greening</td>
<td>Arboriculture / Plant Health Care</td>
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<tr>
<td>10</td>
<td>Mar 14 / 16</td>
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<tr>
<td></td>
<td><strong>SPRING</strong></td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>11</td>
<td>Mar 21 / 23</td>
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</tr>
<tr>
<td></td>
<td><strong>Disturbance in the urban forest / Hurricanes</strong></td>
<td>i-TREE results and analysis</td>
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<tr>
<td>12</td>
<td>Mar 28 / 30</td>
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<tr>
<td></td>
<td>Tree Risk and Hazard Assessment (Klein)</td>
<td>Economic Valuation of the Urban Forest</td>
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<tr>
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<td>Tree appraisal (Hoyer)</td>
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<tr>
<td>13</td>
<td>Apr 4 / 6</td>
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<tr>
<td></td>
<td>Urban green spaces &amp; Wildlife (Hostettler)</td>
<td>Ecology of Urban Stormwater Management</td>
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<td></td>
<td>Sustainable subdivision field trip</td>
<td>Lecture &amp; Field Trip (Iannone)</td>
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<tr>
<td>14</td>
<td>Apr 11 / 13</td>
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<tr>
<td></td>
<td>Group Project workshop (report collaboration)</td>
<td>Group project presentations</td>
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<td></td>
<td>Bring laptop to class</td>
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<tr>
<td>15</td>
<td>Apr 18 / 20</td>
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Enjoy your Summer Break!

Meeting Format:
- **Face-to-Face Session**
- **Live Zoom or Recorded Lectures**
Permanent course title for Communication and Leadership for Agricultural and Life Sciences Policy Issues

Info

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Description of request

We are requesting a permanent course title for Communication and Leadership for Agricultural and Life Sciences Policy Issues. This class has been taught every Spring since 2019.

Actions

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No document changes
Course|New for request 17831

Info
Request: Permanent course title for Communication and Leadership for Agricultural and Life Sciences Policy Issues
Description of request: We are requesting a permanent course title for Communication and Leadership for Agricultural and Life Sciences Policy Issues. This class has been taught every Spring since 2019.
Submitter: Lisa Lundy lisalundy@ufl.edu
Created: 3/14/2023 3:11:32 PM
Form version: 2

Responses
Recommended Prefix AEC
Course Level 3

Course Number XXX
Lab Code None
Category of Instruction Intermediate
Course Title Communication and Leadership for Agricultural and Life Sciences Policy Issues
Transcript Title Comm and Lead for ANR Policy
Degree Type Baccalaureate

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

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

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description The course is designed to educate students about major policy issues in agricultural and life sciences (ALS) and to expose students to a variety of methods used to effectively communicate, inform, and influence decisions about these issues. All discussions and activities are planned to involve you in "real world" ways.
Prerequisites Sophomore-level standing
Co-requisites N/A
Rationale and Placement in Curriculum For our AEC students, this class allows them to explore how policy communication is different than the other types of communication they are exposed to. We also have students throughout UF who take this course to learn how to communicate about agricultural and life sciences issues they care about to policy makers.
Course Objectives After this course, the student will be able to:

Recognize and analyze topical policy issues in agricultural and life sciences and facilitate consensus building and conflict management.

Develop messages to communicate about topical policy issues in agricultural and life sciences using appropriate multimedia and social media.
Course Textbook(s) and/or Other Assigned Reading Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process (5th Edition) by Catherine F. Smith
Weekly Schedule of Topics

January 13
Course Overview
Laws, Statutes, and Policies
True Colors

January 20
Chapter 1: Public Policy is Language Use
Guest Speaker:
QUIZ 1: Covers materials from Jan. 13 & 20 (take prior to class)

January 27
Chapter 2: Communicating in Policy Making
Guest Speaker:
Jaime Jerrels, Director of Agricultural Policy, Florida Farm Bureau Federation

February 3
Chapter 3: Definition: Describing the Problem
Guest Speaker:
Chris Moran, Special Assistant to the Vice President, UF/IFAS
QUIZ 2: Covers materials from Jan. 27 and Feb. 3 (take prior to class)

February 10
Downtown Gainesville
Chapter 4: Evaluation: Analyze and Advise
Guest Speakers:
Jeanna Mastrodicasa, Associate Vice President for Operations, UF/IFAS
Stacie Greco, Water Resources Program Manager, Alachua County
DUE: Message Box, Communication Points, Storytelling
February 17
Chapter 5: Legislative History: Know the Record
Guest Speakers:
Lauri Baker, Associate Professor, AEC
Valentina Castano, Recent Graduate, AEC
DUE: Reflection 1 (through Feb. 10 speakers)
QUIZ 3: Covers materials from Feb. 10 and 17 (take prior to class)

February 23
Chapter 6: Position Paper: Know the Arguments
Guest Speakers:
Sarah Edison Fowler, Associate Director of Communications, National Assoc. of State Departments of Agriculture
Felicity Mejeris, Regulatory Specialist, Nestle Purina Pet Care

March 3
Chapter 7: Petition, Proposal, Letter: Request Action
First Round of Issue Presentations
DUE: One-pager + Issues Presentation 1

March 10
Chapter 8: Brief, Opinion, Resolution: Inform Policy Makers
QUIZ 4: Covers materials from Feb. 23 and March 3 and 10 (take prior to class)
Guest Speaker:
Ashton Mears, Land and Gov't Affairs Associate, Deseret Cattle and Citrus

March 17

SPRING BREAK
March 21
Tallahassee
Chapter 9: Testimony: Witness in a Public Hearing

March 23
NO CLASS TODAY. (Tuesday’s trip “counts” as Friday’s class.)

March 30
Chapter 10: Public Comment: Influence Administration
Guest Speakers:
Katelyn Potter, Communications and Organizational Development Chief @ Suwannee River Water Management District
Mallory Dimmitt, CEO, Florida Wildlife Corridor Coalition
QUIZ 5: Covers materials from March 23 and 30 (take prior to class)
DUE: Reflection 2 (through March 23 speakers)

April 7
Conclusion (chapter): Ethics for Policy Communicators
Guest Speakers:
Jim Handley, Executive VP, Florida Cattlemen’s Association
Mike Joyner, President, Florida Fruit and Vegetable Association
Tal Coley, CEO, Florida Nursery, Growers & Landscape Association
QUIZ 6 (make-up): Covers all materials this semester (take prior to class)

April 14
Issue Presentations (Revised)
DUE: One-pager + Issues Presentation 2

April 21
Issue Presentations (Revised)
DUE: Issues Presentation 2
DUE: Reflection 3 (synthesis of all speakers and content this semester)
**Grading Scheme**

- **A** = 930-1000
- **A-** = 900-929
- **B+** = 860-899
- **B** = 830-859
- **B-** = 800-829
- **C+** = 760-799
- **C** = 730-759
- **C-** = 700-729
- **D+** = 660-699
- **D** = 630-659
- **D-** = 600-629
- **E** = 599 and below

**Instructor(s)** Dr. Ricky Telg
Dr. Lisa Lundy (not on submitted syllabus, because I am on sabbatical in Spring 2023. But Dr. Telg and I normally teach this class together)

**Attendance & Make-up** Yes
**Accomodations** Yes
**UF Grading Policies for assigning Grade Points** Yes
**Course Evaluation Policy** Yes
CALS Curriculum Committee
Submission Checklist

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

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

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

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

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

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

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

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

✗ The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.
The course schedule should be concise and include the appropriate number of weeks in the semester.

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

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

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

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

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

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

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl (brendj@ufl.edu) for further instruction)
AEC XXXX: Communication and Leadership for Agricultural and Life Sciences Policy Issues (3 credits) Spring 2023

INSTRUCTORS:
Ricky W. Telg, Ph.D.
126 Bryant Space Science Center
1408 Sabal Palm Drive, Level 2
Phone: (352) 273-2094
rwtelg@ufl.edu
Office Hours: Wednesday, 12:30-1:30; Friday, 8:30-9:30

CLASS MEETS in 107 Bryant Space Science Center (Mac Lab). Class meets weekly on Friday mornings (Third and fourth periods, 9:30-11:30).

COURSE OUTLINE AND GENERAL DESCRIPTION: The course is designed to educate students about major policy issues in agricultural and life sciences (ALS) and to expose students to a variety of methods used to effectively communicate, inform, and influence decisions about these issues. All discussions and activities are planned to involve you in "real world" ways.


OBJECTIVES: After this course, the student will be able to:
- Recognize and analyze topical policy issues in agricultural and life sciences and facilitate consensus building and conflict management.
- Develop messages to communicate about topical policy issues in agricultural and life sciences using appropriate multimedia and social media.

BRIEF DESCRIPTION OF COURSE ASSIGNMENTS:
- Message Box, Communication Points, & Storytelling: In preparation for the Issues Presentations and One-Pager assignment, students will complete the handouts provided in class to help them develop their “issues” assignment.
- Issue Presentations and One-Pager: Students will select an agricultural and life sciences policy issue. Students will create a one-pager, based on instructions provided in class, as a “leave-behind” on the agricultural or life sciences policy or issue that the student selects to analyze. Students will present their one-pager as they would to a policymaker or leader in a one-on-one setting. Students will have the opportunity to revise their one-pager and presentation and do a second submission later in the semester.
- Reflections (3) and Participation: Students will provide three thoughtful reflection on guest speakers and/or overall topics. Students also will be assessed on their participation in class.
and during their interactions with speakers. It is expected that students take notes and interact with guest speakers.

- **Quizzes (5):** There will be five quizzes on the assigned readings and course materials. These will be due **prior** to class every other week. A sixth quiz will be conducted near the end of the semester; students will be able to make up one quiz by taking the sixth quiz OR drop their lowest quiz grade.

### ASSIGNMENT GRADES

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<td>Issue Presentations and One-Pager 2</td>
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<td>Reflections 1 &amp; 2 (100 x 2)</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Quizzes (5 x 20)</td>
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<td><strong>TOTAL</strong></td>
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**Grading Scale**

- A = 930-1000
- A- = 900-929
- B+ = 860-899
- B = 830-859
- B- = 800-829
- C+ = 760-799
- C = 730-759
- C- = 700-729
- D+ = 660-699
- D = 630-659
- D- = 600-629
- E = 599 and below

**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/](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/).

**Late assignment policy:** A **10-percent per day** deduction will be assessed for assignments turned in late. Work more than a week late will **not** be accepted.

**Attendance:** It is not possible for a student to perform satisfactorily in the course without regular attendance. Students are **required** to attend class and to be in class **on time**. Only documented doctor’s excuses or UF-approved activities will be excused. 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](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. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluer.ca/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

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

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

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

Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/
Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/.
- Student Complaints:
  - Online Course: http://www.distance.ufl.edu/student-complaint-process
## Course Schedule

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| **January 13** | Course Overview  
Laws, Statutes, and Policies  
True Colors |
| **January 20** | Chapter 1: Public Policy is Language Use  
Guest Speaker:  
QUIZ 1: Covers materials from Jan. 13 & 20 (take prior to class) |
| **January 27** | Chapter 2: Communicating in Policy Making  
Guest Speaker:  
Jaime Jerrels, Director of Agricultural Policy, Florida Farm Bureau Federation |
| **February 3** | Chapter 3: Definition: Describing the Problem  
Guest Speaker:  
Chris Moran, Special Assistant to the Vice President, UF/IFAS  
QUIZ 2: Covers materials from Jan. 27 and Feb. 3 (take prior to class) |
| **February 10** | Downtown Gainesville  
Chapter 4: Evaluation: Analyze and Advise  
Guest Speakers:  
Jeanna Mastrodicasa, Associate Vice President for Operations, UF/IFAS  
Stacie Greco, Water Resources Program Manager, Alachua County  
DUE: Message Box, Communication Points, Storytelling |
| **February 17** | Chapter 5: Legislative History: Know the Record  
Guest Speakers:  
Lauri Baker, Associate Professor, AEC  
Valentina Castano, Recent Graduate, AEC  
DUE: Reflection 1 (through Feb. 10 speakers)  
QUIZ 3: Covers materials from Feb. 10 and 17 (take prior to class) |
| **February 23** | Chapter 6: Position Paper: Know the Arguments  
Guest Speakers:  
Sarah Edison Fowler, Associate Director of Communications, National Assoc. of State Departments of Agriculture  
Felicity Mejeris, Regulatory Specialist, Nestle Purina Pet Care |
| **March 3** | Chapter 7: Petition, Proposal, Letter: Request Action  
First Round of Issue Presentations  
DUE: One-pager + Issues Presentation 1 |
| **March 10** | Chapter 8: Brief, Opinion, Resolution: Inform Policy Makers  
QUIZ 4: Covers materials from Feb. 23 and March 3 and 10 (take prior to class)  
Guest Speaker:  
Ashton Mears, Land and Gov’t Affairs Associate, Deseret Cattle and Citrus |
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>March 17</td>
<td>SPRING BREAK</td>
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| March 21   | **Tallahassee**  
Chapter 9: Testimony: Witness in a Public Hearing                                      |
| March 23   | NO CLASS TODAY. (Tuesday’s trip “counts” as Friday’s class.)                                 |
| March 30   | Chapter 10: Public Comment: Influence Administration  
Guest Speakers:  
Katelyn Potter, Communications and Organizational Development Chief @ Suwannee River Water Management District  
Mallory Dimmitt, CEO, Florida Wildlife Corridor Coalition  
QUIZ 5: Covers materials from March 23 and 30 (take prior to class)  
DUE: Reflection 2 (through March 23 speakers) |
| April 7    | Conclusion (chapter): Ethics for Policy Communicators  
Guest Speakers:  
Jim Handley, Executive VP, Florida Cattlemen’s Association  
Mike Joyner, President, Florida Fruit and Vegetable Association  
Tal Coley, CEO, Florida Nursery, Growers & Landscape Association  
QUIZ 6 (make-up): Covers all materials this semester (take prior to class) |
| April 14   | Issue Presentations (Revised)  
DUE: One-pager + Issues Presentation 2 |
| April 21   | Issue Presentations (Revised)  
DUE: Issues Presentation 2  
DUE: Reflection 3 (synthesis of all speakers and content this semester) |
Expanded Descriptions of Course Assignments

Message Box, Communication Points, Storytelling
In preparation for the Issues Presentations and One-Pager assignment, students will complete the handouts provided in class to help them develop their “issues” assignment. By this time, students will have selected the issue for their Issues Presentation + One-Pager assignment. Students will complete the Message Box and the communication points and create at least a draft of a story, using the “storytelling” handout. Students will submit these completed documents for grading, so that instructors can provide feedback to students. As part of this assignment, students must also provide at least a one-paragraph description of the following:

- Topic/issue that will be presented in the Issues Presentations and One-Pager assignment.
- A brief summary of the major “players/stakeholders” related to the topic/issue
- The policymaker/agency that the Issues Presentations and One-Pager assignment will be made to
- A summary of why this topic/issue is important
One-Pager + Issues Presentation
The objective of this assignment is to give you the opportunity to translate information on a policy issue into a "one-pager" for a "leave behind" to a legislator or agency and to present the issue to a policymaker in a mock setting.

Students will do the Issues Presentation + One-Pager about midway through the semester. Students will then REDO this assignment at the end of the semester, using the same issue. The goal is for students to take the comments from the first presentation and then improve their presentation at the end of the semester.

Students will develop an “elevator message” (issues presentation) to present the one-pager to a specific legislator or agency. The presentation will be graded based on brevity, focus, appropriate tone of the communication message, and clarity of the topic conveyed in the presentation. The one-pager will be graded on succinctness, focus, design, appropriate tone of the communication message, and grammar/punctuation.

The scenario:
You will “present” your issue (and one-pager) to an instructor in a role-play. One of us will take on the role of a decision-maker at the local, state, or national level, depending on the topic/issue you have selected. You will come into our “office” (or “virtually” via Zoom) and discuss the topic with us. After brief introductions – be sure to introduce yourself to us – you will present your topic/issue to us and provide us with the one-pager as a leave-behind. (HINT: It’s always a good idea to have a copy for the decision-maker and one for yourself.)

Remember to make the “pitch.” You can choose the topic/issue, and you can choose if it will be local, state, or national. You can also choose if you want us to take on the role of an elected official or a regulatory agency administrator (like the US Department of Agriculture, the Environmental Protection Agency, or the Florida Department of Agriculture and Consumer Services).

Time Limits:
For the FIRST time you present, you will have up to THREE minutes.
For the SECOND time you present, you will have up to FIVE minutes.
Remember: Briefer is better. 😊

Attire:
You are free to wear “regular” college clothes for the first presentation, but within reason. OK for jeans, but not cut-off shorts, if we can see them. (Or feel free to wear “business casual,” too.) For the SECOND round, we would like to see “business casual” (nice shirt/blouse).

Submit:
Submit your ONE-PAGER through Canvas by the BEGINNING of class today (no later than 8:30 a.m.). Your presentation will be done either in-person (for the "in-person" section) or via Zoom.
Reflections
Students will provide a thoughtful reflection on guest speakers and/or overall topics. Students will discuss what they learned about communicating to policymakers from the speakers. There will be three reflection assignments throughout the semester. It is expected that the written reflection assignments would be at least two full pages (double-spaced). It is expected that students include specific examples from the speakers and course materials (readings, videos) as part of their reflections. The final reflection will be a synopsis of all that students learned during the semester.

To help guide your reflections, students may want to consider these questions. You don’t have to use all of these questions, but they are provided to help you “reflect”:
- What were the policy issues the guest speaker(s) discussed?
- What were the positions the guest speaker(s) had on the policy issue? And why?
- How does the guest speaker communicate about policy issues?
- What’s in it for them?
- What are the resources of the guest speaker(s) related to the policy issue? Or what are the resources of the individuals/organizations who communicate about the policy issue?
- What did guest speaker(s) do to make the issue more (or less) visible to the public, or closer to (or farther from) government action?
- What were some specific examples from the guest speaker(s) that “spoke” to you?
- What did you learn about effectively communicating about agricultural and life sciences policies from the guest speaker(s)?
- How will you use what you learned from the guest speaker(s) after this course?
- Be sure to get the guest speaker(s) names and their organization/agency spelled correctly.

GRADING:
REFLECTIONS 1 and 2: 100 points each
REFLECTION 3: 125 points

Quizzes
There will be five quizzes (20 points each) on the assigned readings and course materials. These will be due prior to class the week that the quiz is assigned. A sixth quiz will be conducted near the end of the semester; students will be able to make up one quiz by taking the sixth quiz OR drop their lowest quiz grade. Quiz content will be based on one week’s worth or two weeks’ worth of material (the week immediately covered AND the content of the coming week). Students are to take the quiz before class.

Participation
Students are expected to participate in class by engaging with the instructors and guest speakers.