CALS Curriculum Committee Meeting
April 21, 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 March 24, 2023 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposals
1. ENY 6XXX – Practical Work Experience (req. #18460)
2. MCB 6XXX – Careers for Impact in Microbiology and Cell Science (req. #18379)

Graduate Course Modification Proposal
3. SUR 6377 – Geospatial Applications of UAS (req. #18428)

Undergraduate New Course Proposals
4. ENY 4XXX – Practical Work Experience (req. #18459)
5. MCB 4XXX – Careers for Impact in Microbiology and Cell Science (req. #18378)
6. WIS 2XXX – The Future of Tropical Rain Forests (req. #18411)

Undergraduate Course Modification Proposals
7. AEB 3114L – Introduction to Agricultural Computer Applications (req. #18383)
8. AEB 3935 – Food and Resource Economics Seminar (req. #18384)
9. SUR 4376 – Geospatial Applications of UAS (req. #18429)
10. SUR 4940C – Practicum in UAS Mapping (req. #18427)
Recycled Items

11. FOR 6XXX – Ecology and Restoration of Invaded Ecosystems (req. #17550)
Previous comments below:

A motion was made by Dr. Sharp to recycle this item back to the department for an additional document and resubmission. The motion was approved. An outside consultation from Agronomy must be included with the submission.

12. MCB 6XXX – Applied Artificial Intelligence in Biological Sciences (req. #17091) Previous comments below:

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 recycle this item back to the submitter for required updates and resubmission. The motion was approved. In the title of the proposed course change Biological to Life. The proposed syllabus must have the proposed course title, correct course prefix, and a graduate level course number. The last sentence of the CO-Listing Explanation on the UCC form has an incorrect points to percentage ratio. Remove Demonstrate as a learning verb in the course objectives. Please refer to: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf for assistance with course objectives. Remove the prerequisites from the syllabus. Graduate courses do not have prerequisites due to registration issues for out of state students. Any required prior knowledge can be discussed during the first meeting of the class. The grading scale needs to be redone to reflect a more traditional percentage points to letter grade ratio. Also, the percentage of total points for the B grade is incorrect. Explain the amount of time assignments will be accessible. The boilerplate with CALS Syllabus Policy needs to be replaced. The dead link for online student complaints has been fixed.

13. MCB 6XXX – Innovation Project Management for Life Sciences (req. #18381) Previous comments below:

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. Reviewed with item #8. All comments apply to both items unless otherwise stated. A motion was made by Dr. Sharp to approve these items with changes required. The motion was approved. However, after further review Dr. Brendemuhl decided to recycle this item back to the submitter for required edits and resubmission. There needs to be a separate syllabus for the graduate and undergraduate versions of the course. The graduate syllabus must contain an additional learning objective beyond what is included in the undergraduate
version. This learning objective could be tied to the portfolio required by graduate students. The course title on the differentiation statement page needs to include ‘for Life Sciences.” The correct course title needs to be included in the footer at the bottom of pages 1-3 in the graduate syllabus. The course descriptions on the UCC form and in the syllabus must match.

14. MCB 4XXX – Innovation Project Management for Life Sciences (req. #18380) Previous comments below:

See#13

15. AOM 4XXX – Introduction to Instrumentation in Controlled Environment Agriculture (req. #17913) Previous comments below:

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 recycle this item back to the department for edits and resubmission. The motion was approved. Provide outside consults from Agronomy, Horticultural Sciences, and Soil, Water, and Ecosystem Sciences to assure there is no excessive overlap with any existing courses. There needs to be an indication that the term project is a group project. There needs to be an explanation of how the groups are determined and if there will be a peer review. The term project percentage of the final grade needs to be consistent throughout the submission. This includes the scale and the explanation of the project. Remove the points from the grading scale and explanations leaving only the percentages totaling 100%. At the top of the syllabus indicate lecture and lab separately. Add lecture and lab to each week of the course schedule.
CALS Curriculum Committee Meeting  
March 24, 2023  
Submitted by James Fant


Substitutes: Jennifer Vogel for T. Martin, James Estrada for C. Prince

Visitors: Raquel Dias, Elizabeth Gadsby

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met in McCarty Hall D Rm. 1044/1045 on March 24, 2023. Dr. Hull called the meeting to order at 1:00 p.m.

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

Approval of Minutes: A motion was made by Dr. Sharp to approve the minutes from the February 17, 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/  
For Graduate Grades: https://catalog.ufl.edu/graduate/regulations/#text  
Syllabus Statements – https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf  
Writing Learning Objectives - https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course- objectives.pdf.

Update from UCC:

Updates for the March meeting of the CALS Curriculum Committee include items from both the February 21, 2023, and March 21, 2023, meetings of the UCC.

February 21 Meeting:

1) The Integrative specialization in ANS was RECYCLED.
2) Graduate Certificate AAP was APPROVED for Agriscience Secondary Teacher Preparation
3) The termination of the undergraduate certificate Gateway to Agroecology was APPROVED.
4) A new course FNR 4XXXL – Natural Resource Conservation Capstone was APPROVED.

5) Three course modifications were APPROVED:
   a. ANS 3404C – Food Animal Nutrition and Feeding
   b. ANS 4245C – Beef Background and Feedlot Management
   c. FYC 4408 – Organizational Leadership for Nonprofits

6) One course modification was CONDITIONALLY APPROVED:
   a. ANS 3934 – Careers in the Livestock Industry

7) A new joint course FAS 4XXX – Marine Adaptations: Environmental Physiology was APPROVED.

March 21 meeting:

1) Updates to the 8-semester plans for the BS in Natural Resource Conservation and Forest Resources and Conservation were APPROVED.

2) Modifications to the International Studies in Agricultural and Life Sciences and the Soil and Water Sciences minors were APPROVED.

3) Changes to the BS in Soil and Water Sciences major were APPROVED.

4) Modifications to the ANS Food Animal, Equine, and Animal Biology specializations were APPROVED.

5) The addition of a 4th specialization (Integrative Animal Sciences) in the Animal Sciences major was APPROVED.

6) Modifications to the BS in Family, Youth and Community Sciences were APPROVED.

7) Modifications to the BS in Plant Science were APPROVED.

8) Revisions to the 8-semester plan for the Wildlife Ecology and Conservation specialization were APPROVED.

9) Three new undergraduate courses were APPROVED:
   a. ANS 3XXXL – Chicken Growth & Development
   b. ENY 3XXXL – Spider Biology Lab
   c. FNR 4XXXL – Natural Resource Conservation Capstone

10) Two course revisions were APPROVED:
   a. ENY 4455 – Social Insects
   b. FYC 4301 – Engaging Communities for Decision-Making and Action

11) A new joint course was APPROVED – MCB 4XXX – Analysis, Interpretation, and Visualization of Microbiological Data

12) The termination of the graduate certificate in Global Agroecology was APPROVED.

Additional updates included the current searches for a Senior Director of Advising, an Honors Program Director and a UF Quest Director. It was also noted that two pending legislative bills (HB 999 and SB 266) if passed would change the landscape of general education courses and requirements across both the SUS and FCS institutions.

**Graduate New Course Proposals**

1. FAS 6XXX – Marine Protected Areas (req. #18280)
Please be sure to make all requested changes to both the UCC form and syllabus if necessary. Reviewed with item #7. All comments apply to both items unless otherwise stated. A motion was made by Dr. Inglett to approve these items with changes required. The motion was approved. Include mention of the differentiation statement on the UCC form. Please see attached will be sufficient. Review the proposed course objectives. They should reflect the differences in rigor between the two courses and use learning verbs appropriate for both levels. Add publication years to the proposed reading list where missing. The dead link on the boilerplate for on-line student complaints has been updated. Make sure both syllabuses show the updated link.

2. FOR 6XXX – Urban Forestry (req. #18372)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. Reviewed with item #10. All comments apply to the graduate submission. Item #10 requires no edits. A motion was made by Dr. Inglett to approve this item with changes required. The motion was approved. As with item #1 include mention of the differentiation statement on the UCC form. Please see attached will be sufficient. Add publication years to the reading list where necessary. There needs to be a greater difference in points earned between the two courses. Consider adding additional weight to the individual project in the graduate syllabus.

3. MCB 6XXX – Applied Artificial Intelligence in Biological Sciences (req. #17091)

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 recycle this item back to the submitter for required updates and resubmission. The motion was approved. In the title of the proposed course change Biological to Life. The proposed syllabus must have the proposed course title, correct course prefix, and a graduate level course number. The last sentence of the CO-Listing Explanation on the UCC form has an incorrect points to percentage ratio. Remove Demonstrate as a learning verb in the course objectives. Please refer to: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf for assistance with course objectives. Remove the prerequisites from the syllabus. Graduate courses do not have prerequisites due to registration issues for out of state students. Any required prior knowledge can be discussed during the first meeting of the class. The grading scale needs to be redone to reflect a more traditional percentage points to letter grade ratio. Also, the percentage of total points for the B grade is incorrect. Explain the amount of time assignments will be accessible. The boilerplate with CALS Syllabus Policy needs to be replaced. The dead link for online student complaints has been fixed.

4. MCB 6XXX – Innovation Project Management for Life Sciences (req. #18381)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. Reviewed with item #8. All comments apply to both items unless otherwise stated. A motion was made by Dr. Sharp to approve these items with changes required. The motion was approved. However, after further review Dr. Brendemuhl decided to recycle this item back to the submitter for required edits and resubmission. There needs to be a separate syllabus for the graduate and undergraduate versions of the course. The graduate syllabus must contain an additional learning objective beyond what is included in the undergraduate version. This learning
objective could be tied to the portfolio required by graduate students. The course title on the
differentiation statement page needs to include ‘for Life Sciences.’ The correct course title needs
to be included in the footer at the bottom of pages 1-3 in the graduate syllabus. The course
descriptions on the UCC form and in the syllabus must match.

**Graduate Course Revision Proposals**

5. FAS 6932 – Special Topics in Fisheries and Aquatic Sciences (req. #18343)
   Reviewed with item #6. All comments apply to both submissions unless otherwise stated.
   A motion was made by Dr. Sharp to approve these items as submitted. The motion was
   approved.

6. FOR 6934 – Topics in Forest Resources and Conservation (req. #18344)
   See item #5

**Undergraduate New Course Proposals**

7. FAS 4XXX – Marine Protected Areas (req. #18279)
   See item #1

8. MCB 4XXX – Innovation Project Management for Life Sciences (req. #18380)
   See item #4

**Undergraduate Course Revision Proposals**

9. ANS 3251 – Biology and Management of Dairy Cattle (req. #18390)
   A motion was made by Dr. Inglett to approve this item as submitted. The motion was
   approved.

10. FOR 4409C – Urban Forestry (req. #18373)
    See item #2

**Recycled Item**

11. AEC 3XXX – Communication and Leadership for Agricultural and Life Sciences Policy
Issues (req. #17831)
    A motion was made by Dr. Sharp to approve this item as submitted. The motion was
    approved. It was suggested that the submitter review the item for spelling errors.

The meeting was adjourned at 2:35 p.m.
## Practical Work Experience

### Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Status</th>
<th>Submitter</th>
<th>Created</th>
<th>Updated</th>
</tr>
</thead>
</table>

Pending at CALS - College of Agricultural and Life Sciences

Tolulope Agunbiade agunbiade@ufl.edu

### Description of request

Practical Work Experience

### Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Entomology and Nematology 60140000</td>
<td>Jennifer Weeks</td>
<td>4/4/2023</td>
<td></td>
</tr>
</tbody>
</table>

Practical Work Experience Syllabus - ENY 6941.docx

3/31/2023

College | Pending | CALS - College of Agricultural and Life Sciences | 4/4/2023 |

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 18460

Info
Request: Practical Work Experience  
Description of request: Practical Work Experience  
Submitter: Joel H Brendemuhl brendj@ufl.edu  
Created: 4/13/2023 5:02:17 PM  
Form version: 4

Responses
Recommended Prefix ENY  
Course Level 6

Course Number 941  
Lab Code None  
Category of Instruction Intermediate  
Course Title Practical Work Experience  
Transcript Title Practical Work Experience  
Degree Type Graduate  

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

Effective Term Earliest Available  
Effective Year Earliest Available  
Rotating Topic? Yes  
Repeatable Credit? Yes  
Multiple Offerings in a Single Semester No  
If repeatable, # total repeatable credit allowed 3  
Amount of Credit Variable  
If variable, # min 1  
If variable, # max 3  
S/U Only? No  
Contact Type Supervision of Student Interns  
Course Type Internship  
Weekly Contact Hours 3  

Course Description Firsthand, authentic work experience in Entomology or Nematology under the supervision of a faculty member and workplace supervisor. Projects vary depending upon the program requirements.

Rationale and Placement in Curriculum Firsthand, authentic work experience in Entomology or Nematology under the supervision of a faculty member and workplace supervisor. Projects vary depending upon the program requirements.

Course Objectives After completing this course, students will be able to:
• Identify problems in the workplace and develop a methodology for addressing the problem.
• Demonstrate and use knowledge gained from practical work experience.
• Manage an accurate record of work performed.
• Generate a practical work experience report.
• Communicate with professionals in a real-world setting.

Course Textbook(s) and/or Other Assigned Reading None

Weekly Schedule of Topics Reflections: (120 points, 20 points each) – all students

Students are required to keep a log of their work experiences. This can be daily or weekly entries. The purpose is to document what the student learned, tasks completed, and reflections about the practical work experience.
• Log 1 reflection and introduction: Students are to introduce themselves, their work, how they found the position and what they hope to learn, summarize their activities so far, and submit as a video or post with photos.
• Log 2 reflection and project brainstorming: Students are to summarize activities since log 1, discuss any problems, situations, topics, or issues they have identified in the workplace or industry that might be interesting to investigate for their project, and submit this as a podcast, blog post, or article.
• Log 3 reflection of degree program: Students are to summarize activities since log 2 and reflect on what aspects of their coursework and/or extracurricular activities are relevant to their work experience.
• Log 4 reflection, project idea summary presentation: Students are to summarize activities since log 3, provide a 250 word or less summary of their project in written or video format.
• Log 5 next steps reflection: Students are to summarize activities since log 4 and reflect on their semester of practical work experience and the remainder of their degree program, especially any thoughts about their projects, and submit as a writeup, or video.
• Log 6 highlight reel and advice to next semester’s students: Students are to, in a video or blog post with photos, present a highlight reel overview of their entire practical work experience and conclude with their advice for the students in future semesters.

Personal and supervisor feedback (50 points, 25 points each) – all students
Students are to submit personal and supervisor statements offering input on the practical work experience.

Practical Work Experience Project (60 points) – Graduate students only
Students are to solve a problem or contribute to the solution of a problem, answer a question related to their experience and write up their findings. It may be an article, poster, newsletter, website, extension publication, policy paper, training curriculum or educational materials, etc. The final format should be relevant to their work experience and contribute to their goals for the course and work experience.
• Draft of Presentation (10 points) – Graduate students only
A draft of the project idea should be submitted ahead of time for feedback.
• Final Presentation (50 points) - Graduate students only
Students are to present their practical work experience in 15 minutes via narrated video, or equivalent format. This will include an overview of your workplace, personal experience, and reflection summary.

Grading Scheme
Grade  Percentage
A  93 – 100
A-  90 – 92.9
B+  87 – 89.9
B  83 – 86.9
B-  80 - 82.9
C+  77 - 79.9
C  73 - 76.9
C-  70 - 72.9
D+  67 - 69.9
D  63 - 66.9
D-  60 - 62.9
E  <59.9 and below

Instructor(s) To be determined
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 (brendji@ufl.edu) for further instruction)
PRACTICAL WORK EXPERIENCE
ENY 6941
CREDITS 1-3

COORDINATOR INFORMATION

Certificate Coordinator  Contact Information & Hours
Depends on the certificate program.

Workplace Supervisor  Contact Information & Hours
To be determined.

GENERAL INFORMATION

Course Description
Firsthand, authentic work experience in Entomology or Nematology under the supervision of a faculty member and workplace supervisor. Projects vary depending upon the program requirements.

Learning Goals and Objectives
After completing this course, students will be able to:

• Identify problems in the workplace and develop a methodology for addressing the problem.
• Demonstrate and use knowledge gained from practical work experience.
• Manage an accurate record of work performed.
• Generate a practical work experience report.
• Communicate with professionals in a real-world setting.

Pre-requisite and Co-requisite
• None

Course Website
The course content will be available through the course website in Canvas at https://elearning.ufl.edu/. Each week, students are required to view and submit the assignments prior to the assigned due dates to complete the course requirements.

Textbooks/Required Materials
There is no required text in this course. Students should consult in advance with their certificate coordinator/workplace supervisor on the necessity of owning laboratory notebooks or gadgets such as a calculator, laptop computer, etc. to perform their project.
tasks.
Recommended reading includes the following or comparable works on the same topics:

- **Responsible Conduct of Research**, available online at [https://research.ufl.edu/rcr/rcr-training/citi-rcr-training/](https://research.ufl.edu/rcr/rcr-training/citi-rcr-training/).
- **Preparing for your internship**, Virginia Tech Career and Professional Development. [https://career.vt.edu/experience/Internships/prepare.html](https://career.vt.edu/experience/Internships/prepare.html)
- **Intern Tips for Students: A Guide to Making the Most of Your Internship Experience**. [https://www.up.edu/career/handouts/intern-tips-for-students_accessible.pdf](https://www.up.edu/career/handouts/intern-tips-for-students_accessible.pdf)

**Where can I work?**
There are diverse opportunities for students for practical work experience. Students are encouraged to consult their certificate coordinator for potential opportunities. Students are also encouraged to look for these opportunities and once students find these opportunities, they should consult the certificate coordinator for approval. The lists and resources of opportunities and how to search will be posted to Canvas. However, work experiences with family members as employees, supervisors, or business owners will not be approved. Paid and unpaid work experience are allowed.

**How much work do I need?**
Students conducting practical work experience are expected to exercise a significant degree of autonomy in their work, completing tasks with relatively little direct oversight from their workplace supervisor. Nevertheless, the student should dedicate a minimum number of hours to their practical work experience that is consistent with the total credit hours sought for the experience. Besides the minimum expectations outlined in this section of this syllabus, the certificate coordinator/workplace supervisor may also have additional expectations for participation, including attendance at group meetings, workplace meetings, etc.

1-3 Credit Hours: Students are expected to devote a minimum of three hours per week of actual work in this class for each credit in which they are enrolled (3 credits = 9 hours of work). Students can enroll in this course multiple times during their study at the University of Florida if necessary. Students should carefully discuss with their certificate coordinator/workplace supervisor about the time expectations for completion of the requirements of the practical work experience, and these expectations should be clearly articulated in the intake Form.
What kind of experience do I choose?
Students are advised to choose an experience in which they will learn the most. Since each student’s programs, interests and goals are unique, students can plan their own practical work experience. Students are encouraged to talk with peers, faculty, mentors, explore extracurricular and in-class activities, reflect on their education and previous employment along with their future goals for ideas and information as they develop a plan. Tips and resources will be available on Canvas.

What will I be doing?
Each student’s daily activities will depend entirely on where the student works. As part of the class, students will use Canvas to post their assignments.

How do I access the course?
This certificate is entirely online. Students will need a computer, tablet, or phone with internet access in order to submit assessment requirements in Canvas. Students will access the course on Canvas via the UF e-learning platform by logging in with their Gatorlink credentials. All class resources, videos, readings assignments, grades, and the current schedule and syllabus can be found on the Canvas site. Students will also need to find a practical work experience ahead of time, arrange for their personal living arrangements, logistics, and any required materials for the position. Students are required to submit an approval form before they start working and register for course credit. The approval form can be obtained on Canvas or by contacting the certificate coordinator.

What are the requirements for entry?
Students must be registered for the certificate in order to undertake practical work experience.

What are the requirements for completion?
Students are to complete the assignments as they work through the semester. Even if a student registers for a different semester than the one in which they work for the practical work experience, or if they complete their practical work experience requirement at different locations or over multiple semesters, they can still access Canvas throughout their program to fulfill their practical work experience requirements. Students may also choose to complete the assessments as they work over multiple semesters, and then take their entire experience into consideration for their project and presentation in their final semester of practical work experience.

Assignments
All assignments will be due by 11:59 pm on Fridays unless otherwise noted. It is in the student’s best interest to keep up with the sequence of assignments as listed here, as one assignment builds into the next and all of them will help with the final project and presentation.

Reflections: (120 points, 20 points each)
Students are required to keep a log of their work experiences. This can be daily or weekly entries. The purpose is to document what the student learned, tasks completed, and reflections about the practical work experience.
• **Log 1 reflection and introduction**: Students are to introduce themselves, their work, how they found the position and what they hope to learn, summarize their activities so far, and submit as a video or post with photos.

• **Log 2 reflection and project brainstorming**: Students are to summarize activities since log 1, discuss any problems, situations, topics, or issues they have identified in the workplace or industry that might be interesting to investigate for their project, and submit this as a podcast, blog post, or article.

• **Log 3 reflection of degree program**: Students are to summarize activities since log 2 and reflect on what aspects of their coursework and/or extracurricular activities are relevant to their work experience.

• **Log 4 reflection, project idea summary presentation**: Students are to summarize activities since log 3, provide a 250 word or less summary of their project in written or video format.

• **Log 5 next steps reflection**: Students are to summarize activities since log 4 and reflect on their semester of practical work experience and the remainder of their degree program, especially any thoughts about their projects, and submit as a writeup, or video.

• **Log 6 highlight reel and advice to next semester’s students**: Students are to, in a video or blog post with photos, present a highlight reel overview of their entire practical work experience and conclude with their advice for the students in future semesters.

**Personal and supervisor feedback (50 points, 25 points each)**
Students are to submit personal and supervisor statements offering input on the practical work experience.

**Practical Work Experience Project (60 points)**
Students are to solve a problem or contribute to the solution of a problem, answer a question related to their experience and write up their findings. It may be an article, poster, newsletter, website, extension publication, policy paper, training curriculum or educational materials, etc. The final format should be relevant to their work experience and contribute to their goals for the course and work experience.

• **Draft of Presentation (10 points)**
  A draft of the project idea should be submitted ahead of time for feedback.

• **Final Presentation (50 points)**
  Students are to present their practical work experience in 15 minutes via narrated video, or equivalent format. This will include an overview of your workplace, personal experience, and reflection summary.

**GRADING POLICIES**

The course grade is based on performance on the assignments. The final grade points will be converted to percentages. The final grade will be assigned as follows:
### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79.9</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69.9</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62.9</td>
</tr>
<tr>
<td>E</td>
<td>&lt;59.9 and below</td>
</tr>
</tbody>
</table>

### Online Course Evaluation Process

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

### UNIVERSITY OF FLORIDA POLICIES AND ASSISTANCE

#### Grades and Grade Points

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

#### Academic Honesty
The university requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF, they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF.

Plagiarism is the use of ideas or writings produced by someone else. You should not use the writings of another person, including material from the internet (WWW), without putting the ideas in your own words, or placing the copied material in quotes and attributing authorship. In the scientific literature, quotations are rarely used. You should use your own words for answering questions on exams, and in your class project.

As a result of completing the registration form at the University of Florida, every student has signed the following statement:

“I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University. “Furthermore, on work submitted for credit by UF students, 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 to be assumed that all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will always be vigorously upheld in this course.

Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to the appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

**Software Use**
All faculty, staff, and students at 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, www.dso.ufl.edu/drc/

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

- The University Counseling and 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 Resource Center, First Floor JWRU, 392-1601, https://career.ufl.edu/
Cover Sheet: Request 18379

Careers for Impact in Microbiology and Cell Science

Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>New</th>
<th>Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Elizabeth Gadsby <a href="mailto:egadsby@ufl.edu">egadsby@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>3/7/2023 6:08:17 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>4/18/2023 10:27:12 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of request</td>
<td>We are requesting approval of an ongoing career survey and preparation course for workforce readiness for undergraduate and graduate students. This course has been taught as a special topics course since Summer 2022 and received strong student evaluations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Microbiology and Cell Science 60100000</td>
<td>Eric Triplett</td>
<td></td>
<td>3/15/2023</td>
</tr>
<tr>
<td>CALS CC Checklist for Careers E Gadsby.pdf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3/7/2023</td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td>3/15/2023</td>
</tr>
<tr>
<td>Graduate Curriculum Committee</td>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Curriculum Committee Notified</td>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Course Numbering System</td>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School Notified</td>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Notified</td>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course|New for request 18379

Info

Request: Careers for Impact in Microbiology and Cell Science
Description of request: We are requesting approval of an ongoing career survey and preparation course for workforce readiness for undergraduate and graduate students. This course has been taught as a special topics course since Summer 2022 and received strong student evaluations.
Submitter: Elizabeth Gadsby egadsby@ufl.edu
Created: 4/10/2023 5:14:58 PM
Form version: 3

Responses
Recommended Prefix MCB
Course Level 6

Course Number XXX
Lab Code None
Category of Instruction Joint (Ugrad/Grad)
Course Title Careers for Impact in Microbiology and Cell Science
Transcript Title Microbiology Careers
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 explore career paths through exposure to diverse professionals in the field and prepare application materials for desired opportunities.

Undergraduate students will explore graduate-level education and career paths and express their interests through resumes and online profiles to open doors for experiential learning opportunities including internships. Graduate students will assess how to apply their advanced degrees in professional positions and communicate their skills through CV/resumes and online profiles in preparation for their next career step.

Graduate students will have an additional major project to create a Career Speaker presentation to share another career journey with other students. This project will involve professional networking and informational interview skills. They will also be required to obtain a reference or recommendation letter to include in their application package.

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 prepare students with connections into a variety of Microbiology and Cell Science careers. Essential networking and communication skills will be honed through practical application exercises. A portfolio will be created to identify and obtain suitable experiential learning and career opportunities.
Prerequisites Graduate standing
Co-requisites: N/A

Rationale and Placement in Curriculum: This course will help increase student's workforce readiness which is a primary initiative of the Florida Board of Governors. It has been designed in collaboration with the UF Career Connections Center (C3).

Course Objectives: After this course, the student will be able to:
- Assess life-science related career options and envision experiential learning and career progression through interviews of professionals in a variety of life science-related careers
- Compose personal impact statement and introduction to communicate their strengths and impacts
- Build a network through peer and professional interactions
- Conduct an informational interview and obtain a letter of recommendation
- Prepare an application package to pursue career-building opportunities including internships and jobs to match their skills and interests

Course Textbook(s) and/or Other Assigned Reading: Work style assessments such as CHOMP, Myers-Briggs Type Indicator, and CliftonStrengths

Graduate-level students will be required to read their choice of one of the following classic leadership books available through the UF Library Reserves, or another approved option:

Weekly Schedule of Topics:

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro and Objectives</td>
</tr>
<tr>
<td>2</td>
<td>Networking</td>
</tr>
<tr>
<td>3</td>
<td>Career Speaker #1 &amp; #2</td>
</tr>
<tr>
<td>4</td>
<td>Resume / CV Preparation</td>
</tr>
<tr>
<td>5</td>
<td>Career Speaker #3 &amp; #4</td>
</tr>
<tr>
<td>6</td>
<td>Work Style &amp; Diversity, Equity, Inclusion &amp; Belonging</td>
</tr>
<tr>
<td>7</td>
<td>Career Speaker #5 &amp; #6</td>
</tr>
<tr>
<td>8</td>
<td>Personal Impact Statement &amp; Elevator Speech</td>
</tr>
<tr>
<td>9</td>
<td>Career Speaker #7 &amp; #8</td>
</tr>
<tr>
<td>10</td>
<td>LinkedIn, GatorLink / Simplicity Profiles</td>
</tr>
<tr>
<td>11</td>
<td>Job Search</td>
</tr>
<tr>
<td>12</td>
<td>Professional Networking &amp; Interviewing</td>
</tr>
<tr>
<td>13</td>
<td>Stress and Gratitude</td>
</tr>
<tr>
<td>14</td>
<td>Application Package Review</td>
</tr>
</tbody>
</table>

Grading Scheme: COURSE ASSIGNMENTS
- Career Speakers:
  - View informational interviews of professionals representing various fields including industry, entrepreneurial ventures, government labs, NGOs, health professions, and academia and respond with reflections about learnings. Responses are due the week of the assignment.
  - Self-Discovery and Communication: Due the week following the lecture topic.
    - Identify personal work style using an assessment tool of choice and reflect on its expression and engagement with diverse styles.
    - Express unique interests and brand in a personal impact statement
    - Succinctly introduce yourself and a call for action in an elevator speech.
- Networking:
  - Peer networking will be conducted with introductions through the Canvas Discussion Board including at least 2 interactions with classmates.
  - LinkedIn Profile will be created and refined with feedback from classmates.
  - Professional networking will involve connecting with at least 3 people in fields of potential career interest.
- Career Search Portfolio: Due at the end of the semester.
  - Identify future opportunities for experiential learning or career progression with at least 5 different options including job and internship postings.
  - Utilize the UF Career Connections Center (C3) services including career coaching, resume review, mock interviews, or workshops
  - Prepare an application package including a tailored cover letter, resume/CV, and thank you
• Career Interest Interview (graduate students only): Due mid-semester.
  o Research an individual in a desired life science-related field and conduct an informational interview about their career journey. Contribute the recording to the growing library of career speakers to allow other students to gain new insights on career options.

ASSIGNMENT GRADES: GRADUATE STUDENTS
Career Speakers Responses (6)= 30% (5% each)
Self-Discovery & Communications: Objectives, Workstyle, Personal Impact Statement, and Elevator Introduction= 20% (5% each)
Networking: Peer, LinkedIn, Professional= 15% (5% each)
Career Interest Interview= 15%
Career Search Portfolio: Job Search= 5%
Recommendation Letter= 5%
Application package= 10%
Extra Credit: Additional Career Speaker or C3 Program= 5%

GRADING POLICY
Range

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% to</td>
<td>94.0%</td>
</tr>
<tr>
<td>&lt; 94.0%</td>
<td>to 90.0%</td>
</tr>
<tr>
<td>&lt; 90.0%</td>
<td>to 87.0%</td>
</tr>
<tr>
<td>&lt; 87.0%</td>
<td>to 84.0%</td>
</tr>
<tr>
<td>&lt; 84.0%</td>
<td>to 80.0%</td>
</tr>
<tr>
<td>&lt; 80.0%</td>
<td>to 77.0%</td>
</tr>
<tr>
<td>&lt; 77.0%</td>
<td>to 74.0%</td>
</tr>
<tr>
<td>&lt; 74.0%</td>
<td>to 70.0%</td>
</tr>
<tr>
<td>&lt; 70.0%</td>
<td>to 67.0%</td>
</tr>
<tr>
<td>&lt; 67.0%</td>
<td>to 64.0%</td>
</tr>
<tr>
<td>&lt; 64.0%</td>
<td>to 60.0%</td>
</tr>
<tr>
<td>&lt; 60.0%</td>
<td>to 0%</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 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 consultations. The form can be found at: [https://approval.ufl.edu/policies/external-consultations/](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](mailto:brendj@ufl.edu) for further instruction)
Careers for Impact in Microbiology and Cell Science
Graduate and Undergraduate Course Differences

This course is co-taught for undergraduate and graduate students as they both explore career paths through exposure to diverse professionals in the field and prepare application materials for desired opportunities.

Undergraduate students will explore graduate-level education and career paths and express their interests through resumes and online profiles to open doors for experiential learning opportunities including internships. Graduate students will assess how to apply their advanced degrees in professional positions and communicate their skills through CV/resumes and online profiles in preparation for their next career step.

Graduate students will have an additional major project to create a Career Speaker presentation to share another career journey with other students. This project will involve professional networking and informational interview skills. They will also be required to obtain a reference or recommendation letter to include in their application package.

Assignments
Assignment Grades for Undergraduate Students

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Speakers Responses (8)</td>
<td>40% (5% each)</td>
</tr>
<tr>
<td>Self-Discovery &amp; Communications</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Objectives, Workstyle, Personal Impact Statement, and Elevator Introduction</td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td>15% (5% each)</td>
</tr>
<tr>
<td>Peer, LinkedIn, Professional</td>
<td></td>
</tr>
<tr>
<td>Career Search Portfolio</td>
<td></td>
</tr>
<tr>
<td>Opportunity Search</td>
<td></td>
</tr>
<tr>
<td><strong>C3 Interaction</strong></td>
<td></td>
</tr>
<tr>
<td>Application package</td>
<td>5%</td>
</tr>
<tr>
<td>Career Search Portfolio</td>
<td></td>
</tr>
<tr>
<td>Job Search</td>
<td></td>
</tr>
<tr>
<td><strong>Recommendation letter</strong></td>
<td></td>
</tr>
<tr>
<td>Application package</td>
<td>5%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td></td>
</tr>
<tr>
<td>Additional Career Speaker or C3 Program</td>
<td>5%</td>
</tr>
</tbody>
</table>

Assignment Grades for Graduate Students

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Speakers Responses (6)</td>
<td>30% (5% each)</td>
</tr>
<tr>
<td>Self-Discovery &amp; Communications</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Objectives, Workstyle, Personal Impact Statement, and Elevator Introduction</td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td>15% (5% each)</td>
</tr>
<tr>
<td>Peer, LinkedIn, Professional</td>
<td></td>
</tr>
<tr>
<td><strong>Career Interest Interview</strong></td>
<td>15%</td>
</tr>
<tr>
<td>Career Search Portfolio</td>
<td></td>
</tr>
<tr>
<td>Job Search</td>
<td></td>
</tr>
<tr>
<td><strong>Recommendation letter</strong></td>
<td></td>
</tr>
<tr>
<td>Application package</td>
<td>5%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td></td>
</tr>
<tr>
<td>Additional Career Speaker or C3 Program</td>
<td>5%</td>
</tr>
</tbody>
</table>
**Course Learning Objectives**

**Undergraduate & Graduate Students**
- Assess life-science related career options and envision experiential learning and career progression through interviews of professionals in a variety of life science-related careers
- Compose personal impact statement and introduction to communicate their strengths and impacts
- Build a network through peer and professional interactions
- Prepare an application package to pursue career-building opportunities to match their interests

**Additional Course Learning Objectives for Graduate Students**
- Conduct an informational interview and obtain a letter of recommendation

**Required Reading**

Graduate-level students will be required to read their choice of one of the following classic leadership books available through the UF Library Reserves, or another approved option:
Instructor
Elizabeth D. Gadsby, PhD
gadsby@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

MCB 4XXX / MCB 6XXX is a 1-credit-hour course that will be co-taught for undergraduate and
graduate students.

Course Description
This course will prepare students with connections into a variety of Microbiology and Cell Science
careers. Essential networking and communication skills will be honed through practical application
exercises. A portfolio will be created to identify and obtain suitable experiential learning and career
opportunities.

Course Learning Objectives
After this course, the student will be able to:
- Assess life science-related career options and envision experiential learning and career
  progression through interviews of professionals in a variety of life science-related careers
- Compose personal impact statement and introduction to communicate their strengths and
  impacts
- Build a network through peer and professional interactions
- Conduct an informational interview and obtain a letter of recommendation
- Prepare an application package to pursue career-building opportunities to match their skills
  and interests

Materials and Supply Fees
Optional purchase of work style assessments such as Myers-Briggs Type Indicator,
CliftonStrengths; Alternatives of free CHOMP UF C3.

Required Textbooks and 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/). The
Help Desk suggests that if you encounter any problem (error messages, etc.) that you take a screen
shot of the problem and save it to help them in fixing your problem.

Graduate-level students will be required to read their choice of one of the following classic
leadership books available through the UF Library Reserves, or another approved option:
## Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro and Objectives</td>
</tr>
<tr>
<td>2</td>
<td>Networking</td>
</tr>
<tr>
<td>3</td>
<td>Career Speaker #1 &amp; #2</td>
</tr>
<tr>
<td>4</td>
<td>Resume / CV Preparation</td>
</tr>
<tr>
<td>5</td>
<td>Career Speaker #3 &amp; #4</td>
</tr>
<tr>
<td>6</td>
<td>Work Style &amp; Diversity, Equity, Inclusion &amp; Belonging</td>
</tr>
<tr>
<td>7</td>
<td>Career Speaker #5 &amp; #6</td>
</tr>
<tr>
<td>8</td>
<td>Personal Impact Statement &amp; Elevator Speech</td>
</tr>
<tr>
<td>9</td>
<td>Career Speaker #7 &amp; #8</td>
</tr>
<tr>
<td>10</td>
<td>LinkedIn, GatorLink / Simplicity Profiles</td>
</tr>
<tr>
<td>11</td>
<td>Job Search</td>
</tr>
<tr>
<td>12</td>
<td>Professional Networking &amp; Interviewing</td>
</tr>
<tr>
<td>13</td>
<td>Stress and Gratitude</td>
</tr>
<tr>
<td>14</td>
<td>Application Package Review</td>
</tr>
</tbody>
</table>

## Course Assignments

- **Career Speakers:**
  - View informational interviews of professionals representing various fields including industry, entrepreneurial ventures, government labs, NGOs, health professions, and academia and respond with reflections about learnings. Responses are due the week of the assignment.

- **Self-Discovery and Communication:** Due the week following the lecture topic.
  - Review the syllabus and course Canvas site and prepare a personal SMART objective related to the course learning.
  - Identify personal workstyle using an assessment tool of choice and reflect on its expression and engagement with diverse styles.
  - Express unique interests and brand in a personal impact statement.
  - Succinctly introduce yourself and a call for action in an elevator speech.

- **Networking:**
  - Peer networking will be conducted with introductions through the Canvas Discussion Board including at least two interactions with classmates.
  - LinkedIn Profile will be created and refined with feedback from classmates.
  - Professional networking will involve connecting with at least three people in fields of potential career interest.

- **Career Search Portfolio:** Due at the end of the semester.
  - Identify future opportunities for experiential learning or career progression with at least five different options including job and internship postings.
  - Utilize the UF Career Connections Center (C3) services including career coaching, resume review, mock interviews, or workshops.
  - Prepare an application package including a tailored cover letter, resume/CV, and thank you message.

- **Career Interest Interview (graduate students only):** Due mid-semester.
  - Research an individual in a desired life science-related field and conduct an informational interview about their career journey. Contribute the recording to the growing library of career speakers to allow other students to gain new insights on career options.
Assignment Grades (Graduate Students)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Speakers Responses (6)</td>
<td>30% (5% each)</td>
</tr>
<tr>
<td>Self-Discovery &amp; Communications Objectives, Workstyle, Personal Impact Statement, and Elevator Introduction</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Networking Peer, LinkedIn, Professional</td>
<td>15% (5% each)</td>
</tr>
<tr>
<td>Career Interest Interview</td>
<td>15%</td>
</tr>
<tr>
<td>Career Search Portfolio</td>
<td></td>
</tr>
<tr>
<td>Job Search</td>
<td>5%</td>
</tr>
<tr>
<td>Recommendation Letter</td>
<td>5%</td>
</tr>
<tr>
<td>Application package</td>
<td>10%</td>
</tr>
<tr>
<td>Extra Credit Additional Career Speaker or C3 Program</td>
<td>5%</td>
</tr>
</tbody>
</table>

Grading Policy

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

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.0% to 100%</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>90.0% to &lt; 94.0%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87.0% to &lt; 90.0%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>84.0% to &lt; 87.0%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80.0% to &lt; 84.0%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>77.0% to &lt; 80.0%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>74.0% to &lt; 77.0%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70.0% to &lt; 74.0%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>67.0% to &lt; 70.0%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>64.0% to &lt; 67.0%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>60.0% to &lt; 64.0%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>0% to &lt; 60.0%</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 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.bluera.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/sccr/process/student-conduct-honor-code](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code).

**Software Use**

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

**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/](http://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](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code).

**Campus Helping Resources:**

Students experiencing crises or personal problems that interfere with their general 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.
Health and Wellness

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

**Counseling and Wellness Center:** 3190 Radio Road, 352-392-1575,
[http://www.counseling.ufl.edu](http://www.counseling.ufl.edu) provides counseling services, groups and workshops, outreach and consultation, self-help library, and wellness coaching

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

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

Academic Resources

**E-learning technical support:** [https://elearning.ufl.edu/](https://elearning.ufl.edu/), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

**Career Resource Center:** [https://career.ufl.edu/](https://career.ufl.edu/), 352-392-1601, First Floor Reitz Union. Career assistance and guidance.

**Library Support:** [https://uflib.ufl.edu/](https://uflib.ufl.edu/) Various ways to receive assistance with respect to using the libraries or finding resources.

**Student Success Initiative:** [https://studentsuccess.ufl.edu/](https://studentsuccess.ufl.edu/) Pathways to student support through advising, coaching, peer mentoring and tutoring

**Writing Studio:** [https://writing.ufl.edu/writing-studio/](https://writing.ufl.edu/writing-studio/), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

**Disability Services:** [https://disability.ufl.edu/](https://disability.ufl.edu/), 1 Reid Hall, 352-392-8565. Registration, accommodations for disabilities.

**On-Line Students Complaints for Online Course:** [https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint](https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint)
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

MCB 4XXX / MCB 6XXX is a 1-credit-hour course that will be co-taught for undergraduate and graduate students.

Course Description
This course will prepare students with connections into a variety of Microbiology and Cell Science careers. Essential networking and communication skills will be honed through practical application exercises. A portfolio will be created to identify and obtain suitable experiential learning and career opportunities.

Course Prerequisites / Corequisites
Undergraduates must have completed their Career Readiness check-ins through the UF Career Connections Center.

Course Learning Objectives
After this course, the student will be able to:
- Assess life science-related career options and envision experiential learning and career progression through interviews of professionals in a variety of life science-related careers
- Compose personal impact statement and introduction to communicate their strengths and impacts
- Build a network through peer and professional interactions
- Prepare an application package to pursue career-building opportunities including internships and jobs to match their skills and interests

Materials and Supply Fees
Optional purchase of work style assessments such as Myers-Briggs Type Indicator, CliftonStrengths; Alternatives of free CHOMP UF C3.

Required Textbooks and 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/). The Help Desk suggests that if you encounter any problem (error messages, etc.) that you take a screen shot of the problem and save it to help them in fixing your problem.
Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro and Objectives</td>
</tr>
<tr>
<td>2</td>
<td>Networking</td>
</tr>
<tr>
<td>3</td>
<td>Career Speaker #1 &amp; #2</td>
</tr>
<tr>
<td>4</td>
<td>Resume / CV Preparation</td>
</tr>
<tr>
<td>5</td>
<td>Career Speaker #3 &amp; #4</td>
</tr>
<tr>
<td>6</td>
<td>Work Style &amp; Diversity, Equity, Inclusion &amp; Belonging</td>
</tr>
<tr>
<td>7</td>
<td>Career Speaker #5 &amp; #6</td>
</tr>
<tr>
<td>8</td>
<td>Personal Impact Statement &amp; Elevator Speech</td>
</tr>
<tr>
<td>9</td>
<td>Career Speaker #7 &amp; #8</td>
</tr>
<tr>
<td>10</td>
<td>LinkedIn, GatorLink / Simplicity Profiles</td>
</tr>
<tr>
<td>11</td>
<td>Job Search</td>
</tr>
<tr>
<td>12</td>
<td>Professional Networking &amp; Interviewing</td>
</tr>
<tr>
<td>13</td>
<td>Stress and Gratitude</td>
</tr>
<tr>
<td>14</td>
<td>Application Package Review</td>
</tr>
</tbody>
</table>

Course Assignments

- Career Speakers:
  - View informational interviews of professionals representing various fields including industry, entrepreneurial ventures, government labs, NGOs, health professions, and academia and respond with reflections about learnings. Responses are due the week of the assignment.

- Self-Discovery and Communication: Due the week following the lecture topic.
  - Review the syllabus and course Canvas site and prepare a personal SMART objective related to the course learning.
  - Identify personal workstyle using an assessment tool of choice and reflect on its expression and engagement with diverse styles.
  - Express unique interests and brand in a personal impact statement
  - Succinctly introduce yourself and a call for action in an elevator speech.

- Networking:
  - Peer networking will be conducted with introductions through the Canvas Discussion Board including at least two interactions with classmates.
  - LinkedIn Profile will be created and refined with feedback from classmates.
  - Professional networking will involve connecting with at least three people in fields of potential career interest.

- Career Search Portfolio: Due at the end of the semester.
  - Identify future opportunities for experiential learning or career progression with at least five different options including job and internship postings.
  - Utilize the UF Career Connections Center (C3) services including career coaching, resume review, mock interviews, or workshops
  - Prepare an application package including a tailored cover letter and resume/CV
Assignment Grades (Undergraduate Students)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Speakers Responses (8)</td>
<td>40% (5% each)</td>
</tr>
<tr>
<td>Self-Discovery &amp; Communications Objectives, Workstyle, Personal Impact Statement, and Elevator Introduction</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Networking Peer, LinkedIn, Professional</td>
<td>15% (5% each)</td>
</tr>
<tr>
<td>Career Search Portfolio</td>
<td></td>
</tr>
<tr>
<td>Opportunity Search</td>
<td>5%</td>
</tr>
<tr>
<td>C3 Interaction</td>
<td>5%</td>
</tr>
<tr>
<td>Application package</td>
<td>15%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td></td>
</tr>
<tr>
<td>Additional Career Speaker or C3 Program</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Grading Policy**

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

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.0% to 100%</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>90.0% to &lt; 94.0%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87.0% to &lt; 90.0%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>84.0% to &lt; 87.0%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80.0% to &lt; 84.0%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>77.0% to &lt; 80.0%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>74.0% to &lt; 77.0%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70.0% to &lt; 74.0%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>67.0% to &lt; 70.0%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>64.0% to &lt; 67.0%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>60.0% to &lt; 64.0%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>0% to &lt; 60.0%</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 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://uf.bluera.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/sccr/process/student-conduct-honor-code](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code).

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

**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/](http://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](http://www.fls.ufl.edu/policies/ferpa/).  

**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.
Health and Wellness

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

**Counseling and Wellness Center:** 3190 Radio Road, 352-392-1575, http://www.counseling.ufl.edu provides counseling services, groups and workshops, outreach and consultation, self-help library, and wellness coaching

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

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

---

Academic Resources

**E-learning technical support:** [https://elearning.ufl.edu/](https://elearning.ufl.edu/), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

**Career Resource Center:** [https://career.ufl.edu/](https://career.ufl.edu/), 352-392-1601, First Floor Reitz Union. Career assistance and guidance.

**Library Support:** [https://uflib.ufl.edu/](https://uflib.ufl.edu/) Various ways to receive assistance with respect to using the libraries or finding resources.

**Student Success Initiative:** [https://studentsuccess.ufl.edu/](https://studentsuccess.ufl.edu/) Pathways to student support through advising, coaching, peer mentoring and tutoring

**Writing Studio:** [https://writing.ufl.edu/writing-studio/](https://writing.ufl.edu/writing-studio/), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

**Disability Services:** [https://disability.ufl.edu/](https://disability.ufl.edu/), 1 Reid Hall, 352-392-8565. Registration, accommodations for disabilities.

**On-Line Students Complaints for Online Course:** [https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint](https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint)
### Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>Modify</th>
<th>Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Jennifer Vogel <a href="mailto:alpha32605@ufl.edu">alpha32605@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>3/23/2023 2:46:18 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>3/23/2023 2:52:57 PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description of request**
Remove prerequisite SUR6502C

### Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>SFRC - Geomatics 60466000</td>
<td>Terrell Baker III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUR6377-COURSE SYLLABUS2022.docx</td>
<td></td>
<td></td>
<td></td>
<td>3/23/2023</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3/23/2023</td>
<td></td>
</tr>
</tbody>
</table>

No document changes

**Graduate Curriculum Committee**

No document changes

**University Curriculum Committee Notified**

No document changes

**Statewide Course Numbering System**

No document changes

**Graduate School Notified**

No document changes

**Office of the Registrar**

No document changes

**College Notified**

No document changes
Course|Modify for request 18428

Info

Request: SUR6377 remove prerequisite
Description of request: Remove prerequisite SUR6502C
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 3/23/2023 2:43:07 PM
Form version: 1

Responses

Current Prefix SUR
Course Level 6
Number 377
Lab Code None
Course Title Geospatial Applications of UAS
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
Rationale  The course serves as an appropriate introductory or capstone course for the certificate, and does not require background provided in SUR6502C to deliver a fulfilling course experience. Further, the instructor has found that diversity of student experience in the class potentially enhances the discussion portions.
Class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**In-person attendance is required for students in GNV sections unless accommodations are otherwise discussed and agreed upon with the instructor.**

**COURSE SYLLABUS**

*NOTE: This syllabus may change slightly due to speaker availability and student enrollment*

**SUR6377 Geospatial Applications of UASs** Fall Semester (3 Credits)

W 7th Period (1:55-2:45)  F 6-7th Period (1:50-2:45)

**Instructors**

Dr. Ben Wilkinson benew@ufl.edu (352) 392-3465  Reed Lab 406A

Office Hours – Thursdays (1:30-2:30PM) or by appointment, via in person or web conferencing. Schedule an appointment by emailing the instructor.

**Technology Requirements:**

- A computer or mobile device with high-speed internet connection.
- A webcam, headset and/or microphone, and speakers.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. [What browser am I using?]
Course Overview and Objectives

This covers issues and applications associated with small unmanned aerial systems (UASs). By the end of this course, the student will be able to:

- describe common/typical UAS applications (e.g. agriculture, forestry, property rights)
- describe the technical considerations involved in implementing UAS applications
- cite the common business and legal aspects of operating UASs
- lead and participate in current debates on UAS issues and applications

Method of Instruction

This class is designed as an active learning experience. In-class and online discussions are critical, and students are expected to engage in these activities. Students prepare for each weekly guest lecture by completing related reading assignments and doing independent research. In addition, each week a facilitator or facilitator-group, is tasked to lead a discussion in preparation for the lecture. This serves to increase the class’ foundational knowledge in the area to be presented and facilitates active discourse during the guest lecture. A different person or team will guide the preparatory discussion each week. Students are expected to participate via the message boards on the course website, which is the primary method of engagement for students taking the course asynchronously (non-GNV sections). Students will also, with guidance from the instructors, develop a term project (see below) to be presented towards the end of the semester.

Meeting Times and Places

The class meets twice a week: a one period session on Wednesday (1:55pm-2:45pm) for a preparatory discussion led by a student or team of students; and a two-period session on Friday (12:50pm-2:45pm) for the lecture. Asynchronous distance students participate in the discussion by posting comments to the course website prior to the class meeting time.

All asynchronous students are required to participate live on Wednesday and Friday at least one week in the semester when they are the week’s facilitator.

Readings

Depending on the week/presenter, readings are provided for each week’s theme/application within the module for that week.
Communication

The course is managed through the Canvas system and all communication with instructors should be done through the facilities in that system.

Course Evaluation

The final course grade is broken down as follows:

1) Participation. 20%
2) Facilitation/preparatory presentation 30%
3) Term Project 40%
4) Quizzes 10%

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/

1. Participation (20%)

Students are evaluated based on thoughtfully contributing to the class discussions and message board. Attendance is mandatory, and unexcused absences will be penalized. For asynchronous students, the discussion board contributions will be more heavily weighted based on their inability to attend live lectures.

2. Preparatory Presentation (30%)

Students are expected to develop a 30-35-minute professional-grade presentation encompassing key components of the week’s topic. The presentation will cover the week’s assigned reading material in addition to material from other sources which the student person/team will identify through independent research. The person/team is also expected to work with the instructors to ensure that the presentation is professional.

3. Term Project (Undergrads: 30%) (Graduate Students: 40%; comprising 20% for the paper, 20% for the presentation)

The term project will be on an instructor-approved UAS-related subject, and may involve a research paper, an experiment, a computer program, a comprehensive literature review, or some other approved format. Throughout the semester, the student will seek out guidance from the instructor as needed. At the end of the semester, students will prepare a brief presentation of their project. The presentations will be upload to the course website and peer-reviewed by the class. (Graduate students will prepare a journal-style paper on the topic <7 pages, based on the term project, and give a brief presentation of their project to the class.)
4. Midterm Quizzes (Undergrads: 20%) (Graduate Students: 10%)

Midterms will be composed of questions related to the guest lectures and the assigned reading material.

**Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93.99%</td>
</tr>
<tr>
<td>A+</td>
<td>87 - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.99%</td>
</tr>
<tr>
<td>B+</td>
<td>77 - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76.99%</td>
</tr>
<tr>
<td>C+</td>
<td>70 - 72.99%</td>
</tr>
<tr>
<td>D</td>
<td>67 - 69.99%</td>
</tr>
<tr>
<td>D-</td>
<td>63 - 65.99%</td>
</tr>
<tr>
<td>D+</td>
<td>60 - 62.99%</td>
</tr>
<tr>
<td>E</td>
<td>0 - 59.99%</td>
</tr>
</tbody>
</table>

For information on current UF policies for assigning grade points, see [https://gradcatalog.ufl.edu/graduate/regulations/](https://gradcatalog.ufl.edu/graduate/regulations/)

**Schedule**

The following schedule will be followed:

**Week prior to lecture:**

The week prior to lectures, reading and/or watching assignments will be posted to the course website. All students are expected to read and watch them before the following Wednesday. The following week’s facilitator (or facilitator-group depending on enrollment) will also research additional material and begin developing his/her presentation and preparatory discussion with the assistance of the instructors. Facilitator lecture/date assignments will be made the first week of class. **Note: distance students must be able to participate live on both Wednesday and Friday of the week that they are assigned to the facilitator.**

**Week of the lecture:**

**Wednesday:** The facilitator will give a 30-35 minute presentation on the week’s topic, which will be recorded and posted to the website. They will also assign additional material such as articles or online videos related to the topic. Following the presentation, the class will identify and prioritize relevant questions for the speaker. Asynchronous students are expected to participate in the discussion via the website message board, and should make their contributions by midnight Wednesday. **All students will post topic-related questions to the website by midnight on Wednesday, and “like” at least one other student’s question by midnight on Thursday.**

**Friday:** The guest lecturer will give a ~50 minute presentation in class. Following a 10 minute break, the facilitator will lead a Q/A discussion based on the posted questions. The facilitator will record and enter summarized answers to the prepared
questions and in-class discussion on the class website. Both the recorded lecture and Q/A session will be posted to the website.

List of topics (Tentative)

<table>
<thead>
<tr>
<th>MODULE</th>
<th>SPEAKER</th>
<th>TOPIC(S)</th>
<th>Organization</th>
<th>Wed. Prep Session</th>
<th>Friday Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>John Rouse</td>
<td>UAS Rules and Regulations</td>
<td>UF, EH&amp;S</td>
<td>31-Aug</td>
<td>2-Sep</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Peter Ifju</td>
<td>Vehicle Design</td>
<td>UF, Aerospace Eng.</td>
<td>7-Sep</td>
<td>9-Sep</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Andrew Lassiter</td>
<td>Forest Mensuration</td>
<td>OSU</td>
<td>21-Sep</td>
<td>23-Sep</td>
</tr>
<tr>
<td>4</td>
<td>Jin-Si Over</td>
<td>Coastal Applications</td>
<td>USGS, Woods Hole CMSS</td>
<td>28-Sep</td>
<td>30-Sep</td>
</tr>
<tr>
<td>5</td>
<td>Dr. Taylor Glen</td>
<td>Agricultural Applications</td>
<td>Syngenta</td>
<td>12-Oct</td>
<td>14-Oct</td>
</tr>
<tr>
<td>6</td>
<td>Bret Bienkowski</td>
<td>Commercial Applications</td>
<td>Tetra Tech</td>
<td>19-Oct</td>
<td>21-Oct</td>
</tr>
<tr>
<td>7</td>
<td>Greg Stamnes</td>
<td>Civil Infrastructure Mapping</td>
<td>Caltech</td>
<td>26-Oct</td>
<td>28-Oct</td>
</tr>
<tr>
<td>8</td>
<td>Dr. Mike Starek</td>
<td>Marine Applications</td>
<td>TAMUCC, Mantis</td>
<td>2-Nov</td>
<td>4-Nov</td>
</tr>
<tr>
<td>9</td>
<td>Casey Shanks</td>
<td>NGA Applications</td>
<td>NGA Geodetic Surveys</td>
<td>16-Nov</td>
<td>18-Nov</td>
</tr>
</tbody>
</table>

Critical Dates:

- 24-Aug  Online Class Introductions Due on Discussion Board
  (Introduce yourself and respond to at least two other posts)
- 26-Aug  Online Survey: Lecture Preference Due
- 16-Sep  Term Project Proposal Due
- 5-Oct   Online Quiz 1
- 9-Nov   Online Quiz 2
- 9-Nov   Project Drafts Due
- 16-Nov  Project Peer Reviews Due
- 23-Nov  Grad Term Papers and Undergrad Term Presentations Due
- 30-Nov, 2-Dec, 7-Dec  Graduate Student Presentations
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22</td>
<td>8/23</td>
<td>8/24 Intro Message Board Intros Due</td>
<td>8/25</td>
<td>8/26 Background Lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 1 Volunteer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/29</td>
<td>8/30</td>
<td>8/31 Mod. 1 Prep Pres.</td>
<td>9/1</td>
<td>9/2 Mod. 1 Guest Speaker</td>
</tr>
<tr>
<td>9/5 Labor Day</td>
<td>9/6</td>
<td>9/7 Mod. 2 Prep Pres.</td>
<td>9/8</td>
<td>9/9 Mod. 2 Guest Speaker</td>
</tr>
<tr>
<td>9/12</td>
<td>9/13</td>
<td>9/14 Term Project Discussion</td>
<td>9/15</td>
<td>9/16 Proposal Due, No Class</td>
</tr>
<tr>
<td>9/19</td>
<td>9/20</td>
<td>9/21 Mod. 3 Prep Pres.</td>
<td>9/22</td>
<td>9/23 Mod. 3 Guest Speaker</td>
</tr>
<tr>
<td>9/26</td>
<td>9/27</td>
<td>9/28 Mod. 4 Prep Pres.</td>
<td>9/29</td>
<td>9/30 Mod. 4 Guest Speaker</td>
</tr>
<tr>
<td>10/3</td>
<td>10/4</td>
<td>10/5 Quiz 1</td>
<td>10/6</td>
<td>10/7 Homecoming</td>
</tr>
<tr>
<td>10/10</td>
<td>10/11</td>
<td>10/12 Mod. 5 Prep Pres.</td>
<td>10/13</td>
<td>10/14 Mod. 5 Guest Speaker</td>
</tr>
<tr>
<td>10/17</td>
<td>10/18</td>
<td>10/19 Mod. 6 Prep Pres.</td>
<td>10/20</td>
<td>10/21 Mod. 6 Guest Speaker</td>
</tr>
<tr>
<td>10/24</td>
<td>10/25</td>
<td>10/26 Mod. 7 Prep Pres.</td>
<td>10/27</td>
<td>10/28 Mod. 7 Guest Speaker</td>
</tr>
<tr>
<td>10/31</td>
<td>11/1</td>
<td>11/2 Mod. 8 Prep Pres.</td>
<td>11/3</td>
<td>11/4 Mod. 8 Guest Speaker</td>
</tr>
<tr>
<td>11/7</td>
<td>11/8</td>
<td>11/9 Quiz 2 Project Draft Due</td>
<td>11/10</td>
<td>11/11 Veterans Day</td>
</tr>
<tr>
<td>11/14</td>
<td>11/15</td>
<td>11/16 Mod. 9 Prep Pres.</td>
<td>11/17</td>
<td>11/18 Mod. 9 Guest Speaker</td>
</tr>
<tr>
<td>11/21</td>
<td>11/22</td>
<td>11/23 Final Term Project Due</td>
<td>11/24 Thanksgiving</td>
<td>11/25 Thanksgiving</td>
</tr>
<tr>
<td>11/28</td>
<td>11/29</td>
<td>11/30 Project presentations</td>
<td>12/1</td>
<td>12/2 Project presentations</td>
</tr>
<tr>
<td>12/5</td>
<td>12/6</td>
<td>12/7 Project presentations</td>
<td>12/8 Reading Day</td>
<td>12/9 Reading Day</td>
</tr>
</tbody>
</table>

**LATE POLICY:** It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [https://gradcatalog.ufl.edu/graduate/regulations/](https://gradcatalog.ufl.edu/graduate/regulations/)

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).

COMMUNICATION COURTESY AND PROFESSIONALISM: Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained in this class at all times. All members of the class are expected to follow rules of common courtesy, decency, and civility in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students’ Office.

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

ACADEMIC HONESTY 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/scrr/process/student-conduct-honor-code.

INCLUSIVE LEARNING ENVIRONMENT: This course embraces the University of Florida’s Non-Discrimination Policy, which reads,

The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website: http://multicultural.ufl.edu.

SERVICES FOR STUDENTS WITH DISABILITIES: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, http://www.disability.ufl.edu

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

CAMPAUS 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.
• U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu to refer or report a concern and a team member will reach out to the student in distress.
• Counseling and Wellness Center: Visit counseling.ufl.edu 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 shcc.ufl.edu.
• University Police Department: Visit police.ufl.edu 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; https://ufhealth.org/uf-health-shands-emergency-room-trauma-center.
• 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 career.ufl.edu.
• Library Support: cms.uflib.ufl.edu/ask 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. teachingcenter.ufl.edu
• Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio
• Student Complaints https://www.ombuds.ufl.edu/
# Practical Work Experience

## Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>New</th>
<th>Ugrad/Pro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Tolulope Agunbiade <a href="mailto:agunbiade@ufl.edu">agunbiade@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>3/31/2023 5:14:08 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>4/13/2023 3:21:54 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of request</td>
<td>Practical Work Experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Entomology and Nematology 60140000</td>
<td>Jennifer Weeks</td>
<td>4/4/2023</td>
<td></td>
</tr>
</tbody>
</table>

**Practical Work Experience Syllabus - ENY 4941.docx**

<table>
<thead>
<tr>
<th>College</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td>3/31/2023</td>
</tr>
</tbody>
</table>

No document changes

**University Curriculum Committee**

No document changes

**Statewide Course Numbering System**

No document changes

**Office of the Registrar**

No document changes

**Catalog**

No document changes

**Student Academic Support System**

No document changes

**College Notified**

No document changes
Course|New for request 18459

Info

Request: Practical Work Experience
Description of request: Practical Work Experience
Submitter: Krista Froiseth nvrmeant@ufl.edu
Created: 4/19/2023 12:19:19 PM
Form version: 5

Responses

Recommended Prefix ENY
Course Level 4

Course Number 941
Lab Code None
Category of Instruction Advanced
Course Title Practical Work Experience
Transcript Title Practical Work Experience
Degree Type Baccalaureate

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

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? Yes
Multiple Offerings in a Single Semester No
If repeatable, # total repeatable credit allowed 3
Amount of Credit Variable
If variable, # min 1
If variable, # max 3
S/U Only? No
Contact Type Supervision of Student Interns
Course Type Internship
Weekly Contact Hours 3

Course Description Firsthand, authentic work experience in Entomology or Nematology under the supervision of a faculty member and workplace supervisor. Projects vary depending upon the program requirements.

Co-requisites Sophomore standing

Prerequisites Sophomore standing

Rationale and Placement in Curriculum Firsthand, authentic work experience in Entomology or Nematology under the supervision of a faculty member and workplace supervisor. Projects vary depending upon the program requirements.

Course Objectives After completing this course, students will be able to:
  • Identify problems in the workplace and develop a methodology for addressing the problem.
  • Demonstrate and use knowledge gained from practical work experience.
  • Manage an accurate record of work performed.
  • Generate a practical work experience report.
  • Communicate with professionals in a real-world setting.

Course Textbook(s) and/or Other Assigned Reading None
Weekly Schedule of Topics Reflections: (120 points, 20 points each) – all students
Students are required to keep a log of their work experiences. This can be daily or weekly entries. The
purpose is to document what the student learned, tasks completed, and reflections about the practical work experience.

- Log 1 reflection and introduction: Students are to introduce themselves, their work, how they found the position and what they hope to learn, summarize their activities so far, and submit as a video or post with photos.
- Log 2 reflection and project brainstorming: Students are to summarize activities since log 1, discuss any problems, situations, topics, or issues they have identified in the workplace or industry that might be interesting to investigate for their project, and submit this as a podcast, blog post, or article.
- Log 3 reflection of degree program: Students are to summarize activities since log 2 and reflect on what aspects of their coursework and/or extracurricular activities are relevant to their work experience.
- Log 4 reflection, project idea summary presentation: Students are to summarize activities since log 3, provide a 250 word or less summary of their project in written or video format.
- Log 5 next steps reflection: Students are to summarize activities since log 4 and reflect on their semester of practical work experience and the remainder of their degree program, especially any thoughts about their projects, and submit as a writeup, or video.
- Log 6 highlight reel and advice to next semester’s students: Students are to, in a video or blog post with photos, present a highlight reel overview of their entire practical work experience and conclude with their advice for the students in future semesters.

Personal and supervisor feedback (50 points, 25 points each) – all students
Students are to submit personal and supervisor statements offering input on the practical work experience.

Practical Work Experience Project (60 points) – Graduate students only
Students are to solve a problem or contribute to the solution of a problem, answer a question related to their experience and write up their findings. It may be an article, poster, newsletter, website, extension publication, policy paper, training curriculum or educational materials, etc. The final format should be relevant to their work experience and contribute to their goals for the course and work experience.
- Draft of Presentation (10 points) – Graduate students only
  A draft of the project idea should be submitted ahead of time for feedback.
- Final Presentation (50 points) - Graduate students only
  Students are to present their practical work experience in 15 minutes via narrated video, or equivalent format. This will include an overview of your workplace, personal experience, and reflection summary.

<table>
<thead>
<tr>
<th>Grading Scheme</th>
<th>Grade</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.9</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.9</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79.9</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73 - 76.9</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72.9</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69.9</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63 - 66.9</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62.9</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>&lt;59.9 and below</td>
<td></td>
</tr>
</tbody>
</table>

Instructor(s) To be determined
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)
PRACTICAL WORK EXPERIENCE
ENY 4941
CREDITS 1-3

COORDINATOR INFORMATION

Certificate Coordinator
Depends on the certificate program.

Contact Information & Hours
Depends on the certificate program.

Workplace Supervisor
To be determined.

Contact Information & Hours
To be determined.

GENERAL INFORMATION

Course Description
Firsthand, authentic work experience in Entomology or Nematology under the supervision of a faculty member and workplace supervisor. Projects vary depending upon the program requirements.

Learning Goals and Objectives
After completing this course, students will be able to:
- Identify problems in the workplace and develop a methodology for addressing the problem.
- Demonstrate and use knowledge gained from practical work experience.
- Manage an accurate record of work performed.
- Generate a practical work experience report.
- Communicate with professionals in a real-world setting.

Pre-requisite and Co-requisite
- Sophomore standing

Course Website
The course content will be available through the course website in Canvas at https://elearning.ufl.edu/. Each week, students are required to view and submit the assignments prior to the assigned due dates to complete the course requirements.

Textbooks/Required Materials
There is no required text in this course. Students should consult in advance with their certificate coordinator/workplace supervisor on the necessity of owning laboratory notebooks or gadgets such as a calculator, laptop computer, etc. to perform their project.
tasks.
Recommended reading includes the following or comparable works on the same topics:

- **Responsible Conduct of Research**, available online at [https://research.ufl.edu/rcr/rcr-training/citi-rcr-training/](https://research.ufl.edu/rcr/rcr-training/citi-rcr-training/).
- **Preparing for your internship**, Virginia Tech Career and Professional Development. [https://career.vt.edu/experience/Internships/prepare.html](https://career.vt.edu/experience/Internships/prepare.html)
- **Intern Tips for Students: A Guide to Making the Most of Your Internship Experience**. [https://www.up.edu/career/handouts/intern-tips-for-students_accessible.pdf](https://www.up.edu/career/handouts/intern-tips-for-students_accessible.pdf)

**Where can I work?**
There are diverse opportunities for students for practical work experience. Students are encouraged to consult their certificate coordinator for potential opportunities. Students are also encouraged to look for these opportunities and once students find these opportunities, they should consult the certificate coordinator for approval. The lists and resources of opportunities and how to search will be posted to Canvas. However, work experiences with family members as employees, supervisors, or business owners will not be approved. Paid and unpaid work experience are allowed.

**How much work do I need?**
Students conducting practical work experience are expected to exercise a significant degree of autonomy in their work, completing tasks with relatively little direct oversight from their workplace supervisor. Nevertheless, the student should dedicate a minimum number of hours to their practical work experience that is consistent with the total credit hours sought for the experience. Besides the minimum expectations outlined in this section of this syllabus, the certificate coordinator/workplace supervisor may also have additional expectations for participation, including attendance at group meetings, workplace meetings, etc.

**1-3 Credit Hours:** Students are expected to devote a minimum of three hours per week of actual work in this class for each credit in which they are enrolled (3 credits = 9 hours of work). Students can enroll in this course multiple times during their study at the University of Florida if necessary. Students should carefully discuss with their certificate coordinator/workplace supervisor about the time expectations for completion of the requirements of the practical work experience, and these expectations should be clearly articulated in the intake Form.
What kind of experience do I choose?
Students are advised to choose an experience in which they will learn the most. Since each student’s programs, interests and goals are unique, students can plan their own practical work experience. Students are encouraged to talk with peers, faculty, mentors, explore extracurricular and in-class activities, reflect on their education and previous employment along with their future goals for ideas and information as they develop a plan. Tips and resources will be available on Canvas.

What will I be doing?
Each student’s daily activities will depend entirely on where the student works. As part of the class, students will use Canvas to post their assignments.

How do I access the course?
This certificate is entirely online. Students will need a computer, tablet, or phone with internet access in order to submit assessment requirements in Canvas. Students will access the course on Canvas via the UF e-learning platform by logging in with their Gatorlink credentials. All class resources, videos, readings assignments, grades, and the current schedule and syllabus can be found on the Canvas site. Students will also need to find a practical work experience ahead of time, arrange for their personal living arrangements, logistics, and any required materials for the position. Students are required to submit an approval form before they start working and register for course credit. The approval form can be obtained on Canvas or by contacting the certificate coordinator.

What are the requirements for entry?
Students must be registered for the certificate in order to undertake practical work experience.

What are the requirements for completion?
Students are to complete the assignments as they work through the semester. Even if a student registers for a different semester than the one in which they work for the practical work experience, or if they complete their practical work experience requirement at different locations or over multiple semesters, they can still access Canvas throughout their program to fulfill their practical work experience requirements. Students may also choose to complete the assessments as they work over multiple semesters, and then take their entire experience into consideration for their project and presentation in their final semester of practical work experience.

Assignments
All assignments will be due by 11:59 pm on Fridays unless otherwise noted. It is in the student’s best interest to keep up with the sequence of assignments as listed here, as one assignment builds into the next and all of them will help with the final project and presentation.  

Reflections: (120 points, 20 points each)
Students are required to keep a log of their work experiences. This can be daily or weekly entries. The purpose is to document what the student learned, tasks completed, and reflections about the practical work experience.
Log 1 reflection and introduction: Students are to introduce themselves, their work, how they found the position and what they hope to learn, summarize their activities so far, and submit as a video or post with photos.

Log 2 reflection and project brainstorming: Students are to summarize activities since log 1, discuss any problems, situations, topics, or issues they have identified in the workplace or industry that might be interesting to investigate for their project, and submit this as a podcast, blog post, or article.

Log 3 reflection of degree program: Students are to summarize activities since log 2 and reflect on what aspects of their coursework and/or extracurricular activities are relevant to their work experience.

Log 4 reflection, project idea summary presentation: Students are to summarize activities since log 3, provide a 250 word or less summary of their project in written or video format.

Log 5 next steps reflection: Students are to summarize activities since log 4 and reflect on their semester of practical work experience and the remainder of their degree program, especially any thoughts about their projects, and submit as a write-up, or video.

Log 6 highlight reel and advice to next semester’s students: Students are to, in a video or blog post with photos, present a highlight reel overview of their entire practical work experience and conclude with their advice for the students in future semesters.

Personal and supervisor feedback (50 points, 25 points each)
Students are to submit personal and supervisor statements offering input on the practical work experience.

GRADING POLICIES

The course grade is based on performance on the assignments. The final grade points will be converted to percentages. The final grade will be assigned as follows:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Point Value</th>
<th>Total Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>20 each</td>
<td>120</td>
</tr>
<tr>
<td>Personal feedback</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Supervisor feedback</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Practical work experience project</td>
<td>Draft</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Final report</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>170</strong></td>
</tr>
</tbody>
</table>
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79.9</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69.9</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62.9</td>
</tr>
<tr>
<td>E</td>
<td>&lt;59.9 and below</td>
</tr>
</tbody>
</table>

Online Course Evaluation Process

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

UNIVERSITY OF FLORIDA POLICIES AND ASSISTANCE

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

Academic Honesty
The university requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF, they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF.

Plagiarism is the use of ideas or writings produced by someone else. You should not use the writings of another person, including material from the internet (WWW), without putting the ideas in your own words, or placing the copied material in quotes and attributing
authorship. In the scientific literature, quotations are rarely used. You should use your own words for answering questions on exams, and in your class project.

As a result of completing the registration form at the University of Florida, every student has signed the following statement:

“I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University. Furthermore, on work submitted for credit by UF students, 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 to be assumed that all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will always be vigorously upheld in this course.

Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to the appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

Software Use
All faculty, staff, and students at 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, www.dso.ufl.edu/drc/

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

- The University Counseling and 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 Resource Center, First Floor JWRU, 392-1601, https://career.ufl.edu/
# Careers for Impact in Microbiology and Cell Science

## Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>New</th>
<th>Ugrad/Pro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Elizabeth Gadsby <a href="mailto:egadsby@ufl.edu">egadsby@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>3/7/2023 5:30:32 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>4/18/2023 10:25:32 PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description of request**

We are requesting approval of an ongoing career survey and preparation course for workforce readiness for undergraduate and graduate students. This course has been taught as a special topics course since Summer 2022 and received strong student evaluations.

## Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Microbiology and Cell Science 60100000</td>
<td>Eric Triplett</td>
<td></td>
<td>3/15/2023</td>
</tr>
<tr>
<td>CALS CC Checklist for Careers E Gadsby.pdf</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td>3/15/2023</td>
</tr>
</tbody>
</table>

No document changes

| University Curriculum Committee | | | | | |

No document changes

| Statewide Course Numbering System | | | | | |

No document changes

| Office of the Registrar | | | | | |

No document changes

| Catalog | | | | | |

No document changes

| Student Academic Support System | | | | | |

No document changes

| College Notified | | | | | |

No document changes
Info

Request: Careers for Impact in Microbiology and Cell Science
Description of request: We are requesting approval of an ongoing career survey and preparation course for workforce readiness for undergraduate and graduate students. This course has been taught as a special topics course since Summer 2022 and received strong student evaluations.
Submitter: Elizabeth Gadsby egadsby@ufl.edu
Created: 4/10/2023 5:15:36 PM
Form version: 6

Responses
Recommended Prefix MCB
Course Level 4

Course Number XXX
Lab Code None
Category of Instruction Joint (Ugrad/Grad)
Course Title Careers for Impact in Microbiology and Cell Science
Transcript Title Microbiology Careers
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 explore career paths through exposure to diverse professionals in the field and prepare application materials for desired opportunities.

Undergraduate students will explore graduate-level education and career paths and express their interests through resumes and online profiles to open doors for experiential learning opportunities including internships. Graduate students will assess how to apply their advanced degrees in professional positions and communicate their skills through CV/resumes and online profiles in preparation for their next career step.

Graduate students will have an additional major project to create a Career Speaker presentation to share another career journey with other students. This project will involve professional networking and informational interview skills. They will also be required to obtain a reference or recommendation letter to include in their application package.

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 prepare students with connections into a variety of Microbiology and Cell Science careers. Essential networking and communication skills will be honed through practical application exercises. A portfolio will be created to identify and obtain suitable experiential learning and career opportunities.
Prerequisites Undergraduates must have completed their Career Readiness check-ins through the UF Career Connections Center.
Co-requisites N/A

Rationale and Placement in Curriculum This course will help increase student’s workforce readiness which is a primary initiative of the Florida Board of Governors. It has been designed in collaboration with the UF Career Connections Center (C3).

Course Objectives After this course, the student will be able to:
- Assess life-science related career options and envision experiential learning and career progression through interviews of professionals in a variety of life science-related careers
- Compose personal impact statement and introduction to communicate their strengths and impacts
- Build a network through peer and professional interactions
- Prepare an application package to pursue career-building opportunities including internships and jobs to match their skills and interests

Course Textbook(s) and/or Other Assigned Reading Work style assessments such as CHOMP, Myers-Briggs Type Indicator, and CliftonStrengths

Weekly Schedule of Topics Module Topics
1 Intro and Objectives
2 Networking
3 Career Speaker #1 & #2
4 Resume / CV Preparation
5 Career Speaker #3 & #4
6 Work Style & Diversity, Equity, Inclusion & Belonging
7 Career Speaker #5 & #6
8 Personal Impact Statement & Elevator Speech
9 Career Speaker #7 & #8
10 LinkedIn, GatorLink / Simplicity Profiles
11 Job Search
12 Professional Networking & Interviewing
13 Stress and Gratitude
14 Application Package Review

Grading Scheme COURSE ASSIGNMENTS
- Career Speakers:
  - View informational interviews of professionals representing various fields including industry, entrepreneurial ventures, government labs, NGOs, health professions, and academia and respond with reflections about learnings. Responses are due the week of the assignment.
  - Self-Discovery and Communication: Due the week following the lecture topic.
  - Review the syllabus and course Canvas site and prepare a personal SMART objective related to the course learning.
  - Identify personal workstyle using an assessment tool of choice and reflect on its expression and engagement with diverse styles.
  - Express unique interests and brand in a personal impact statement
  - Succinctly introduce yourself and a call for action in an elevator speech.
- Networking:
  - Peer networking will be conducted with introductions through the Canvas Discussion Board including at least 2 interactions with classmates.
  - Linkedin Profile will be created and refined with feedback from classmates.
  - Professional networking will involve connecting with at least 3 people in fields of potential career interest.
- Career Search Portfolio: Due at the end of the semester.
  - Identify future opportunities for experiential learning or career progression with at least 5 different options including job and internship postings.
  - Utilize the UF Career Connections Center (C3) services including career coaching, resume review, mock interviews, or workshops
  - Prepare an application package including a tailored cover letter, resume/CV, and thank you message

ASSIGNMENT GRADES- UNDERGRADUATE STUDENTS
Career Speakers Responses (8)= 40% (5% each)
Self-Discovery & Communications: Objectives, Workstyle, Personal Impact Statement, and Elevator
Introduction= 20% (5% each)
Networking: Peer, LinkedIn, Professional= 15% (5% each)
Career Search Portfolio: Opportunity Search= 5%
C3 Interaction= 5%
Application package= 15%
Extra Credit: Additional Career Speaker or C3 Program= 5%

GRADING POLICY
Range

<table>
<thead>
<tr>
<th>Grade Points</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% to 94.0%</td>
<td>A</td>
<td>4.00</td>
</tr>
<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>
<td>1.33</td>
</tr>
<tr>
<td>&lt; 67.0% to 64.0%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>&lt; 64.0% to 60.0%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>&lt; 60.0% to 0%</td>
<td>E</td>
<td>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 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)
Careers for Impact in Microbiology and Cell Science
Graduate and Undergraduate Course Differences

This course is co-taught for undergraduate and graduate students as they both explore career paths through exposure to diverse professionals in the field and prepare application materials for desired opportunities.

Undergraduate students will explore graduate-level education and career paths and express their interests through resumes and online profiles to open doors for experiential learning opportunities including internships. Graduate students will assess how to apply their advanced degrees in professional positions and communicate their skills through CV/resumes and online profiles in preparation for their next career step.

Graduate students will have an additional major project to create a Career Speaker presentation to share another career journey with other students. This project will involve professional networking and informational interview skills. They will also be required to obtain a reference or recommendation letter to include in their application package.

Assignments
Assignment Grades for Undergraduate Students

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Speakers Responses (8)</td>
<td>40% (5% each)</td>
</tr>
<tr>
<td>Self-Discovery &amp; Communications Objectives, Workstyle, Personal Impact Statement, and Elevator Introduction</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Networking Peer, LinkedIn, Professional</td>
<td>15% (5% each)</td>
</tr>
<tr>
<td>Career Search Portfolio Opportunity Search C3 Interaction</td>
<td>5%</td>
</tr>
<tr>
<td>Career Interest Interview</td>
<td>15%</td>
</tr>
<tr>
<td>Extra Credit Additional Career Speaker or C3 Program</td>
<td>5%</td>
</tr>
</tbody>
</table>

Assignment Grades for Graduate Students

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Speakers Responses (6)</td>
<td>30% (5% each)</td>
</tr>
<tr>
<td>Self-Discovery &amp; Communications Objectives, Workstyle, Personal Impact Statement, and Elevator Introduction</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Networking Peer, LinkedIn, Professional</td>
<td>15% (5% each)</td>
</tr>
<tr>
<td>Career Interest Interview</td>
<td>15%</td>
</tr>
<tr>
<td>Career Search Portfolio Job Search Recommendation letter</td>
<td>5%</td>
</tr>
<tr>
<td>Career Search Portfolio Recommendation letter Application package</td>
<td>10%</td>
</tr>
<tr>
<td>Extra Credit Additional Career Speaker or C3 Program</td>
<td>5%</td>
</tr>
</tbody>
</table>
Course Learning Objectives

Undergraduate & Graduate Students

- Assess life-science related career options and envision experiential learning and career progression through interviews of professionals in a variety of life science-related careers
- Compose personal impact statement and introduction to communicate their strengths and impacts
- Build a network through peer and professional interactions
- Prepare an application package to pursue career-building opportunities to match their interests

Additional Course Learning Objectives for Graduate Students

- Conduct an informational interview and obtain a letter of recommendation

Required Reading

Graduate-level students will be required to read their choice of one of the following classic leadership books available through the UF Library Reserves, or another approved option:

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

MCB 4XXX / MCB 6XXX is a 1-credit-hour course that will be co-taught for undergraduate and graduate students.

Course Description
This course will prepare students with connections into a variety of Microbiology and Cell Science careers. Essential networking and communication skills will be honed through practical application exercises. A portfolio will be created to identify and obtain suitable experiential learning and career opportunities.

Course Prerequisites / Corequisites
Undergraduates must have completed their Career Readiness check-ins through the UF Career Connections Center.

Course Learning Objectives
After this course, the student will be able to:

- Assess life science-related career options and envision experiential learning and career progression through interviews of professionals in a variety of life science-related careers
- Compose personal impact statement and introduction to communicate their strengths and impacts
- Build a network through peer and professional interactions
- Prepare an application package to pursue career-building opportunities including internships and jobs to match their skills and interests

Materials and Supply Fees
Optional purchase of work style assessments such as Myers-Briggs Type Indicator, CliftonStrengths; Alternatives of free CHOMP UF C3.

Required Textbooks and 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/). The Help Desk suggests that if you encounter any problem (error messages, etc.) that you take a screen shot of the problem and save it to help them in fixing your problem.
Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro and Objectives</td>
</tr>
<tr>
<td>2</td>
<td>Networking</td>
</tr>
<tr>
<td>3</td>
<td>Career Speaker #1 &amp; #2</td>
</tr>
<tr>
<td>4</td>
<td>Resume / CV Preparation</td>
</tr>
<tr>
<td>5</td>
<td>Career Speaker #3 &amp; #4</td>
</tr>
<tr>
<td>6</td>
<td>Work Style &amp; Diversity, Equity, Inclusion &amp; Belonging</td>
</tr>
<tr>
<td>7</td>
<td>Career Speaker #5 &amp; #6</td>
</tr>
<tr>
<td>8</td>
<td>Personal Impact Statement &amp; Elevator Speech</td>
</tr>
<tr>
<td>9</td>
<td>Career Speaker #7 &amp; #8</td>
</tr>
<tr>
<td>10</td>
<td>LinkedIn, GatorLink / Simplicity Profiles</td>
</tr>
<tr>
<td>11</td>
<td>Job Search</td>
</tr>
<tr>
<td>12</td>
<td>Professional Networking &amp; Interviewing</td>
</tr>
<tr>
<td>13</td>
<td>Stress and Gratitude</td>
</tr>
<tr>
<td>14</td>
<td>Application Package Review</td>
</tr>
</tbody>
</table>

Course Assignments

- Career Speakers:
  - View informational interviews of professionals representing various fields including industry, entrepreneurial ventures, government labs, NGOs, health professions, and academia and respond with reflections about learnings. Responses are due the week of the assignment.
- Self-Discovery and Communication: Due the week following the lecture topic.
  - Review the syllabus and course Canvas site and prepare a personal SMART objective related to the course learning.
  - Identify personal workstyle using an assessment tool of choice and reflect on its expression and engagement with diverse styles.
  - Express unique interests and brand in a personal impact statement
  - Succinctly introduce yourself and a call for action in an elevator speech.
- Networking:
  - Peer networking will be conducted with introductions through the Canvas Discussion Board including at least two interactions with classmates.
  - LinkedIn Profile will be created and refined with feedback from classmates.
  - Professional networking will involve connecting with at least three people in fields of potential career interest.
- Career Search Portfolio: Due at the end of the semester.
  - Identify future opportunities for experiential learning or career progression with at least five different options including job and internship postings.
  - Utilize the UF Career Connections Center (C3) services including career coaching, resume review, mock interviews, or workshops
  - Prepare an application package including a tailored cover letter and resume/CV
Assignment Grades (Undergraduate Students)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Speakers Responses (8)</td>
<td>40% (5% each)</td>
</tr>
<tr>
<td>Self-Discovery &amp; Communications Objectives, Workstyle, Personal Impact Statement, and Elevator Introduction</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Networking</td>
<td>15% (5% each)</td>
</tr>
<tr>
<td>Career Search Portfolio</td>
<td></td>
</tr>
<tr>
<td>Opportunity Search</td>
<td>5%</td>
</tr>
<tr>
<td>C3 Interaction</td>
<td>5%</td>
</tr>
<tr>
<td>Application package</td>
<td>15%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td></td>
</tr>
<tr>
<td>Additional Career Speaker or C3 Program</td>
<td>5%</td>
</tr>
</tbody>
</table>

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>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.0% to 100%</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>90.0% to &lt; 94.0%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87.0% to &lt; 90.0%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>84.0% to &lt; 87.0%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80.0% to &lt; 84.0%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>77.0% to &lt; 80.0%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>74.0% to &lt; 77.0%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70.0% to &lt; 74.0%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>67.0% to &lt; 70.0%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>64.0% to &lt; 67.0%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>60.0% to &lt; 64.0%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>0% to &lt; 60.0%</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 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/](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/](https://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [https://gatorevals.aa.ufl.edu/public-results/](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/sccr/process/student-conduct-honor-code](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code).

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

**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/](http://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](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code).

**Campus Helping Resources:**
Students experiencing crises or personal problems that interfere with their general 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.
Health and Wellness

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

Counseling and Wellness Center: 3190 Radio Road, 352-392-1575,
http://www.counseling.ufl.edu provides counseling services, groups and workshops, outreach and consultation, self-help library, and wellness coaching

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

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

Academic Resources

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

Career Resource Center: https://career.ufl.edu/, 352-392-1601, First Floor Reitz Union. Career assistance and guidance.

Library Support: https://uflib.ufl.edu/ Various ways to receive assistance with respect to using the libraries or finding resources.

Student Success Initiative: https://studentsuccess.ufl.edu/ Pathways to student support through advising, coaching, peer mentoring and tutoring


Disability Services: https://disability.ufl.edu/, 1 Reid Hall, 352-392-8565. Registration, accommodations for disabilities.

On-Line Students Complaints for Online Course: https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint
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

MCB 4XXX / MCB 6XXX is a 1-credit-hour course that will be co-taught for undergraduate and graduate students.

Course Description
This course will prepare students with connections into a variety of Microbiology and Cell Science careers. Essential networking and communication skills will be honed through practical application exercises. A portfolio will be created to identify and obtain suitable experiential learning and career opportunities.

Course Learning Objectives
After this course, the student will be able to:

- Assess life science-related career options and envision experiential learning and career progression through interviews of professionals in a variety of life science-related careers
- Compose personal impact statement and introduction to communicate their strengths and impacts
- Build a network through peer and professional interactions
- Conduct an informational interview and obtain a letter of recommendation
- Prepare an application package to pursue career-building opportunities to match their skills and interests

Materials and Supply Fees
Optional purchase of work style assessments such as Myers-Briggs Type Indicator, CliftonStrengths; Alternatives of free CHOMP UF C3.

Required Textbooks and 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/). The Help Desk suggests that if you encounter any problem (error messages, etc.) that you take a screen shot of the problem and save it to help them in fixing your problem.

Graduate-level students will be required to read their choice of one of the following classic leadership books available through the UF Library Reserves, or another approved option:
Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro and Objectives</td>
</tr>
<tr>
<td>2</td>
<td>Networking</td>
</tr>
<tr>
<td>3</td>
<td>Career Speaker #1 &amp; #2</td>
</tr>
<tr>
<td>4</td>
<td>Resume / CV Preparation</td>
</tr>
<tr>
<td>5</td>
<td>Career Speaker #3 &amp; #4</td>
</tr>
<tr>
<td>6</td>
<td>Work Style &amp; Diversity, Equity, Inclusion &amp; Belonging</td>
</tr>
<tr>
<td>7</td>
<td>Career Speaker #5 &amp; #6</td>
</tr>
<tr>
<td>8</td>
<td>Personal Impact Statement &amp; Elevator Speech</td>
</tr>
<tr>
<td>9</td>
<td>Career Speaker #7 &amp; #8</td>
</tr>
<tr>
<td>10</td>
<td>LinkedIn, GatorLink / Simplicity Profiles</td>
</tr>
<tr>
<td>11</td>
<td>Job Search</td>
</tr>
<tr>
<td>12</td>
<td>Professional Networking &amp; Interviewing</td>
</tr>
<tr>
<td>13</td>
<td>Stress and Gratitude</td>
</tr>
<tr>
<td>14</td>
<td>Application Package Review</td>
</tr>
</tbody>
</table>

Course Assignments

- Career Speakers:
  - View informational interviews of professionals representing various fields including industry, entrepreneurial ventures, government labs, NGOs, health professions, and academia and respond with reflections about learnings. Responses are due the week of the assignment.

- Self-Discovery and Communication: Due the week following the lecture topic.
  - Review the syllabus and course Canvas site and prepare a personal SMART objective related to the course learning.
  - Identify personal workstyle using an assessment tool of choice and reflect on its expression and engagement with diverse styles.
  - Express unique interests and brand in a personal impact statement
  - Succinctly introduce yourself and a call for action in an elevator speech.

- Networking:
  - Peer networking will be conducted with introductions through the Canvas Discussion Board including at least two interactions with classmates.
  - LinkedIn Profile will be created and refined with feedback from classmates.
  - Professional networking will involve connecting with at least three people in fields of potential career interest.

- Career Search Portfolio: Due at the end of the semester.
  - Identify future opportunities for experiential learning or career progression with at least five different options including job and internship postings.
  - Utilize the UF Career Connections Center (C3) services including career coaching, resume review, mock interviews, or workshops
  - Prepare an application package including a tailored cover letter, resume/CV, and thank you message

- Career Interest Interview (graduate students only): Due mid-semester.
  - Research an individual in a desired life science-related field and conduct an informational interview about their career journey. Contribute the recording to the growing library of career speakers to allow other students to gain new insights on career options.
Assignment Grades (Graduate Students)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Speakers Responses (6)</td>
<td>30% (5% each)</td>
</tr>
<tr>
<td>Self-Discovery &amp; Communications Objectives, Workstyle, Personal Impact Statement, and Elevator Introduction</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Networking Peer, LinkedIn, Professional</td>
<td>15% (5% each)</td>
</tr>
<tr>
<td>Career Interest Interview</td>
<td>15%</td>
</tr>
<tr>
<td>Career Search Portfolio Job Search Recommendation Letter Application package</td>
<td>5% 5% 10%</td>
</tr>
<tr>
<td>Extra Credit Additional Career Speaker or C3 Program</td>
<td>5%</td>
</tr>
</tbody>
</table>

Grading Policy

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

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.0% to 100%</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>90.0% to &lt; 94.0%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87.0% to &lt; 90.0%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>84.0% to &lt; 87.0%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80.0% to &lt; 84.0%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>77.0% to &lt; 80.0%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>74.0% to &lt; 77.0%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70.0% to &lt; 74.0%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>67.0% to &lt; 70.0%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>64.0% to &lt; 67.0%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>60.0% to &lt; 64.0%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>0% to &lt; 60.0%</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 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/sccr/process/student-conduct-honor-code](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code).

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

**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/](http://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](http://www.dso.ufl.edu/drc/).

**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.
Health and Wellness

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

Counseling and Wellness Center: 3190 Radio Road, 352-392-1575,
http://www.counseling.ufl.edu provides counseling services, groups and workshops, outreach and consultation, self-help library, and wellness coaching

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.
University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

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

Career Resource Center: https://career.ufl.edu/, 352-392-1601, First Floor Reitz Union. Career assistance and guidance.

Library Support: https://uflib.ufl.edu/ Various ways to receive assistance with respect to using the libraries or finding resources.

Student Success Initiative: https://studentsuccess.ufl.edu/ Pathways to student support through advising, coaching, peer mentoring and tutoring


Disability Services: https://disability.ufl.edu/, 1 Reid Hall, 352-392-8565. Registration, accommodations for disabilities.

On-Line Students Complaints for Online Course: https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint
### Cover Sheet: Request 18411

**WIS2XXX : The Future of Rain Forests (Q2 Permanent)**

#### Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>New</th>
<th>Close</th>
<th>Modify</th>
<th>Ugrad</th>
<th>Gen Ed</th>
<th>Quest</th>
<th>Perm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Emilio Bruna <a href="mailto:embruna@ufl.edu">embruna@ufl.edu</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>3/20/2023 12:08:43 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>4/3/2023 5:28:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of request</td>
<td>Quest 2, Biological Sciences, International</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quest Director</td>
<td>Commented</td>
<td>PV - Quest Director</td>
<td>Andrew Wolpert</td>
<td>Please submit a revised syllabus (see Quest Review Checklist added to the request) and list in the Quest Review Checklist your changes to the syllabus.</td>
<td>3/27/2023</td>
</tr>
<tr>
<td>Bruna_quest_revisions_evals.docx</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3/20/2023</td>
</tr>
<tr>
<td>Quest Director</td>
<td>Approved</td>
<td>PV - Quest Director</td>
<td>Andrew Wolpert</td>
<td></td>
<td>4/3/2023</td>
</tr>
<tr>
<td>WIS2XXX_v2_04032023.docx</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4/3/2023</td>
</tr>
<tr>
<td>Quest Review Checklist_Tropical_Rain_Forests_Bruna.docx</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4/3/2023</td>
</tr>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Wildlife Ecology and Conservation 60470000</td>
<td>Eric Hellgren</td>
<td></td>
<td>4/3/2023</td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td>4/3/2023</td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quest Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Course Numbering System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Academic Support System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Status</td>
<td>Group</td>
<td>User</td>
<td>Comment</td>
<td>Updated</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
<td>------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalog</td>
<td>Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quest</td>
<td>Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Info

Request: WIS2XXX : The Future of Rain Forests (Q2 Permanent)
Description of request: Quest 2, Biological Sciences, International
Submitter: Andrew Wolpert wolpert@ufl.edu
Created: 3/20/2023 7:02:26 PM
Form version: 4

Responses

Recommended Prefix WIS
Course Level 2
Course Number XXX
Category of Instruction Introductory
Lab Code None
Course Title The Future of Tropical Rain Forests
Transcript Title The Future of Rain Forests
Degree Type Baccalaureate
Delivery Method(s) On-Campus
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit No
Amount of Credit 3 credits
S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description This course investigates the fundamental issues addressed by scientists studying tropical rain forests, including what gave rise to their remarkable biodiversity, the drivers and consequences of deforestation, why people are fascinated by rain forests, cultural stereotypes about the tropics, and if forest conservation is compatible with socioeconomic development.
Prerequisites Any Quest 1 course with a minimum grade of C.
Co-requisites N/A
Rationale and Placement in Curriculum Tropical Rain Forests cover only 15% of the Earth’s land surface but contain over 50% of the world’s biodiversity. They are home to millions of people, the source of products central to our lives, are central to the global climate cycle, and they are being cleared at unprecedented rates. They have even become issues in US political campaigns. Because we depend on rain forests and interact with them daily without realizing it, the future of tropical rain forests is central to our own.

Unfortunately, the exuberance, complexity, and vital role in our lives of rain forests are rivaled only by how poorly they are understood by the public, whose ideas about rain forests and the people that live in them are often based on stereotypical depictions reinforced by hundreds of years of high and popular culture (e.g., art, literature, music, film). Students in this course will investigate the same fundamental questions that motivate rain forest researchers around the world: Why are we fascinated by tropical rain forests? What gave rise to their astounding biodiversity? How have humans historically used and modified rain forests? What are the causes and consequences of contemporary deforestation? Finally, what can we do to ensure tropical rain forests have a future? It is ideally suited to the Quest and General Education program because it addresses topics relevant to the lives of students regardless of experience, major, and post-university career goal, provides insights into the scientific underpinnings of a globally important biological topic and the process by which scientists study it, and it provides information and alternative viewpoints for them to consider when making economic, social, and political decisions.

Course Objectives By the end of the course students will be able to:
* Recognize and describe stereotypes about rain forests & their residents
* Analyze rain forest tropes in art, literature, & popular culture
* Discuss & evaluate hypotheses for the origins and maintenance of tropical biodiversity
* Explain & compare human history in rain forests
* Review contemporary threats to rain forests
* Analyze and visualize data on deforestation
* Review and contrast strategies for rain forest conservation & restoration
* Identify rain forests in their daily lives & set personal goals for advancing their conservation
* Produce materials for communicating about rain forests to family and peers

Course Textbook(s) and/or Other Assigned Reading No textbooks are required. All readings will be made available to students free of charge.

Weekly Schedule of Topics
Week 1 Historical Narratives about Rain Forests
Week 2 Rain Forest imagery in Art, Literature, and Pop Culture
Week 3 What is a Rain Forest?
Week 4 Patterns of Biodiversity
Week 5 Origins & Maintenance of Tropical Biodiversity
Week 6 The Paradox of Luxuriance & Forest disturbance
Week 7 Humans are part of Rain Forests
Week 8 Forest cover and forest loss
Week 9 Drivers & Consequences of
Week 10 Climate change
Week 11 Consumer choices
Week 12 International frameworks for Rain Forest Conservation
Week 13 Local Initiatives, Empowered Communities, & Activism
Week 14 Protected areas
Week 15 Forest restoration & regeneration
Week 16 Tropical Rain Forests and Global Health

Grading Scheme Grading Scheme (1000 pts total)
In-class activities (20 @ 20 pts each), 400 pts (40% of final grade)
Movie Reviews, 125 pts (12.5% of grade)
Analytic Essay, 175 pts (17.5% of grade)
Reflective Essay 75 pts (7.5% of grade)
Final Project, 225 pts (22.5% of grade)

Instructor(s) Emilio M. Bruna
Professor
Dept of Wildlife Ecology and Conservation and
Center for Latin American Studies
Permanent Quest and General Education Approval Yes
Previous Temporary Approval 15310
Which level of Quest will this course be offered under? Quest 2

Approved Colleges - Quest 2 College of Agricultural and Life Sciences (CALS)

Quest 2 Objectives Yes
Quest 2 Student Learning Outcomes Yes

Requested GE Classification for Quest 2 B - Biological Sciences , N - International
Requested Writing Requirement Classification None

Course Updates: Temporary vs Permanent requests The following changes have been implemented in response to experiences during the trial phase and student evaluations. First, students came into class with varying level of experience in using MS Excel or Google Sheets to organize and graph data. Because this course includes several activities that require graphing and interpreting data, I developed online tutorial videos to guide students through the steps required to import, organize, and graph data using both of these platforms. Second, I have modified the first major assignment – the review of films set in tropical rain forests – to reduce the number of films reviewed and more clearly define the information they are recording about each film. I have also developed an in-class activity so that students can discuss the results of their reviews with each other in class. Third, I am now dedicating an entire class session to learning about the relationship between forest loss and emerging
tropical diseases. Finally, perhaps my primary challenge when teaching this course, which relies heavily on in-class and active-learning activities, was the volume of material to review and grade. I have therefore invested substantial effort in revising how homework assignments are created and submitted on Canvas in an effort to speed up this process.

- Attendance & Make-up Yes
- Accommodations Yes
- UF Grading Policies for assigning Grade Points Yes
- Course Evaluation Policy Yes
Summary of changes

The following changes have been implemented in response to experiences during the trial phase and student evaluations. First, students came into class with varying level of experience in using MS Excel or Google Sheets to organize and graph data. Because this course includes several activities that require graphing and interpreting data, I developed online tutorial videos to guide students through the steps required to import, organize, and graph data using both of these platforms. Second, I have modified the first major assignment – the review of films set in tropical rain forests – to reduce the number of films reviewed and more clearly define the information they are recording about each film. I have also developed an in-class activity so that students can discuss the results of their reviews with each other in class. Third, I am now dedicating an entire class session to learning about the relationship between forest loss and emerging tropical diseases. Finally, perhaps my primary challenge when teaching this course, which relies heavily on in-class and active-learning activities, was the volume of material to review and grade. I have therefore invested substantial effort in revising how homework assignments are created and submitted on Canvas in an effort to speed up this process.
### Quantitative Evaluation Scores
#### FALL 2021

<table>
<thead>
<tr>
<th>Question Number</th>
<th>University Core Questions</th>
<th>Percentages</th>
<th>Response*</th>
<th>Course**</th>
<th>Department**</th>
<th>College**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q0</td>
<td>The instructor was enthusiastic about the course.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q1</td>
<td>The instructor explained material clearly and in a way that enhanced my understanding.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q2</td>
<td>The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.).</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q3</td>
<td>The instructor fostered a positive learning environment that engaged students.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q4</td>
<td>The instructor provided prompt and meaningful feedback on my work and performance in the course.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q5</td>
<td>The instructor was instrumental to my learning in the course.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q6</td>
<td>Course content (e.g., readings, activities, assignments) was relevant &amp; useful.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q7</td>
<td>The course fostered regular interaction between student and instructor.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q8</td>
<td>Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q9</td>
<td>Overall, this course was a valuable educational experience.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
</tbody>
</table>

### Quantitative Evaluation Scores
#### FALL 2022

<table>
<thead>
<tr>
<th>Question Number</th>
<th>University Core Questions</th>
<th>Percentages</th>
<th>Response*</th>
<th>Course**</th>
<th>Department**</th>
<th>College**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q0</td>
<td>The instructor was enthusiastic about the course.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q1</td>
<td>The instructor explained material clearly and in a way that enhanced my understanding.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q2</td>
<td>The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.).</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q3</td>
<td>The instructor fostered a positive learning environment that engaged students.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q4</td>
<td>The instructor provided prompt and meaningful feedback on my work and performance in the course.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q5</td>
<td>The instructor was instrumental to my learning in the course.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q6</td>
<td>Course content (e.g., readings, activities, assignments) was relevant &amp; useful.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q7</td>
<td>The course fostered regular interaction between student and instructor.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q8</td>
<td>Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Q9</td>
<td>Overall, this course was a valuable educational experience.</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.5</td>
<td>5.5</td>
</tr>
</tbody>
</table>
I. General Information

Course Description

- Is the question (“essential” for Quest 1 and “pressing” for Quest 2) that is the focus of the course explicitly stated in the Course Description and sufficiently highlighted?
  - Yes

- Is the multidisciplinary content of the course explicitly mentioned?
  - Not explicitly
  - This is now covered more explicitly in the last sentence of the course description: “Because these questions and their answers are inherently multidisciplinary, the course will include content from the humanities, social sciences, and biophysical sciences. While the course focuses on tropical countries, a central theme of the course is exploring the individual, local, national and global impacts of tropical rain forests in an increasingly interconnected world.”

- Does the Course Description explain sufficiently how the course engages the relevant Quest 1, Quest 2 and General Education Objectives?
  - Yes, for Quest 2 and Biological Sciences. Engagement with the International Gen objectives could be further elaborated.
  - I added “national and international” to the drivers of deforestation and added a sentence at end of course summary that elaborated on the International Gene objectives.

Required & Recommended Course Materials

- Are all required and recommended course materials properly listed?
  - Yes

- If the course will count towards the Writing Requirement, is a recommended writing manual listed?
  - Yes

Quest and General Education Credit

- Are the Quest and Gen Ed requirements that the course satisfies listed?
  - Yes

- Are links provided to the Quest and Gen Ed objectives that the course satisfies?
  - Yes

- Is the following verbatim statement regarding Quest and Gen Ed credit provided:
A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

- Yes

II. Graded Work

Description of Graded Work

- Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough?
  - Yes

- Are students required to complete at least one writing assignment?
  - Yes

- If the course will satisfy the Quest 1 requirement, does the graded work include one thesis-driven analytical essay of at least 1,000 words (see Syllabus Policy for more information)?
  - N/A

- Does the graded work include experiential learning activity and self-reflection?
  - Yes

- If the course will satisfy the Writing Requirement, does the Graded Work section indicate which assignments count toward the Writing Requirement and how many words students are required to write for those assignments?
  - N/A

Grading Scale

- Is a grading scale and a hyperlink to UF grading policies provided?
  - Yes

Methods of Assessment and/or Grading Rubrics

- Is attendance graded? If so, is the method of grading attendance explained?
  - N/A

- Is participation graded? If so, is a participation rubric provided?
  - Yes

- Will the course include group projects? If so, has a method of assessment or a rubric for group projects been provided?
  - Some in-class activities will be done in groups or in pairs. Unclear from syllabus how students will be graded for these activities.
  - I added additional information to the description of in-class activities. Text added: Activities range from analyzing tropical images in works of art to graphing species...
diversity data to negotiating priority areas for conservation with other groups. Each activity has instructions and a rubric that defines what is required for submission and how grades are assigned; they are designed to be completed in class with the assistance of classmates, the TA, and instructor. Although there will be an in-class activity every class session, only the 20 with the highest score will be included in the final grade.

- If the course will count toward the Writing Requirement, does the Graded Work section include a writing assessment rubric and the required writing statements?
  - N/A

### III. Annotated Weekly Schedule

- Do the Weekly Summaries indicate that the course regularly addresses the essential (Quest 1) / pressing (Quest 2) question mentioned in the Course Description?
  - Yes

- Do the Weekly Summaries indicate that the course focuses sufficiently on the multidisciplinary content mentioned in the Course Description?
  - Yes

- If the course will receive the Diversity or International Gen Ed designation, do the Weekly Summaries indicate that the course regularly includes Diversity or International content?
  - Alignment with the objectives of the International Gen Ed subject area could be made more explicit.
  - I added text to many of the weekly summaries to emphasize the International GenEd aspects (e.g., “global”, “local”, “connections“, “Compare North America and Europe with tropical countries”). Some Examples:
    - Week 1-2: “To introduce and discuss how historical narratives by the first Europeans to visit the tropics…”
    - Week 2-1: “Goal: To compare the presentations of rain forests in global literature and art and evaluate how these depictions have influenced how people in non-tropical countries conceptualize rain forests and the people that live there.”
    - Week 3-1: “Goal: To learn the different ways biologists define the “tropics” and how the structure and dynamics of tropical rain forests differ from those of forests in other parts of the world.”
    - Week 8-1 “and how it varies globally”
    - Week 11-1: Goal: to understand how global production and chains and consumer demand in Europe and North America influence patterns of deforestation in tropical countries.“

- Are page numbers provided for each reading listed in the Weekly Schedule?
• Is the length of each video or film that students are required to watch outside of class provided in the Weekly Schedule?
  o Yes

• Is the amount of time that students need to prepare for class each week appropriate for a lower-division course? Sufficiently rigorous? Too rigorous? Not rigorous enough?
  o Some weeks have minimal homework (e.g., Week 2: 8 pages plus an online newspaper article [5 min.]; Week 3: no readings and only a 2-minute video; Week 5: no readings, and only a 35 minutes of videos).
  o Because the course is taught in a flipped format, most of the “homework” is done in the daily class-activities, with students finalizing and submitting either during class or shortly thereafter. Many of the weeks in which it appeared there were no assigned reading, the relevant articles or news stories are actually being read during the class session. I have placed a few of these in the syllabus so that students can get a head start, and added a few additional readings that are more challenging to the early apart of the course.

IV. Student Learning Outcomes (SLOs)

• Are course learning outcomes clearly stated? Are they assessable?
  o Yes. However, students might be confused because Gen Ed, Quest, and course objectives are also listed in this section. Please consider using the new format for this section (see Guidelines for Permanent Quest Approval).
  o I have converted the SLOs to the new format.

• Do course learning outcomes align with the relevant Quest 1, Quest 2, and General Education learning outcomes?
  o Yes

• Does the syllabus explain sufficiently how the course will assess student achievement of the relevant Quest 1, Quest 2, and General Education learning outcomes?
  o Yes

V. Quest Learning Experiences

• Does the syllabus include a “Quest Learning Experiences” section? If so, does it explain sufficiently the experiential learning and self-reflection components of the course?
  o Yes

VI. Required Policies

• Does the syllabus contain all statements and hyperlinks required by the UF Syllabus Policy, including information on and a hyperlink to the Writing Studio if the course will satisfy the Writing Requirement?
VII. Rigor

- If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)?

  - See comments in Section III
WIS 2323: The Future of Tropical Rain Forests
Quest 2

I. General Information

Class Meetings
- Fall, Semester 2023
- In-person instruction, Enrollment Capacity=76
- Days, Periods, and Location: T4, R4-5 (location TBD)

Instructor
- Emilio M. Bruna (contact: embruna@ufl.edu or (352) 846-0634)
- Office: 380 Grinter Hall
- Office hours: Wednesday and Friday 10:30am-12noon or by appointment

Teaching Assistant(s)
- Name and Contact Information: TBD
- Office location & Hours: TBD

Course Description
Tropical Rain Forests cover approximately 15% of the Earth’s land surface but contain over 50% of the world’s biodiversity. They are also the home to millions of people, the source of products central to our lives, shape global climate, and are being cleared at unprecedented rates. Students in this class will investigate the same fundamental questions asked by researchers studying rain forests: Why are we fascinated by tropical rain forests? What gave rise to their remarkable biodiversity? How have stereotypes about them permeated everything from pop culture to international relations? What are the national and international drivers and consequences of deforestation? Is forest conservation compatible with socioeconomic development? Because these questions and their answers are inherently multidisciplinary, the course will include content from the humanities, social sciences, and biophysical sciences. While the course focuses on tropical countries, a central theme of the course is exploring the individual, local, national and global impacts of tropical rain forests in an increasingly interconnected world.

Quest and General Education Credit
- Quest 2
- Biological Sciences
- International (N)
This course accomplishes the Quest and General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Students are not required to purchase any course materials. All materials, including readings and videos, are made available on the course Canvas page.

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Requirements</th>
<th>Assigned</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class activities</td>
<td>1 per session @ 20 pts each (only 20 with highest score included in final grade)</td>
<td>In-class</td>
<td>By next session</td>
<td>400</td>
</tr>
<tr>
<td>Movie Reviews</td>
<td>Reviews + data sheets</td>
<td>Session 2-2</td>
<td>Session 7-1</td>
<td>125</td>
</tr>
<tr>
<td>Analytic Essay</td>
<td>Essay (1000 words) + graphs</td>
<td>Session 8-2</td>
<td>Session 11-1</td>
<td>175</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>Essay (500-700 words)</td>
<td>Session 10-2</td>
<td>Session 12-2</td>
<td>75</td>
</tr>
<tr>
<td>Final Project</td>
<td>Materials + Description</td>
<td>Session 13-1</td>
<td>Session 16-1</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TOTAL=1000</td>
<td></td>
</tr>
</tbody>
</table>

**In-class activities:** In-class exercises are designed to – among other things – reinforce key concepts from readings and brief lectures, discuss the assigned readings, and learn/practice skills that will be used in the analytical essays or the final project. Some are completed individually, while others require working in groups or pairs. Activities range from analyzing tropical images in works of art to graphing species diversity data to negotiating priority areas for conservation with other groups. Each activity has instructions and a rubric that defines what is required for submission and how grades are assigned; they are designed to be completed in class with the assistance of classmates, the TA, and instructor. Although there will be an in-class activity every class session, only the 20 with the highest score will be included in the final grade.

**Movie Reviews:** Your assignment is to watch three films set in tropical rain forests and briefly explain how the rain forest setting is presented and advances each film's narrative. Your review should not be a summary of the film and its plot (i.e., a descriptive review) or an overall judgment of whether the film is "good" or "bad" (i.e., an evaluative review). Start by documenting the rain forest tropes we discussed in class for each film using the Trope Checklist on the course website, then explain how each film's use of these tropes reinforces or subverts one or more of the historical stereotypes about rain forests and the people that live in them that we discussed in class. Support your claims with specific examples drawn from the movie's plot, characters, visuals, or use of sound.
**Analytic Essay:** Brazil and Indonesia are two of the countries that have the most tropical forest within their borders. Consequently, considerable attention is paid to documenting trends in forest loss in these countries, as well as in trying to infer the internal and external factors - economic, social, political - that might be responsible for any changes in the rates of deforestation over time. Your assignment is to (1) Calculate and compare deforestation in Brazil and Indonesia from 2001-2021, and (2) Identify the factors that are most likely responsible for the observed trends. *[Note: this was the essay for Fall 2022, it will be modified in subsequent years as appropriate]*

**Reflective Essay:** A reflection on what you observed and learned from our simulations of global CO₂ emissions under alternative policy scenarios using the En-ROADS simulation platform and subsequent “climate negotiations”. *[Note: an expanded prompt can be seen below in Section V(2)]*

**Final Project:** To develop materials to communicate information about rain forests with either (a) UF undergraduates or (b) members of your family. This project requires identifying the message and its importance with the COMPASS ‘Message Box’, developing a tool for communicating the message to your chosen audience (e.g., infographic, video message, paintings or works of art, social media posts), and a brief reflection on the process, product, and efficacy. *[Note: The complete assignment includes a thorough description of the COMPASS Message Box, a long list of potential projects with templates, and examples of previous submissions. It is designed to encourage student creativity]*.

**Grading Scale**

For information on how UF assigns grade points, visit: [https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
<td>C</td>
<td>74 – 76%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93%</td>
<td>C-</td>
<td>70 – 73%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
<td>D+</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86%</td>
<td>D</td>
<td>64 – 66%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83%</td>
<td>D-</td>
<td>60 – 63%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
<td>E</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

**Regrades:** Requests for re-evaluation of any quizzes, exams, or assignments will only be considered if accompanied by a letter explaining why you think you deserve additional credit and the number of additional points you think you deserve. The deadline for submitting these requests is one week after the work has been returned.

**Grade Points:** For information on how UF assigns grade points, visit: [https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)

**Participation:** Consistent informed, thoughtful, and considerate class participation is encouraged (and in some cases required). If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., that is not a problem. Please me know me as soon as possible and we will discuss alternative modes of participation.
**Class Discussions & Group Work:** Learning in our class will be achieved in part via work carried out with groups of fellow students. This will require structured and unstructured discussions and dialogues within and between groups, where we will explore some challenging, important problems and increase our understandings of different perspectives and approaches for addressing them. These conversations may not always be easy; we sometimes will make mistakes in both how we communicate our perspective and what we hear other say. There may be times when we need patience, courage, imagination, and of course mutual respect to engage our texts, classmates, instructors, guests, and our own ideas and experiences. *Disrespectful or disruptive behavior will not be tolerated.* And always remember that as scholars we must employ critical thinking, rely on data, and cite verifiable sources and experts to interrogate all assigned readings and subject matter in this course as a means of determining if we agree with classmates and instructors. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

**Attendance:** Though attendance is not required, many of the sessions we will be completing activities in class that count towards your grade. Most of these can be completed independently, but by doing them in class you will benefit from working collaboratively with the other students. *Some of the in-class activities, however, cannot be completed on your own.* If you miss class on one of these days, you can elect to make up the lost points with extra-credit assignments. **If you need to miss class for any reason, please let me know as soon as possible** so we can make arrangements for you to complete assignments and review material you will be missing. I would much rather you focus on your health, attend your conference, or support friends and family in need than struggle to turn in assignments.
## III. Annotated Weekly Schedule

**NOTE:** I PROVIDE A SIMPLIFIED WEEKLY OVERVIEW, FOLLOWED BY AN ANNOTATED SCHEDULE WITH READINGS, ETC. (EG, THE OVERVIEW BELOW IS FROM FALL 2022).

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DISTRIBUTED or DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHY ARE WE FASCINATED BY TROPICAL RAIN FORESTS?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>1 23-Aug</td>
<td>Class Starts Thursday!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 25-Aug</td>
<td>Introductions &amp; Historical Narratives</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>1 30-Aug</td>
<td>Rain forest imagery in Art &amp; Lit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 1-Sep</td>
<td>The Rain Forest in Pop Culture</td>
<td>Movie Reviews Assigned</td>
</tr>
<tr>
<td>THE ECOLOGY &amp; EVOLUTION OF TROPICAL RAIN FORESTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>1 6-Sep</td>
<td>What is a Rain Forest?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 8-Sep</td>
<td>What is a Rain Forest? (cont.)</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>1 13-Sep</td>
<td>Patterns of Biodiversity 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 15-Sep</td>
<td>Patterns of Biodiversity 2</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>1 20-Sep</td>
<td>The origins of tropical biodiversity 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 22-Sep</td>
<td>The origins of tropical biodiversity 2 - FLMNH Trip</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>1 27-Sep</td>
<td>The Paradox of Luxuriance, Forest disturbance, &amp; the maintenance of diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 29-Sep</td>
<td>Humans are part of rain forests</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>1 4-Oct</td>
<td>Narratives Revisited: Biology, History, Fiction, Reality</td>
<td>Movie Reviews Due</td>
</tr>
<tr>
<td></td>
<td>2 6-Oct</td>
<td>JUNGLE FILM FESTIVAL 2022</td>
<td></td>
</tr>
<tr>
<td>THE DRIVERS AND IMPACTS OF DEFORESTATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>1 11-Oct</td>
<td>Forest cover and forest loss I</td>
<td>Analytic Essay Assigned</td>
</tr>
<tr>
<td></td>
<td>2 13-Oct</td>
<td>Forest cover and forest loss II</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>1 18-Oct</td>
<td>Drivers of Deforestation I: Timber, Mining, Infrastructure</td>
<td>Reflective Essay Due</td>
</tr>
<tr>
<td></td>
<td>2 20-Oct</td>
<td>Drivers of Deforestation II: Agriculture</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>1 25-Oct</td>
<td>Climate change</td>
<td>Final Project Assigned</td>
</tr>
<tr>
<td></td>
<td>2 27-Oct</td>
<td>Climate change (cont.)</td>
<td></td>
</tr>
<tr>
<td>THE FUTURE OF TROPICAL RAIN FORESTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>1 1-Nov</td>
<td>Consumer choices</td>
<td>Analytic Essay Due, Reflective Essay Assigned</td>
</tr>
<tr>
<td></td>
<td>2 3-Nov</td>
<td>DURAN FEST 2022</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>1 8-Nov</td>
<td>International frameworks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 10-Nov</td>
<td>Local Initiatives, Empowered Communities</td>
<td>Reflective Essay Due</td>
</tr>
<tr>
<td>Week 13</td>
<td>1 15-Nov</td>
<td>Protected areas</td>
<td>Final Project Assigned</td>
</tr>
<tr>
<td></td>
<td>2 17-Nov</td>
<td>Forest restoration &amp; regeneration</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>1 22-Nov</td>
<td>Project Work Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 24-Nov</td>
<td>No class - holiday</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>1 29-Nov</td>
<td>Tropical Rain Forests &amp; Global Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 1-Dec</td>
<td>Rain Forest Headlines</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>1 6-Dec</td>
<td>What will we do?</td>
<td>Final Project Due</td>
</tr>
<tr>
<td></td>
<td>2 8-Dec</td>
<td>No Class - Reading Days</td>
<td></td>
</tr>
<tr>
<td>Finals Week</td>
<td>16-Dec</td>
<td>Extra Credit / Revised Project due by 2:30 pm</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 1: WHY ARE WE FASCINATED BY TROPICAL RAIN FORESTS?

WEEK 1-1: Course Introduction
Reading: None

WEEK 1-2: Historical Narratives
Goal: To introduce and discuss how historical narratives by the first Europeans to visit the tropics have shaped contemporary perceptions of tropical rain forests and the colonial roots of tropical biology

Reading: Excerpts from Historical Narratives [6 pages: link]

WEEK 2-1 Rain Forest imagery in Art & Literature
Goal: To compare the presentations of rain forests in global literature and art and evaluate how these depictions have influenced how people in non-tropical countries conceptualize rain forests and the people that live there.

Reading:
1) Excerpts from Literature/Poetry [link] (5 pages)
2) Images of artwork [link] (4 pages)

WEEK 2-2 The Rain Forest in Pop Culture
Goal: To compare the presentations of rain forests by the global film and music industry and evaluate how these depictions influence perceptions of tropical countries & people.

Reading:
1) Jolly, Priscilla. 2021. ‘Godzilla vs. Kong’: Monster movies evoke adventure but also ‘dangers’ of tropics. The Conversation. [link to read online] (4 pages)
2) Rose, Steve. 2016. “From Tarzan to Avatar: the problem with ‘the white man in the jungle’”. The Guardian [link to read online] (newspaper story, 5-10 min. read)

SECTION 2: THE ECOLOGY & EVOLUTION OF TROPICAL RAIN FORESTS

WEEK 3-1 What is a Rain Forest?
Goal: To learn the different ways biologists define the “tropics” and how the structure and dynamics of tropical rain forests differ from those of forests in other parts of the world.

Watch: Why does Earth have Deserts? [link to video; 2 min long]

WEEK 3-2 What is a Rain Forest? (cont.)
Goal: to understand the geological history of tropical rain forests, how climate, fire, and geological history drive the tipping point between forests and savannas, and how this biogeographic, geological, and climatic history shaped the evolution of tropical plants and animals

Watch: We will be using the following videos for our in-class activity, you can get a head start by watching them before class.

- [Longleaf Pine Forest] (3 minutes)
- [360 Rain Forest] (11 minutes)
- [Amazon video 1] (1 minute)
- Amazon video 2] (1 minute)
- Amazon video 3] (1 minute)

WEEK 4-1 Patterns of Biodiversity I

Goal: To observe and catalog the diversity of plant and animal life forms that can be found in rain forests and review hypothesized mechanisms for the origins of tropical diversity.

Read: We will be using iNaturalist in class. You can familiarize yourself in advance by reviewing the iNaturalist website https://www.inaturalist.org/ after reading this: Matthew Earl Boone and Mathieu Basille. Using iNaturalist to contribute your nature observations to science (UF EDIS Document WEC413) [link]

Watch: Why Are There So Many Species Near the Equator? [link to video, 4:50 long]

WEEK 4-2 Patterns of Biodiversity II

Goal: An overview of (a) diversity gradients and (b) local patterns of species richness and abundance in tropical forests and (c) how these differ from the temperate zone

Watch:

1) Is this the biggest flower in the world? “BBC Earth: Corpse Flower Stinks of Death” [link to video, 4 min long].
2) A slightly less dramatic video in which you can get a better idea of the flower’s size: [link, 3 min long]
3) Maybe this is the biggest flower: The Titan arum [link to video, 2 min long]

WEEK 5-1: Origins of Tropical Biodiversity

Goal: to understand how interspecific interactions led to the (co)evolution and diversification of tropical biodiversity


WEEK 5-2: Maintenance of Tropical Biodiversity

Goal: to review the biotic and abiotic mechanisms in tropical rain forests that permit the coexistence of so many species.

Watch:

4) An introduction to Army Ants: [link to video, 9 min long]
5) See also this Army Ant Video by the BBC: [link to video, 3 min long]
6) A closer look at the Army Ant Birds: [link to video, 14 min long]

WEEK 6-1: The Paradox of Luxuriance & Forest disturbance
Goal: To understand how such a productive biome can be built on such low-quality soils, and explore the implications of this “Paradox of Luxuriance”


WEEK 6-2 Humans are part of Rain Forests
Goal: To understand the history of human occupation of rain forests including the contemporary demographic transition from rural to urban occupation; to review the different ways in which humans have historically modified rain forests and how this has shaped current rain forest biodiversity.

Listen: NPR’s Throughline Podcast: “There Will Be Bananas” [listen online, 56 min]

WEEK 7-1 Narratives Revisited: Biology, History, Fiction, Reality

Watch: Anthony Bourdain’s Parts Unknown: Congo (S1E8) [link to video, 50 min long]
Read: Bourdain’s Field Notes: Congo [read online, 5 min read]

WEEK 7-2 JUNGLE FILM FESTIVAL 2022

Reading: 1-2 readings TBD based on movie chosen.

SECTION 3: THE DRIVERS AND IMPACTS OF DEFORESTATION

WEEK 8-1 Forest cover and forest loss I
Goal: To learn how forest cover is defined and estimated and how it varies globally

Reading: Nolen, Stephanie (Reporting) with Elkaim, Aaron Vincent (Photographs). 2018. “Inside the Amazon’s Deforestation Crisis”. The Globe and Mail. [read online, 20 min read].

WEEK 8-2 Forest cover and forest loss II
Goal: to use forest cover data to estimate rates of tropical forest loss over time

Reading:
1) Searcey, Dionne (reporting) and Gilbertson, Ashley (photographs). 2022 “Raft by Raft, a Rainforest Loses Its Trees” NY Times. [read online, 10 min read]
2) Devouring the Rain Forest. Washington Post. [read online, 20 min read]
**WEEK 9-1 Drivers & Consequences of Deforestation I: Mining, Timber, Fire, Infrastructure**

**Goal:** learn (a) how deforestation and other human activities alter the structure & functioning of rain forests, and (b) compare how these drivers differ between the African, American, and Asian tropics.

**Reading:**


2) Andreoni, Manuela. 2022. “Stopping wildfires before they start”. *NY Times*. [read online, 10 min read]

**WEEK 9-2 Drivers & Consequences of Deforestation II: Agriculture**

**Goal:** Continue learning (a) how deforestation and other human activities alter the structure & functioning of rain forests, and (b) compare how these drivers differ between the African, American, and Asian tropics.

**Reading:**


2) Mason, Margie & McDowell, Robin. 2020. “Palm oil labor abuses linked to world’s top brands, banks”. *Associated Press*. [read online, 10 min read]

**WEEK 10-1 Climate change I**

**Goal:** To understand the relationship between tropical forests, deforestation, and the global climate cycle.

**Watch:** BBC News: Amazon rainforest: ‘Once it’s gone, it’s gone forever’ (interview with Erika Berenguer). [link to video, 3 min long]

**Read:** Pearce, Fred. 2018. “Rivers in the Sky: How Deforestation Is Affecting Global Water Cycles.” *Yale360*. [read online, 10 min read]

**WEEK 10-2 Climate change II**

**Reading:**

1) Serkez, Yaryna. 2020. Every Place Under threat. *NY Times*. [read online, 10 min read]

2) learn about the EN-ROADS simulator we will be using in class at this [link to website, 15 min read]. You can even start experimenting with it here: [link to site].
SECTION 4: THE FUTURE OF RAIN FORESTS

WEEK 11-1 Consumer choices

Goal: to understand how global production and chains and consumer demand in Europe and North America influence patterns of deforestation in tropical countries.

Reading:
2) Lawal, Shola. 2020. “Our Endless Appetite For Chocolate Has Bitter Environmental Consequences” *Huffington Post*. [read online, 10 min read].
3) Hunt, Chris and Premathilake, Rathnasiri. 2018. “Prehistoric people started to spread domesticated bananas across the world 6,000 years ago.” *The Conversation*. [read online, 5 min]
5) Optional: Williams, Wyatt. 2021. “How Your Cup of Coffee Is Clearing the Jungle”. *NY Times*. [read online] Longer, but really gripping and the article includes a link to an audio version if you prefer to listen to it.

WEEK 11-2 DURIAN FEST 2022

Goal: to learn about the global market in tropical fruit crops and the economic impact of tropical fruit production in Florida.

Reading:
1) Weintraub, Karen. 2019. “They’re Smelly and Spiky, and They Need Bats to Pollinate Them”. *NY Times*. [read online, 5 min read]
3) Frias, Carlos. 2022. “Oddly colored and somewhat phallic: How Miami’s rare tropical fruit went TikTok viral.” *Miami Herald*. [read online, 5 min]

WEEK 12-1 International frameworks

Goal: to learn about the major local, national, and multi-national approaches to reducing deforestation by comparing their efficacy and socioeconomic impacts. REDD and Payment for Ecosystem Services

Reading: UN-REDD Programme: An introduction to REDD+ [link].

Note: this is a slide deck designed to introduce the REDD+ framework to a general audience. The content is exceptional, don’t just read the material – think about how it is being presented (the visuals, graphics, etc.) and if you think it is effective at communicating their message. I’ve asked you to review this because the content is relevant to today’s lesson, and there are valuable lessons for your Final Project in how the material is presented [TL;dr…the presentation is awful…busy slides, too much text, overly complex graphics…we will brainstorm about how it could be improved].
**WEEK 12-2 Local Initiatives, Empowered Communities, & Activism**

**Goal:** to learn about how local communities are engaged in rain forest conservation and sustainable development efforts in the tropics and beyond.

**Reading:**
1) Ruth Maclean (reporting, writing), Caleb Kabanda (reporting), and Nanna Heitmann (photography). 2022. “What do the protectors of Congo’s peatlands get in return?” NY Times. [read online, 10 min read]
2) Kimbrough, L. 2021. “How settlers, scientists, and a women-led industry saved Brazil’s rarest primate”. Mongabay.com [read online, 10 min read].
3) Don’t underestimate what one person can do on their own: “BBC World Service: The man who grew his own rainforest” [link to video, 5 min long] (keep an eye out for the Euglossine bees we learned about earlier in the semester...you can see them collecting scented oil from flowers at 2:04).

**WEEK 13-1 Protected areas**

**Goal:** to learn about different global categories of protected areas, the importance of protected areas in the tropics for conserving forest, and how the threats to protected areas vary regionally and globally.

**Reading:** Dasgupta, Shreya (with research by Annika Schlemm & Zuzana Burivalova). 2017. “Do protected areas work in the tropics?” Mongabay.com. [read online, 25 min read]

**WEEK 13-2 Forest restoration & regeneration**

**Goal:** to learn the difference between passive regeneration and active restoration and assess evidence for whether they can be used to reverse the effects of deforestation

**Reading:**
1) Medici, Patricia. 2015 TED Fellows Talk. “The coolest animal you know nothing about...and how we can save it”. [link to video, 11:20 min long]
2) “Do tapirs defecate in the woods?” 2019. The Economist [read online, 5 min read]
3) Come prepared to make some money: we’re looking into the economic benefits of setting aside land (or not) for conservation. To prepare, look this document over before class: [link, 10-15 min read]

**WEEK 14-1 Project Work Day**

**Reading:** None

**WEEK 14-2 No class: Thanksgiving Holiday**

**Reading:** None
WEEK 15-1 Tropical Rain Forests and Global Health

Goal: to learn about the relationship between deforestation and the emergence and spread of tropical diseases like Zika and Malaria from the tropics to other regions of the globe.

Reading:
1) Lavinas Picq, Manuela 2020. “Spreading Faith, and Disease”. *NY Times*. [read online, 15 min read]
2) Vittor, Amy, Gabriel Zorello Laporta, and Maria Anice Mureb Sallum. 2020. How deforestation helps deadly viruses jump from animals to humans. *The Conversation*. [read online, 15 min read]
3) Kuchipudi, Suresh V. 2020. Why so many epidemics originate in Asia and Africa – and why we can expect more. *The Conversation*. [read online, 10 min]

WEEK 15-2 Rain Forest Headlines

Goal: to learn how journalists based in different countries or different global audiences chose and cover stories about rain forests and deal with the risks of covering this beat.

Reading: Nicas, Jack (reporting) and Moriyama, Victor (Photos, Video). 2022. Inside the Amazon Journey That Left a Journalist and an Activist Dead. *NY Times*. [read online, 15 min read]

WEEK 16-1 What will we do?

Goal: To review and implement some of the actions that we can take locally to ensure the global sustainability of tropical rain forests

Reading: Jennifer Weeks. Ending Amazon deforestation: 4 essential reads about the future of the world’s largest rainforest. *The Conversation* [link] (4 pages)
IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest and General Education learning outcomes as follows:

**Content: Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline(s).**

- Identify, describe, and explain the evolutionary and ecological factors underlying the distribution of biodiversity in tropical rain forests (B). **Assessments:** In-class activities, Final Project
- Understand and be able to explain (a) how humans use and alter rain forests, and (b) the social, economic, and biological consequences of these activities (B, Quest 2). **Assessments:** In-class activities, Reflective Essay, Final Project
- Learn how molecular biology, genomics, remote sensing, computational tools, and other scientific developments have advanced our understanding of the ecology and evolution of rain forest biota (B). **Assessments:** In-class activities, Analytic Essay
- Identify, describe, and explain the historical factors that have shaped cultural perceptions of rain forests and the consequences of these perceptions (Quest 2). **Assessment:** In-class activities, Movie Reviews, Final project
- Explain the primary drivers of forest loss and proposed mechanisms for rain forest conservation (B, Quest 2). **Assessment:** In-class activities, Analytic Essay

**Critical Thinking: Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).**

- Develop and test hypotheses regarding trends in deforestation and how forest regeneration varies geographically with quantitative data on forest cover and use news stories, primary literature, and other sources to propose mechanisms responsible for the patterns observed (B, Quest 2). **Assessment:** In-class activities, Analytic Essay
- Gather and analyze qualitative data on rural-urban migration and human demographic shifts in tropical countries and assess the potential implications of the results for conservation and broader societal issues. (B, Quest 2). **Assessment:** In-class activities, Analytic Essay
- Be able to explain the relationship between deforestation and the global climate cycle and use the En-ROADS global climate simulator to propose and evaluate alternative policy pathways for reducing CO2 emissions (B, Quest 2). **Assessment:** In-class activities, Reflective Essay

**Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).**

- Gather, visualize, summarize, and analyze quantitative data used to study rain forest biology and conservation (Quest 2, B). **Assessment:** In-class activities, Analytic Essay
- Conduct research on multidisciplinary questions relevant to tropical forest biology and conservation, then summarize in writing conclusions based on logical arguments (Quest 2, B) **Assessment:** In-class activities, Analytic Essay, Final Project
• Develop audience-specific content and materials with which to communicate an important issue related to tropical forest biology and conservation (Quest 2). **Assessment:** In-class activities, Reflective Essay, Movie Reviews, Analytic Essay, Final Project

**Connection:** Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.

• Explore, analyze, and reflect on the cultural, economic, and historical experiences of people in rain forest countries, how this compares with our preconceived notions of the same, and the consequences of this disparity for our understanding of rain forests and their conservation (Quest 2). **Assessment:** In-class activities, Movie Reviews, Final Project

• Analyze and reflect on the feedbacks between (1) the actions of individuals, governments, and the private sector, (b) global economic, social, and political conditions, and (c) the status rain forests and the global climate cycle (Quest 2). **Assessment:** In-class activities, Reflective Essay, Analytic Essay

• Documenting and reflect on the ubiquity of tropical forest products in daily life, the role and impact of the global commodity chains that make this possible, and the consequences of consumer behavior for forest conservation and socioeconomic sustainability (Quest 2). **Assessment:** In-class activities, Final Project

• Understand the local, regional, and global ecosystem services provided by tropical rain forests, how these vary geographically, and some of the cultural and ecological factors responsible for these differences. (Quest 2). **Assessment:** In-class activities, Reflective Essay, Analytic Essay, Final Project

**V. Quest Learning Experiences**

1. **Details of Experiential Learning Component**

This course includes multiple experiential learning components, including:

1) an In-home palm oil survey: Students will go through their homes and survey for products they use at least 1-2 times per week that contain palm oil or palm oil derivatives.

2) A Photo Safari at the FLMNH Florida Butterfly Rain Forest: Students will search for examples of plants that are representative of different pollination syndromes and represent different leaf forms.

3) Research on temporal trends in tropical deforestation: Students will gather and analyze data comparing the rates of deforestation in tropical countries and hypothesize as to the mechanisms responsible for the patterns.

2. **Details of Self-Reflection Component**

Students will have the opportunity to select one of the following about which to write a brief self-reflection essay:
1) Having experimented with simulated alternatives for reducing global CO₂, please reflect critically on what you observed and learned from our “climate negotiations”. What trends give you hope that your proposals are possible? What can you personally do to help create the necessary changes? Which of the proposals do you favor and why? Things to keep in mind for your responses and reflection include how well do you think your proposal does in meeting the Paris climate goals, how would the economy be different at different points in the future under your proposal, and what it would it take for your proposal to be realized.

2) Now that semester has ended, take time to reflect critically on the following: (1) what have you learned from your readings, discussions, and preparing your course project about the challenge of communicating about tropical rain forests to audiences that may not know much about them? (2) What actions could you take going forward that to advance rain forest conservation? How likely are you to take them, and what is motivating or hindering your actions?

VI. Required Policies

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

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

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

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

**Counseling and Wellness Center**

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

**The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for 1-on-1 consultations and workshops.

**In-Class Recordings**

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

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

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

**UF Resources for Students**

**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.

Field and Fork Pantry: The Hitchcock Pantry can provide food and toiletries for students experiencing food insecurity. https://pantry.fieldandfork.ufl.edu/.

The Writing Studio: The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.
Modify AEB3114L

Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>Modify</th>
<th>Ugrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Misti Sharp <a href="mailto:mistisharp@ufl.edu">mistisharp@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>3/8/2023 2:05:36 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>4/14/2023 1:40:53 PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of request

We are changing AEB3114L from being a 3000-level course to being a 2000-level course without any pre-requisites. This course is taken by students across the university who often just need one credit hour and value learning about Excel. Because this course is broadly applicable to a variety of students and requires no prior knowledge or skills, we do not believe that it needs a pre-requisite and therefore should be reduced to a 2000-level. This course is not a required course for any major or minor but rather is purely elective and therefore this change is not expected to impact degree completion for any major or minor. We are also updating the description to reflect what we currently cover in this course.

Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Food and Resource Economics 60060000</td>
<td>Lisa House</td>
<td></td>
<td>3/17/2023</td>
</tr>
<tr>
<td>aeb3114l_Syllabus.pdf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3/8/2023</td>
</tr>
<tr>
<td>CALS CC Checklist_2114L.pdf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3/8/2023</td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td>3/17/2023</td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Course Numbering System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalog</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Academic Support System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No document changes
Course|Modify for request 18383

Info

Request: Modify AEB3114L
Description of request: We are changing AEB3114L from being a 3000-level course to being a 2000-level course without any pre-requisites. This course is taken by students across the university who often just need one credit hour and value learning about Excel. Because this course is broadly applicable to a variety of students and requires no prior knowledge or skills, we do not believe that it needs a pre-requisite and therefore should be reduced to a 2000-level. This course is not a required course for any major or minor but rather is purely elective and therefore this change is not expected to impact degree completion for any major or minor. We are also updating the description to reflect what we currently cover in this course.
Submitter: Misti Sharp mistisharp@ufl.edu
Created: 3/8/2023 1:57:35 PM
Form version: 1

Responses
Current Prefix: AEB
Course Level: 3
Number: 114
Lab Code: L
Course Title: Introduction to Agricultural Computer Applications
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? Yes
Current Level: 3
Proposed Level: 2
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? No

Change Co-requisites? No

Rationale We are changing AEB3114L from being a 3000-level course to being a 2000-level course without any pre-requisites. This course is taken by students across the university who often just need one credit hour and value learning about Excel, Access, Word, etc. Because this course is broadly applicable to a variety of students and requires no prior knowledge or skills, we do not believe that it needs a pre-requisite and therefore should be reduced to a 2000-level. This course is not a required course for any major or minor but rather is purely elective and therefore this change is not expected to impact degree completion for any major or minor.
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)
AEB3114L: Introduction to Agricultural Computer Applications – Spring 2023

Course Time and Location:

Fully Online

Instructor information:

Md Azhar Uddin
Email Address: mdazharuddin@ufl.edu
Office Location: 1172 McCarty Hall, A-wing

Office Hours and Location:

Virtual – Tuesdays (12 noon – 1pm), Zoom link - https://ufl.zoom.us/j/5938962780
In-person (or Zoom) – Wednesday (12noon – 1pm). In-person location same as office location

Details about office hours:

Please feel free to join my office hours either in-person or via zoom. If you have a time conflict and cannot make the appointed office hours, please don’t hesitate to email me to schedule an appointment outside office hours. Also, feel free to email me if you have any questions at any point during the course, but please include AEB 3114 in the subject line of the email.

Course Description (from Catalog):

Introduces computer application with specific emphasis on applications used in agricultural businesses. Specific applications include spreadsheets, databases, word processing and DOS.

Prerequisites: None

Undergraduate Advisor: Ms. Danielle Shu; 1170B McCarty Hall A; (352) 294-7640; E-mail: dshu@ufl.edu Office Hours: daily -- 9:00 am – 12:30 pm and 1:30 pm – 4:30 pm

Undergraduate Coordinator: Dr. Misti Sharp; 1189 McCarty Hall A; (352)294-7632; E-mail: mistisharp@ufl.edu Office Hours: Mon and Wed from 2:00 – 3:30

FRE Technology Assistance: Dave Depatie; 1197 McCarty Hall A; (352) 394-7641; E-mail: ddepatie@ufl.edu

Expected Student Learning Outcomes:

At the conclusion of this course the student will be able to use Excel to:
1. Perform basic quantitative analysis
2. Depict data visually
3. Manage large volumes of data
4. Summarize and analyze data
5. Use decision-making tools.

Course Format:

Most of this course will be completed online in a Pearson product – MyLab IT - which you will access through “MyLab and Mastering” on Canvas. The content for this course is based on a Microsoft Office 2019 simulation environment where you will have the opportunity to complete practice activities and complete assignments.

This course is participating in UF All Access, which is a program designed to provide the most affordable option for materials to everyone in this course. You will need to opt in to the program to have access to the course material, instructions for this are provided under Week 1 in Canvas.

After opting into UF All Access, the second step to accessing the course material is to setup your MyLab IT account, instructions for this are also provided under Week 1 in Canvas.

In addition to the e-textbook in MyLab IT, lecture videos for each module will also be posted every week. It is your responsibility to keep up with the lectures. In addition to the time spent watching the lectures, you are expected to work additional time to do the multiple choice quizzes, and the grader assessments which will be assigned from the material. This class is asynchronous (we don’t all watch the lecture or do the activities at the same time), but it is not correspondence or self-paced (where you can do the work any time before the end of the semester). Students are expected to log into Canvas, a password-protected authentication Learning Management System, on a regular basis throughout the term. Extended absences, defined as repeated failure to complete grader assessment on-time must be coordinated with the instructor.

Please let me know if you have any questions concerning the course format

Course Materials:

The textbook that this class will be based on is:

Title: Exploring Microsoft Office Excel 2019 Comprehensive
Author: Poatsy, Mulbery, Krebs, Hogan, Rutledge & Grauer

Access to this textbook is provided digitally through MyLab and Mastering

Course Outline:

1. Office 365 Common Features
   - No due date for assessment
2. Chapter one - Introduction to Excel: Creating and Formatting a Worksheet
   - Due date for end-of-chapter quiz and grader assessment – 01/30/2023
3. Chapter two – Formulas and Functions: Performing Quantitative Analysis
   - Due date for end-of-chapter quiz and grader assessment – 02/06/2023
4. Chapter three – Charts: Depicting Data Visually
   • Due date for end-of-chapter quiz and grader assessment – 02/13/2023
5. Chapter four – Datasets and Tables: Managing Large Volumes of Data
   • Due date for end-of-chapter quiz and grader assessment – 02/20/2023
6. Chapter five – Subtotals, PivotTables and PivotCharts: Summarizing and Analyzing Data
   • Due date for end-of-chapter quiz and grader assessment – 02/27/2023
   • Due date for end-of-chapter quiz and grader assessment – 03/06/2023
8. Chapter seven – Specialized Functions: Using Date, logical, Statistical, and Financial Functions
   • Due date for end-of-chapter quiz and grader assessment – 03/20/2023
   • Due date for end-of-chapter quiz and grader assessment – 03/27/2023
10. Chapter nine – Multiple-Sheet Workbook Management: Ensuring Quality Control
    • Due date for end-of-chapter quiz and grader assessment – 04/03/2023
11. Chapter ten – Power Add-Ins: Managing Data
    • Due date for end-of-chapter quiz and grader assessment – 04/10/2023
12. Chapter eleven – Additional Specialized Functions: Using Text, Database, and Lookup Functions (optional)
    • Due date for end-of-chapter quiz and grader assessment – 04/17/2023

Note: The instructor reserves the right to change the terms and dates stated in this course syllabus at any time. Any changes will be communicated on e-learning as an announcement. It is solely the student’s responsibility to stay informed of any changes.

***By enrolling in this course, you are agreeing to the terms outlined in this syllabus!!***

Grading Policy

Your final grade will be calculated based on the following weights:

**End-of-chapter quiz: 20%**

**Grader assessments: 70%**

**Discussion board participation: 10%**

Final grades will be assigned as follows

94% - 100 %    A
90% - 93.9%    A-
87% - 89.9%    B+
84% - 86.9%    B
80% - 83.9%    B-
77% - 79.9%    C+
74% - 76.9%    C
70% - 73.9%    C-
67% - 69.9%  D+
64% - 66.9%  D
61% - 63.9%  D-
Less than 61%  E

Information on UF grading policies for assigning grade points can be obtained from this website. https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

*End-of-chapter quiz:* These are short multiple-choice quizzes at the end of each chapter

*Grader assessments:* These are practical exercises that are designed to help you apply the content of each chapter to real-world scenarios. **You will have 3 attempts to complete each grader assessment, with opportunities to improve on failed attempts before attempting again.**

*The due dates for the quizzes and grader assessments will be posted on Canvas (and Mylab IT).*

*Discussion board:* In order to foster higher engagement, students will be required to participate in discussion boards. There will be a total of 4 discussions, which will collectively account for 10% of the final grade (2.5% weight on each discussion). Each discussion will involve students posting their opinions about a topic that relates to the course material. You are highly encouraged to respond to other’s posts, however, you will only be graded based on your own initial post (and you will not be able to see other posts until you have posted yours). I will grade the discussion board very leniently, so please do not feel pressured to make a “perfect” post. The goal of this discussion board is just to encourage engagement with the course material, while you also earn more credit for your final grade.

Each discussion topic and the deadline for completion will be posted on Canvas.

*To determine your final grade, I will drop the lowest grader assessment and the lowest end-of-chapter quiz. In addition, chapter 11 will be an optional chapter for those that need to improve a Grader or Quiz, you can use these grades to replace another grade from the required chapters.*

*Simulation exercises:* These are short hands-on exercises in a simulated Excel environment to help you clearly understand the chapter content. It features learning aids which guide you in each exercise, including in finding and correcting your mistakes. **I will hold (optional) sessions on Tuesdays during office hours where we will work through the exercises together. Working through the simulated exercises will help you perform better on the grader projects.**
Syllabus

Attendance and Make-Up Work: Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/ In general, you are expected to be in class each day and submit all work on time on e-Learning.

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

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students are 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/.

In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled.

The only allowable purposes are: (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

**University Honesty Policy**
UF students are bound by The Honor Pledge: “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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

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

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

**Campus Resources:**

**Health and Wellness**
*U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

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

*Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](mailto:helpdesk@ufl.edu) 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](http://example.com) for more information.

**On-Line Students Complaints:** View the [Distance Learning Student Complaint Process](http://example.com).
AEB 2144L: Introduction to Agricultural Computer Applications – Fall 2023

Course Time and Location:

Fully Online

Instructor information:

Md Azhar Uddin
Email Address: mdazharuddin@ufl.edu
Office Location: 1172 McCarty Hall, A-wing

Office Hours and Location:

Virtual – Tuesdays (12 noon – 1pm), Zoom link - https://ufl.zoom.us/j/5938962780
In-person (or Zoom) – Wednesday (12noon – 1pm). In-person location same as office location

Details about office hours:

Please feel free to join my office hours either in-person or via zoom. If you have a time conflict and cannot make the appointed office hours, please don’t hesitate to email me to schedule an appointment outside office hours. Also, feel free to email me if you have any questions at any point during the course, but please include AEB 3114 in the subject line of the email.

Course Description (from Catalog):

Introduces spreadsheets with specific emphasis on applications used in agricultural businesses. Specific applications include data entry, formulas and functions, data visualizations, and add-ins for statistics and business decision making.

Prerequisites: None

Undergraduate Advisor: Ms. Danielle Shu; 1170B McCarty Hall A; (352) 294-7640; E-mail: dshu@ufl.edu Office Hours: daily-- 9:00 am – 12:30 pm and 1:30 pm – 4:30 pm

Undergraduate Coordinator: Dr. Misti Sharp; 1189 McCarty Hall A; (352)294-7632; E-mail: mistisharp@ufl.edu Office Hours: Mon and Wed from 2:00 – 3:30

FRE Technology Assistance: Dave Depatie; 1197 McCarty Hall A; (352) 394-7641; E-mail: ddepatie@ufl.edu

Expected Student Learning Outcomes:

At the conclusion of this course the student will be able to use Excel to:
1. Perform basic quantitative analysis
2. Depict data visually
3. Manage large volumes of data
4. Summarize and analyze data
5. Use decision-making tools.

**Course Format:**

Most of this course will be completed online in a Pearson product – MyLab IT - which you will access through “MyLab and Mastering” on Canvas. The content for this course is based on a Microsoft Office 2019 simulation environment where you will have the opportunity to complete practice activities and complete assignments.

This course is participating in UF All Access, which is a program designed to provide the most affordable option for materials to everyone in this course. You will need to opt in to the program to have access to the course material, instructions for this are provided under Week 1 in Canvas.

After opting into UF All Access, the second step to accessing the course material is to setup your MyLab IT account, instructions for this are also provided under Week 1 in Canvas.

In addition to the e-textbook in MyLab IT, lecture videos for each module will also be posted every week. It is your responsibility to keep up with the lectures. In addition to the time spent watching the lectures, you are expected to work additional time to do the multiple choice quizzes, and the grader assessments which will be assigned from the material. This class is asynchronous (we don’t all watch the lecture or do the activities at the same time), but **it is not correspondence or self-paced (where you can do the work any time before the end of the semester)**. Students are expected to log into Canvas, a password-protected authentication Learning Management System, on a regular basis throughout the term. Extended absences, defined as repeated failure to complete grader assessment on-time must be coordinated with the instructor.

*Please let me know if you have any questions concerning the course format*

**Course Materials:**

The textbook that this class will be based on is:

Title: Exploring Microsoft Office Excel 2019 Comprehensive
Author: Poatsy, Mulbery, Krebs, Hogan, Rutledge & Grauer

Access to this textbook is provided digitally through MyLab and Mastering

**Course Outline:**

1. Office 365 Common Features
   - No due date for assessment
2. Chapter one - Introduction to Excel: Creating and Formatting a Worksheet
   - Due date for end-of-chapter quiz and grader assessment – 9/1/2023
3. Chapter two – Formulas and Functions: Performing Quantitative Analysis
4. Chapter three – Charts: Depicting Data Visually
   • Due date for end-of-chapter quiz and grader assessment – 9/15/2023
5. Chapter four – Datasets and Tables: Managing Large Volumes of Data
   • Due date for end-of-chapter quiz and grader assessment – 9/29/2023
6. Chapter five – Subtotals, PivotTables and PivotCharts: Summarizing and Analyzing Data
   • Due date for end-of-chapter quiz and grader assessment – 9/29/2023
   • Due date for end-of-chapter quiz and grader assessment – 10/13/2023
8. Chapter seven – Specialized Functions: Using Date, logical, Statistical, and Financial Functions
   • Due date for end-of-chapter quiz and grader assessment – 10/20/2023
   • Due date for end-of-chapter quiz and grader assessment – 10/27/2023
10. Chapter nine – Multiple-Sheet Workbook Management: Ensuring Quality Control
    • Due date for end-of-chapter quiz and grader assessment – 11/03/2023
11. Chapter ten – Power Add-Ins: Managing Data
    • Due date for end-of-chapter quiz and grader assessment – 11/17/2023
12. Chapter eleven – Additional Specialized Functions: Using Text, Database, and Lookup Functions (optional)
    • Due date for end-of-chapter quiz and grader assessment – 12/1/2023

Note: The instructor reserves the right to change the terms and dates stated in this course syllabus at any time. Any changes will be communicated on e-learning as an announcement. It is solely the student’s responsibility to stay informed of any changes.

Grading Policy

Your final grade will be calculated based on the following weights:

End-of-chapter quiz: 20%
Grader assessments: 70%
Discussion board participation: 10%

Final grades will be assigned as follows

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 93.9%</td>
<td>A-</td>
</tr>
<tr>
<td>87% - 89.9%</td>
<td>B+</td>
</tr>
<tr>
<td>84% - 86.9%</td>
<td>B</td>
</tr>
<tr>
<td>80% - 83.9%</td>
<td>B-</td>
</tr>
<tr>
<td>77% - 79.9%</td>
<td>C+</td>
</tr>
<tr>
<td>74% - 76.9%</td>
<td>C</td>
</tr>
<tr>
<td>70% - 73.9%</td>
<td>C-</td>
</tr>
<tr>
<td>67% - 69.9%</td>
<td>D+</td>
</tr>
<tr>
<td>64% - 66.9%</td>
<td>D</td>
</tr>
</tbody>
</table>
Information on UF grading policies for assigning grade points can be obtained from this website. [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

**End-of-chapter quiz:** These are short multiple-choice quizzes at the end of each chapter

**Grader assessments:** These are practical exercises that are designed to help you apply the content of each chapter to real-world scenarios. **You will have 3 attempts to complete each grader assessment, with opportunities to improve on failed attempts before attempting again.**

**The due dates for the quizzes and grader assessments will be posted on Canvas (and Mylab IT).**

To determine your final grade, I will drop the lowest grader assessment and the lowest end-of-chapter quiz. In addition, chapter 11 will be an optional chapter for those that need to improve a Grader or Quiz, you can use these grades to replace another grade from the required chapters.

**Discussion board:** To foster higher engagement, students will be required to participate in discussion boards. There will be a total of 4 discussions, which will collectively account for 10% of the final grade (2.5% weight on each discussion). Each discussion will involve students posting their opinions about a topic that relates to the course material. You are highly encouraged to respond to other’s posts, however, you will only be graded based on your own initial post (and you will not be able to see other posts until you have posted yours). I will grade the discussion board very leniently, so please do not feel pressured to make a “perfect” post. The goal of this discussion board is just to encourage engagement with the course material, while you also earn more credit for your final grade. Each discussion topic and the deadline for completion will be posted on Canvas.

**Simulation exercises:** These are short hands-on exercises in a simulated Excel environment to help you clearly understand the chapter content. It features learning aids which guide you in each exercise, including in finding and correcting your mistakes. **I will hold (optional) sessions on Tuesdays during office hours where we will work through the exercises together. Working through the simulated exercises will help you perform better on the grader projects.**
Attendance and Make-Up Work: Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/ In general, you are expected to be in class each day and submit all work on time on e-Learning.

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

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students are 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/.

University Honesty Policy
UF students are bound by The Honor Pledge: “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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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

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

Campus Resources:

Health and Wellness
Syllabus

*U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

*University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

**Academic Resources**

*E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

*Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

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

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


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

*On-Line Students Complaints*: View the Distance Learning Student Complaint Process.
Modify AEB3935

Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>Modify</th>
<th>Ugrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Misti Sharp <a href="mailto:mistisharp@ufl.edu">mistisharp@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>3/8/2023 2:25:48 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>3/17/2023 12:27:33 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of request</td>
<td>We are changing AEB3935 from being a 3000-level course to being a 2000-level course without any pre-requisites. This course is taken by students in their first semester in FRE (typically this is when they transfer into FRE as juniors). This class requires no prior knowledge or skills so we do not believe that it needs a pre-requisite and therefore should be reduced to a 2000-level. The instructor has also received feedback that this class is a lot of work for a 1 credit hour course and that there is a very high expectation of outside of class time spent on this course. As such, we are increasing the credits from 1 to 2 credits with 1 credit being in class lecture, and 1 credit accounted for by outside of lecture activities. The schedule breaks down on a weekly basis the lecture activities and asynchronous activities. This course is a required course for all Food and Resource Economics so this change will be incorporated into updated model semester plans for all of our specializations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Food and Resource Economics 60060000</td>
<td>Lisa House</td>
<td>3/17/2023</td>
<td></td>
</tr>
<tr>
<td>CALS CC Checklist_2935.pdf</td>
<td></td>
<td></td>
<td></td>
<td>3/8/2023</td>
<td></td>
</tr>
<tr>
<td>AEB3935-FRESeminar-Spring2023.pdf</td>
<td></td>
<td></td>
<td></td>
<td>3/8/2023</td>
<td></td>
</tr>
<tr>
<td>AEB2935-FRESeminar-Fall 2023.pdf</td>
<td></td>
<td></td>
<td></td>
<td>3/8/2023</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td>3/17/2023</td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Course Numbering System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalog</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Academic Support System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course|Modify for request 18384

Info

Request: Modify AEB3935
Description of request: We are changing AEB3935 from being a 3000-level course to being a 2000-level course without any pre-requisites. This course is taken by students in their first semester in FRE (typically this is when they transfer into FRE as juniors). This class requires no prior knowledge or skills so we do not believe that it needs a pre-requisite and therefore should be reduced to a 2000-level. The instructor has also received feedback that this class is a lot of work for a 1 credit hour course and that there is a very high expectation of outside of class time spent on this course. As such, we are increasing the credits from 1 to 2 credits with 1 credit being in class lecture, and 1 credit accounted for by outside of lecture activities. The schedule breaks down on a weekly basis the lecture activities and asynchronous activities. This course is a required course for all Food and Resource Economics so this change will be incorporated into updated model semester plans for all of our specializations.
Submitter: Misti Sharp mistisharp@ufl.edu
Created: 3/8/2023 2:18:05 PM
Form version: 1

Responses

Current Prefix AEB
Course Level 3
Number 935
Lab Code None
Course Title Food and Resource Economics Seminar
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? Yes
Current Level 3
Proposed Level 2
Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes
Current Credit Hours 1
Proposed Credit Hours 2
Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Course Type Seminar
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? No

Change Co-requisites? No

Rationale We are changing AEB3935 from being a 3000-level course to being a 2000-level course without any pre-requisites. This course is taken by students in their first semester in FRE (typically this is when they transfer into FRE as juniors). This class requires no prior knowledge or skills so we do not believe that it needs a pre-requisite and therefore should be reduced to a 2000-level. The instructor has also received feedback that this class is a lot of work for a 1 credit hour course and that there is a very high expectation of outside of class time spent on this course. As such, we are increasing the credits from 1 to 2 credits with 1 credit being in class lecture, and 1 credit accounted for by outside of lecture activities. The schedule breaks down on a weekly basis the lecture activities and asynchronous activities. This course is a required course for all Food and Resource Economics so this change will be incorporated into updated model semester plans for all of our specializations.
AEB2935 Course Information

COURSE DESCRIPTION
This course is designed to assist your introduction to the department and university. This course will emphasize the development of academic and personal skills supporting success as well as familiarize yourself with available resources.

COURSE OBJECTIVES
AEB2935 aims to meet the following Learning Objectives:

- Recall activities and university resources that positively impact individual student success
- Plan networking methods for both in person and online interactions
- Develop introductory professional documents such as resumes and profiles for online platforms
- Identify and discuss individual strengths in a professional and student development lens
- Assemble a strategic development plan to increase opportunity for post-graduation employment in FRE related industries
- Identify example careers of FRE alumni with attendance of 5 required guest speaker lectures, and choice of at least 4 pre-recorded lectures
- Gain FRE-specific connections in regards to academic development through interaction with faculty and introductions to departmental opportunities including research, organizations, and graduate school

REQUIRED PURCHASES
Students will be required to purchase at least a code for StrengthsFinder (also is known as StrengthsQuest). Students may also purchase the book w/ code:

Title: StrengthsFinder 2.0
Author: Tom Rath
ISBN: 978-1595620156

Please Note: If Purchased NEW, will include code for StrengthsQuest

Danielle Shu | STAFF INSTRUCTOR

Note I will interact with you via Canvas and your UF Email in relation to this course. I do NOT check Canvas messages every day, so please email if urgent. Should the below times NOT work, please schedule an appointment!

Contact Information:
Email: dshu@ufl.edu (most responsive method of contact)
Calendly: www.calendly.com/dshu-fre

Format Schedule:
Drop-In Hours: MWF 1:30PM—4PM subject to advisor availability
Office Hours: 4PM—5PM on Tuesdays
**Academic Honesty:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel.

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: [https://sccr.dso.ufl.edu/process/student-conduct-code/](https://sccr.dso.ufl.edu/process/student-conduct-code/)

**Plagiarism (3E):** The Student Honor Code and Student Conduct Code states that:

"A Student must not represent as the Student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- Self-plagiarism, which is the reuse of the Student’s own submitted work, or the simultaneous submission of the Student’s own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- Submitting materials from any source without proper attribution.
- Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

**Complicity in Violating the Student Honor Code (3B):** The Student Honor Code and Student Conduct Code states that:

“Attempting, aiding, encouraging, facilitating, abetting, conspiring to commit, hiring someone else to commit, giving or receiving bribes to secure, or being a participant (by act or omission) in any act prohibited by the Student Honor Code” Therefore, please be aware how your actions may potentially lead to future violations of the Student Honor Code.

**Process of Honor Code Violations in AEB3935:**
All instances of potential violations of the code will be reported to the UF SCCR team for further investigation. I do NOT email students beforehand nor do I discuss the case details with the student. I can only explain the general process.
Course Evaluations

(Required wording to be stated verbatim in the syllabus): UF students are bound by The Honor Pledge: “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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

COVID-19 University Policy

As Gators, we are characterized by our resilience as well as our commitment to caring for one another. In that vein, the university welcomes – but does not require – people to wear masks on campus. Further, in alignment with guidance from the Centers for Disease Control and Prevention as well as UF Health, we continue to encourage everyone to vaccinate to minimize their risk of COVID-19. To learn more about COVID-19 vaccines, testing and related topics, visit coronavirus.ufhealth.org.

Attendance & Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/. In general, you are expected to be in class each day and submit all work on time on e-Learning.

In AEB3935, I provide ALL students with 3 “free” absences for them to use for whatever reason throughout the semester. This is typically used for if you are feeling under the weather, attending an event, etc. Should you miss more than 3 days, I will work with students on a case-by-case basis but missed attendance points are not guaranteed.

Students Requiring Accommodations

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

If you are interested in learning more about the DRC and potential accommodations that can be offered to students based on needs can be found here: https://disability.ufl.edu/students/accommodations/. Receiving accommodations requires a formal intake appointment by a DRC Learning Specialist and often requires additional medical documentation.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students are 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/.
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.

Software Use

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

Campus Helping Resources

Health and Wellness

_U Matter, We Care_: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

_Counseling and Wellness Center_: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

_Student Health Care Center_: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

_University Police Department_: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

_UF Health Shands Emergency Room / Trauma Center_: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Academic Resources

_E-learning technical support_: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

_Library Support_: Various ways to receive assistance with respect to using the libraries or finding resources.

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

_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.
In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled.

The only allowable purposes are: (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

UF Dates & Deadlines

As a University of Florida student, it is important to note the university’s official dates and deadlines for the academic calendar year. A full list can be found on the UF Catalog (https://catalog.ufl.edu/UGRD/dates-deadlines/2022-2023/#fall23text).

Several important dates and deadlines for the Fall 2023 semester are specified below:

**Academic Calendar:**
- Drop/Add Period: August 23-25 & 28-29
- Classes End: December 6
- Reading Days: December 7 & 8
- Final Exams: December 9—15*

**Withdrawal (Dropping ALL Fall Courses) & Drop Deadlines:**
- Withdrawal (No Fee Liability): August 29
- Withdrawal (25% Refund): Sept. 15
- Withdrawal Deadline: Nov. 20
- Drop Deadline (subject to college approval): Dec. 6

**Graduation Related Deadlines:**
- Degree Applications Due: Sept. 15
- Final Grades & Degree Status Available: Dec. 20

**Fee Payments Due (University Bursar):**
- Sept. 1 by 3:30PM

**Holidays (no classes):**
- September 4: Labor Day
- October 6-7: Homecoming
- November 10: Veterans Day (Observed)
- November 11: Veterans Day
- November 22-25: Thanksgiving Break

Original file: AEB2935-FRESeminar-Fall 2023.pdf
Diversity, Equity, & Inclusion

The University of Florida’s College of Agricultural and Life Sciences (CALS) supports the University of Florida’s commitment to diversity, equity, and inclusion. By fostering a sense of belonging for students, staff, and faculty, while leveraging the uniqueness of the people who study and work at the university, we believe our campus community is enriched and enhanced by diversity, including but not limited to, race, ethnicity, national origin, gender, gender identity, sexuality, class, and religion. This course will support an understanding of the diversity of our distance and campus communities as well as our agricultural and natural resource communities, locally and globally.

This course will strive to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. In this class we will take the following approaches to help achieve this:

- All course participants will use the names and pronouns provided by students for use in class. If these differ from those that appear in official university records, you can change your Display Name at One.UF.
- If your performance in this course is being impacted by your experiences inside and/or outside the classroom, do not hesitate to contact the instructor. Instructors in CALS are a great resource for you and you may provide feedback anonymously. Feedback may result in general announcements to the class, if necessary, or reporting to appropriate UF personnel to address your concerns.
- CALS instructors and TAs like many people, are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that makes you feel uncomfortable, please discuss with your instructor or contact the CALS Dean’s Office (cals-dean@ufl.edu).

Lauren’s Promise

I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year old honors student athlete, was murdered on October 22, 2018, by a man she briefly dated on the University of Utah Campus. We must all take actions to ensure this never happens again. Any form of sexual harassment or violence will not be excused or tolerated at the University of Florida.

If you are experiencing sexual assault, relationship violence, or stalking, you can take the following actions:

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.
- Seek confidential sources of support and help:
  - UFPD Office of Victim Services: 51 Museum Road, 352-392-5648
  - Sexual Assault Recovery Services (SARS): Infirmary Building, 352-392-1161
  - Alachua County Rape Crisis Center (confidential): 352-264-6760
UF Success Program

The University of Florida sees student success as a collaborative effort by all parties (administrations, faculty, staff, and students). As such, the university developed the Student Success collaboration initiative to “successfully educate students while shepherding them through a period of change and growth” through positive relationship building. UF defines Student Success as:

“Student Success at the University of Florida is a shared responsibility where all members of the UF community inspire intellectual growth, engagement, holistic wellness, and a solution-focused disposition that catalyzes student persistence, timely graduation, and personal achievement for societal benefit.”

It is encouraged that students utilize resources available to them as a UF student should they need them. Initiatives facilitated by the Student Success initiative assists in this effort by providing services such as peer tutoring and mentoring, success coaching, and directory information regarding well-being, campus resources, remote learning, and advanced registration. As many students in AEB3935 are first-semester transfer students, it is important to ensure a successful transition to UF. Students who feel they need assistance in leveraging their personal, professional, and academic success may request a Success Coach here: https://studentsuccess.ufl.edu/coaching/

Land and Labor Acknowledgements

Land Acknowledgements are formal statements in recognition and to pay respects. Classroom lectures for AEB3935 as required for the Food and Resource Economics program take place on the University of Florida main campus located in Gainesville, Florida. We acknowledge that the land which this course takes place is traditional indigenous territory. It is appropriate to take time to acknowledge and show respect and gratitude to Indigenous Peoples who call this land home.

We see Indigenous Peoples as traditional stewards of this land and understand the enduring relationships that exist between Indigenous Peoples and their traditional territories. We recognize that the University of Florida—Gainesville, FL resides on the lands of the Seminole, Mascogo, Miccosukee, and Timucua people.

We ask individuals participating in AEB3935 to consider reflecting on the legacies of settler colonialism, forced relocation, violence, and erasure— but also resistance, survivance, and sovereignty— that inform their relationship to Indigenous Peoples, past, present and future.

In addition to acknowledging the land in which we reside on, it is also important to recognize and acknowledge the historical free and forced labor that built our country, state, and higher education institutions. We understand these sacrifices and continued impacts that can be felt and witnessed today.

Students who wish to learn more about Land and Labor Acknowledgements can find more information below:

Land Acknowledgement (US Dept. of Arts and Culture): https://usdac.us/nativeland/


Original file: AEB2935-FRESeminar-Fall 2023.pdf
Overview of Assignments

SYLLABUS & STUDENT HONOR AND CONDUCT CODE QUIZ:
After reviewing the syllabus and information regarding the UF Student Honor and Conduct Code, you will be tested to ensure you understand the expectations of the course and the university’s in the academic setting. As both of these will be covered during the first in person day of class, it is suggested you wait to take the quiz until after class. However, you are free to complete it early if desired. The quiz is limited to 2 attempts, so please review beforehand! Top attempt used for grading.

INTRODUCTION DISCUSSION POST:
This assignment will allow your instructor and peers to learn about you and what you are looking to get out of FRE. Please post a short introduction with an appropriate meme describing you in the discussion group and change your profile picture within Canvas to complete the assignment.

CAMPUS RESOURCE QUIZ:
Getting to know UF and the larger community early can set you up for success in your college career by being knowledgeable of available resources. Since we only have a limited amount of time in class, this assignment hopes to utilize a quiz format to increase awareness. Question formats include multiple choice as well as free response.

STUDENT INVOLVEMENT QUIZ + REPORT:
Involvement is a crucial part of the student experience. We encourage you to explore your personal and professional interests via clubs and organizations on campus. As a head start, students will complete a Student Activities and Involvement Quiz online. Submit this and a plan of what you hope to get involved with this semester and long term.

RESUME LECTURE QUIZ:
To provide the most flexibility for students during the Non-Technical Career Showcase Day, lecture will be offered asynchronously. This is also open if students wish to view the lecture prior to Showcase. To ensure students are obtaining the knowledge needed, you will be required to complete a quiz on the lecture provided.

STRENGTHSQUEST: (Submit online and have report for class)
StrengthsQuest gives students the opportunity to develop strengths by building on their greatest talents – the way in which they most naturally think, feel, and behave as unique individuals. You will have the opportunity to take this assessment and be able to integrate the results into your academic plans. Please note participation in the activity is a portion of the assignment grade.

Please note: You MUST purchase a code (we recommend Top 5 ONLY with Educator Pricing) if you do not purchase the StrengthsFinder book. You may find the website and purchase a code here: www.strengthsquest.com

RESUME:
A great resume is not only essential to a successful internship/job search, but also key to obtaining various involvement and leadership opportunities within the College and UF. Create a current resume (one page) using the resources available on the Career Resource Center’s website (https://career.ufl.edu/students/prepare-for-your-search/prepare-your-tools/).

When submitting your final resume, please make sure to submit a PDF copy of your resume to maintain formatting across platforms. Non-PDF resumes will NOT be accepted. If you wish to have your resume reviewed earlier, please submit early and let me know.

ONLINE NETWORKING PROFILES (LINKEDIN AND GATOR CAREERLINK):
As a University of Florida student, it’s important to be familiar with the resources available to you. In addition to networking on popular website such as LinkedIn, the Gator CareerLink is a career portal for UF students to utilize. Employers use this platform to recruit UF students and alumni. This is also a hub for upcoming events, resources, professional opportunities, and much more.

Create a professional profile on LinkedIn and Gator CareerLink. You may find additional details and a rubric on Canvas. Students new to Gator CareerLink are encouraged to use this guide: https://career.ufl.edu/wp-content/uploads/2020/03/GCL_Student_Quick-Start-Guide.pdf
Overview of Assignments (Cont.)

ACADEMIC ADVISING:
Many programs (Food and Resource Econ. Included) require most courses to be taken in lock step order. Successful students visit their advisor at least once a semester. To ensure you will remain on track, you will be required to look at your degree audit and come up with a draft schedule for the upcoming semester and note any academic goals you may have (i.e. minor, graduate program, etc.) Submitting the assignment will provide structure and allow FRE students specifically to receive feedback prior to Advanced Registration.

FRE Students: Note that a degree checklist with suggested plan is usually emailed to you. Feel free to work based on that. No appointment with me is required.

Non-FRE Students: Meet with major advisor

Graduating Students: Provide post-grad plans

GUEST SPEAKER SERIES:
The Food and Resource Economics major opens up a wide variety of job opportunities across many industries. Understanding this, the last 5 class lectures will be held virtually and host a diverse set of FRE alumni guest speakers to share their experience in FRE, their job search, and details about their current professional background.

Prior to class, it is encouraged that you view at the upcoming guest speaker and submit a question regarding their background or experience.

These questions may be selected during the Q&A portion of the lecture. You are free to submit questions in the Zoom Chat during class, but please remember to submit this in the class assignment before the 11:59PM deadline that evening.

There are 5 guest speakers, so there are 5 assignments in this category in total for a combined 50 point total.

Extra Credit On-Your-Own Opportunities (Optional)

UF SCCR ACADEMIC INTEGRITY MODULE
Educational module developed by the UF Student Conduct and Conflict Resolution Office. In the module, participants engage in scenarios and quizzes used to increase the understanding of the University’s Student Honor Code. To receive credit, complete the module including a 100% on the final quiz—submit a screenshot.

UF CAREER CONNECTIONS CENTER EXPRESS DROP-INS
Get your resume or LinkedIn profile reviewed by a Career Coach. Drop-ins are typically around 15-20 minute long—No Appointment Needed! To receive credit, submit proof of attendance as well as the document that was reviewed + final product after edits.

LINKEDIN LEARNING DEVELOPMENT
As a UF student, you are able to access LinkedIn Learning FOR FREE! After creating your LinkedIn profile, invest time completing a LinkedIn Learning Course/Certification. I will post suggested courses, but an open for a conversation if there’s a course you wish to use for extra credit.
**Out Of Class Attendance & Assignments**

To supplement class discussion and engage you in opportunities at UF, some out of class assignments will be included in your grade. If you cannot make these events, there are make-up assignments. Excused absences for these activities will follow the same guidelines as missing a class. If you have a scheduling conflict, please submit the excuse in writing along with documentation before the end of Drop/Add to obtain an alternative assignment.

**CAREER SHOWCASE**

Career Showcase is an university-wide event in which recruiters from across the globe come in to table at the O'Connell Center. There are two days of the event, but most FRE students attend the non-technical day. For more information about Career Showcase please visit: https://career.ufl.edu/events-and-programs/career-fairs/career-showcase/

**Career Showcase at the O'Connell Center**

**Non-Technical Day:** Sept. 19 at 9AM—3PM*

**Technical Day:** Sept. 20 at 9AM—3PM

Students enter the event each day using Gate 3

*Non-Technical day preferred

The assignment is composed of 2 components:

1. **Prep-Work**—Prior to Career Showcase, use your Gator CareerLink to explore companies at the event and positions they are hoping to fill. Select 3 companies you are interested in with 1 position each that you would be interested in applying for this Fall. Please include information explaining your fit for the position and how this furthers your professional long-term goals.

2. **Reflection**—After going to Career Showcase and speaking with these three companies, reflect on your experience. Considering this is an event that happens 2x per year, it’s best to use this to see how you can improve your approach and qualifications between now and the next event.

If you are unable to make this event, please contact me by the end of Drop/Add for an alternative assignment.

**DEVELOPMENT PLAN**

With many students engaging in AEB3935 during their first semester in Food and Resource Economics, the final project for the course will summarize your current state as a student and where you plan to go to seek professional and personal development. The assignment has 2 components:

1. **Professional Interview**—Using your new founded research skills using LinkedIn, find an individual currently serving in a role you have an interest in potentially pursuing after graduation. Meet with one of these contacts and learn more about the day-to-day of the position and receive feedback on how to best prepare for that type of work. This can be used for students exploring specific graduate programs as well. Summarize with a reflection.

2. **Development Plan**—After meeting with your new connection, using the information provided in the meeting, develop a game plan between now and graduation. In addition to doing well in your classes, what is your plan to engage in developing opportunities (professionally and personally). Develop 5 SMART goals you wish to accomplish the next semester and 5 SMART goals you would like to accomplish within the next year. Include how you will achieve these goals, why they are important, and how you will build off of these goals to reach your long term goals (and what that looks like).

Should you need assistance with this assignment, I am happy to meet with students via appointment to discuss connections on LinkedIn and provide guidance on what to focus on in the assignment. However, these appointments are on a first-come-first-serve basis. If I do not have time, I do not have time.
Out of Class Attnd. & Assignments (Cont.)

FACULTY INTERVIEW
In FRE, we take the time to get to know each of you personally, so that we can assist you in a more meaningful way. For the assignment, please schedule an appointment with a faculty member in the department. It’s best to find a faculty member in which you both share similar interests (i.e. research focus). You will be required select a minimum number of questions from a questionnaire bank to ask your faculty member. However, you are open to asking additional questions as well. Submit this and a small reflection. We hope to discuss in class should time allow. To ensure students are planning ahead, the appointment is split into two portions (scheduling and completing). Plan accordingly.

Please Note: All faculty have been instructed that they may only have 5 students meet with them for this assignment.

CAREER PLANNING APPOINTMENT
It is important to be intentional with the time and activities you participate in while at UF. To complete the assignment, you will schedule and complete a Career Planning Appointment with the Career Connections Center. You can use this guide on how to make an appointment HERE. Choose any of the Topics 2-4; 7-9.

To ensure students are planning ahead, the appointment is split into two portions (scheduling and completing). Plan accordingly. After the appointment, you will submit proof of the completed appointment and a reflection covering what you have learned as a result and how you hope to utilize the information received in your professional development as a UF student.

Extra Credit Event Opportunities (Optional)

CAREER CONNECTIONS CENTER EVENT
In addition to Career Showcase, the Career Connections Center puts on several events throughout the semester. Events by C3 are split up by topic on Canvas but often include Industry Engagement Sessions, OTHER Career Fairs not used for assignment credit, or Workshops/Programs in an area not covered in class.

Industry Engagement Opportunities: https://career.ufl.edu/events-and-programs/industry-engagement-opportunities/
Career Fairs Calendar: https://career.ufl.edu/events-and-programs/career-fairs/
Workshops & Programs: https://career.ufl.edu/events-and-programs/workshops/
For credit, submit proof of attendance and small reflection on key takeaways.

OTHER STUDENT LIFE EVENTS
In addition to the events housed by the Career Connections Center, various offices under Student Life host events beneficial for students. Events include the UF Study Abroad Fair, Student Involvement Fair, Majors & Minors Fair, etc. Should you participate in one of these events, for credit, submit a picture of you participating at the event and a short reflection of why you attended the event, what you learned as a result of attending the event, and any information you hope to use in your action plan for your development. A full list of events will be listed in the Module overview page.
ASSIGNMENTS
The assignments that you turn in should be college level work. You are responsible for knowing and understanding the content of the syllabus.

All assignments should be typed and double-spaced if applicable. The font should be 12 point Times New Roman with 1" page margins.
Print your name at the top of the first page of the assignment and number each additional page. Failure to have your name on your assignment may result in a zero.

NOTE: Work submitted late will result in a 10% point deduction for each day submitted after deadline. No work accepted after the Friday after the assignment was originally due.

Grading Scale
Grades will be based on the scale below with a total of 540 points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>(502+ points)</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>(486-501 points)</td>
</tr>
<tr>
<td>B+</td>
<td>87-90%</td>
<td>(470-485 points)</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>(448-469 points)</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>(432-447 points)</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>(416-431 points)</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>(394-415 points)</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>(378-393 points)</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>(362-377 points)</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
<td>(340-361 points)</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
<td>(324-339 points)</td>
</tr>
<tr>
<td>E</td>
<td>0-59%</td>
<td>(323 or below points)</td>
</tr>
</tbody>
</table>

ASSIGNMENT POSSIBLE POINTS

GENERAL ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (10 points each, must attend at least 12/15 live classes)</td>
<td>120</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Academic Integrity and Dean of Students Office Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Introduction Discussion Post</td>
<td>10</td>
</tr>
</tbody>
</table>

CAREER AND PROFESSIONAL DEVELOPMENT ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume</td>
<td>50</td>
</tr>
<tr>
<td>Online Professional Branding (LinkedIn + Gator CareerLink)</td>
<td>50</td>
</tr>
<tr>
<td>Career Planning Appointment (Schedule 10 pts + Complete 40 pts)</td>
<td>50</td>
</tr>
<tr>
<td>Career Showcase</td>
<td>40</td>
</tr>
<tr>
<td>StrengthsQuest</td>
<td>20</td>
</tr>
<tr>
<td>Student Activities and Involvement Quiz</td>
<td>10</td>
</tr>
</tbody>
</table>

BASIC CAMPUS AND STUDENT SUCCESS KNOWLEDGE

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Interview (Schedule 10 pts + Complete 40 pts)</td>
<td>50</td>
</tr>
<tr>
<td>Campus Resource Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Academic Advising Registration Prep—Proposed Spring Schedule</td>
<td>10</td>
</tr>
</tbody>
</table>

PERSONAL DEVELOPMENT AND EXPLORATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Engagement—Question Submitted for Review (10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Development Plan</td>
<td>50</td>
</tr>
</tbody>
</table>

TOTAL 540
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>In-Class Activities</th>
<th>Assignments</th>
<th>Speaker</th>
</tr>
</thead>
</table>
| 0    | Aug. 23    | **Asynchronous Only:** Syllabus Review  
(No Live Lecture as Semester Begins on a Wednesday)                                                                                           | Introduction Discussion  
Syllabus Quiz                                                                                               | Danielle Shu                                                                               |
| 1    | Aug. 29    | **Live Lecture:** Student Conduct and Conflict Resolution (SCCR) Office  
**Asynchronous Only:** Other Offices Under Dean of Students Office (DSO)                                                                 | Dean of Students + Academy Integrity Quiz  
Syllabus Quiz                                                                                               | Student Conduct & Conflict Resolution & Danielle Shu                                          |
| 2    | Sept. 5    | **Live Lecture:** Resume Workshop  
**Asynchronous Only:** Tailoring Application Materials                                                                                                      | Resume Assignment                                                                              | Career Connections Center Career Coach                                                       |
| 3    | Sept. 12   | **Live Lecture:** Online Profiles—LinkedIn & Gator CareerLink  
**Asynchronous Only:** Prep for Career Fairs & Similar Events                                                                                       | LinkedIn + Gator CareerLink Assignment  
StrengthsQuest Assessment                                                                                     | Career Connections Center Career Coach                                                       |
| 4    | Sept. 19   | **Live Lecture:** NONE—Please Attend Career Showcase  
**Asynchronous Only:** Applying for Jobs—Tips & Tricks  
*Required Event: Career Showcase (9/19 & 9/20 9AM-3PM)*                                                      | Career Showcase Assignment                                                                       | Career Connections Center Career Coach                                                       |
| 5    | Sept. 26   | **Live Lecture:** StrengthsQuest  
**Asynchronous Only:** Using Strengths in Hiring Process                                                                                              | Career Planning Appointment  
(Confirmation of SCHEDULED Appointment)                                                                  | Career Connections Center Career Coach                                                       |
| 6    | Oct. 3     | **Live Lecture:** High Impact Practices (Involvement, Research, Internships—Oh my!) \  
**Asynchronous Only:** Student Activities & Involvement at UF                                                                                     | Involvement Quiz  
(Can be found on the UF SAI Website)  
Faculty Interview  
(Confirmation of SCHEDULED Interview)                                                            | FRE Honors Coordinator, Dr. Caleb Stair & Danielle Shu                                          |
| 7    | Oct. 10    | **Live Lecture:** Study Abroad in College of Ag. & Life Sciences  
**Asynchronous Only:** Academic Advising in FRE                                                                                                      | Registration Prep Assignment  
Career Planning Appointment  
(Completion of the Appointment)                                                                   | CALS Study Abroad Representatives                                                             |
| 8    | Oct. 17    | **Live Lecture:** Graduate Programs Related to FRE  
**Asynchronous Only:** FRE Alumni in Graduate Programs                                                                                               | Faculty Interview  
(Completion of Assignment)                                                                     | Graduate Prog. Representatives                                                              |
| 9    | Oct. 24    | **Live Lecture:** Dimensions of Wellness—GatorWell  
**Asynchronous Only:** Division of Student Life Resources                                                                                         | Campus Resource Quiz                                                                           | GatorWell & Danielle Shu                                                                     |
| 10   | Oct. 31    | **Live Lecture:** Introduction to the Development Plan  
**Asynchronous Only:** Wandering Strategies + Possible Lives                                                                                         | Guest Speaker Question (#1)                                                                     | Danielle Shu                                                                               |
| 11-15| Nov. 7 — Dec. 6 | **Live Lecture (Zoom Only):** Guest Speaker Series (1x per week)  
**Asynchronous Only (Except for Week of Nov. 21st—Thanksgiving):** Pre-Recorded Guest Speaker Lectures from Previous Semesters (Choose 4 Based on Career Interest) | Following Week’s Guest Speaker Question Assignment (#2—5)  
Development Plan: Dec. 6th                                                                      | FRE Alumni—Speakers TBA                                                                    |

Original file: AEB2935-FRESeminar-Fall 2023.pdf
AEB 3935
FOOD AND RESOURCE ECONOMICS SEMINAR

COURSE DESCRIPTION
This course is designed to assist your transition into the Food and Resource Economics Department within the College of Agricultural and Life Sciences at the University of Florida. This seminar course will emphasize the development of academic and personal skills supporting success at the University of Florida, as well as familiarize you with campus resources. Active participation in learning, including openly discussing student issues, will help you make the most of this experience.

COURSE OBJECTIVES
The Food and Resource Economics Seminar educates new students to maximize their learning and development by creating environments which provide opportunities for:
• Skills for academic and personal success
• Appreciation for and commitment to a diverse learning community
• Personal, social, emotional, and intellectual skills necessary for involvement in leadership and service in the university community
• Acclimation and connection to the department and college and its resources

This course also connects students to key resources at UF including a staff/faculty member who is motivated and passionate in helping new students transition to UF’s campus and classes.

REQUIRED PURCHASES
Students will be required to purchase at least a code for StrengthsFinder (also known as StrengthsQuest). EDU pricing available with UFL email. Students may also purchase the book w/ code:

Title: StrengthsFinder 2.0
Author: Tom Rath
ISBN: 978-1595620156

Please Note: If Purchased NEW, will include code for StrengthsQuest

Danielle Shu | STAFF INSTRUCTOR

Office Hours (Appointment Only—Use Calendly). Note I will interact with you via Canvas and your UF Email in relation to this course. I do NOT check Canvas messages every day, so please email if urgent.

Contact Information:
Email: dshu@ufl.edu (most responsive method of contact)
Calendly: www.calendly.com/dshu-fre

Format Schedule:
Drop-In Hours: MWF 1:30PM—4PM subject to advisor availability
Appointment blocks all other times outside of class time.
Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel.

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: https://sccr.dso.ufl.edu/process/student-conduct-code/

Plagiarism (3E): The Student Honor Code and Student Conduct Code states that:

"A Student must not represent as the Student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- Self-plagiarism, which is the reuse of the Student’s own submitted work, or the simultaneous submission of the Student’s own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- Submitting materials from any source without proper attribution.
- Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

Complicity in Violating the Student Honor Code (3B): The Student Honor Code and Student Conduct Code states that:

“Attempting, aiding, encouraging, facilitating, abetting, conspiring to commit, hiring someone else to commit, giving or receiving bribes to secure, or being a participant (by act or omission) in any act prohibited by the Student Honor Code” Therefore, please be aware how your actions may potentially lead to future violations of the Student Honor Code.

Process of Honor Code Violations in AEB3935:

All instances of potential violations of the code will be reported to the UF SCCR team for further investigation. I do NOT email students beforehand or discuss changing of charges or sanctions.
### Academic Honor Code & Academic Honesty (Cont.)

(Required wording to be stated verbatim in the syllabus): UF students are bound by The Honor Pledge: “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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### COVID-19 University Policy

As Gators, we are characterized by our resilience as well as our commitment to caring for one another. In that vein, the university welcomes – but does not require – people to wear masks on campus. Further, in alignment with guidance from the Centers for Disease Control and Prevention as well as UF Health, we continue to encourage everyone to vaccinate to minimize their risk of COVID-19. To learn more about COVID-19 vaccines, testing and related topics, visit coronavirus.ufhealth.org.

### Attendance & Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/. In general, you are expected to be in class each day and submit all work on time on e-Learning.

In AEB3935, I provide ALL students with 3 “free” absences for them to use for whatever reason throughout the semester. This is typically used for if you are feeling under the weather, attending an event, etc. Should you miss more than 3 days, I will work with students on a case-by-case basis but missed attendance points are not guaranteed.

### Students Requiring Accommodations

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

If you are interested in learning more about the DRC and potential accommodations that can be offered to students based on needs can be found here: https://disability.ufl.edu/students/accommodations/. Receiving accommodations requires a formal intake appointment by a DRC Learning Specialist and often requires additional medical documentation.

### Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students are 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/.
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.

Software Use

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

Campus Helping Resources

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

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

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

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

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


Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled.

The only allowable purposes are: (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

### UF Dates & Deadlines
As a University of Florida student, it is important to note the university’s official dates and deadlines for the academic calendar year. A full list can be found on the UF Catalog (https://catalog.ufl.edu/UGRD/dates-deadlines/2022-2023/#spring23text).

Several important dates and deadlines for the Spring 2023 semester are specified below:

**Academic Calendar:**
- Drop/Add Period: January 9—13
- Classes End: April 26
- Reading Days: April 27 & 28
- Final Exams: April 29—May 5

**Graduation Related Deadlines:**
- Degree Applications Due: February 3
- Commencement Weekend: May 5—7
- Final Grades & Degree Status Available: May 10

**Fee Payments Due (University Bursar):**
January 20th by 3:30PM

**Withdrawal (Dropping ALL Fall Courses) & Drop Deadlines:**
- Withdrawal (No Fee Liability): January 13
- Withdrawal (25% Refund): February 3
- Withdrawal Deadline: April 14
- Drop Deadline (subject to college approval): April 14

**Holidays (no classes):**
- January 16: MLK Jr. Day
- March 11—18: Spring Break
Diversity, Equity, & Inclusion

The University of Florida’s College of Agricultural and Life Sciences (CALS) supports the University of Florida’s commitment to diversity, equity, and inclusion. By fostering a sense of belonging for students, staff, and faculty, while leveraging the uniqueness of the people who study and work at the university, we believe our campus community is enriched and enhanced by diversity, including but not limited to, race, ethnicity, national origin, gender, gender identity, sexuality, class, and religion. This course will support an understanding of the diversity of our distance and campus communities as well as our agricultural and natural resource communities, locally and globally.

This course will strive to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. In this class we will take the following approaches to help achieve this:

- All course participants will use the names and pronouns provided by students for use in class. If these differ from those that appear in official university records, you can change your Display Name at One.UF.

- If your performance in this course is being impacted by your experiences inside and/or outside the classroom, do not hesitate to contact the instructor. Instructors in CALS are a great resource for you and you may provide feedback anonymously. Feedback may result in general announcements to the class, if necessary, or reporting to appropriate UF personnel to address your concerns.

- CALS instructors and TAs like many people, are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that makes you feel uncomfortable, please discuss with your instructor or contact the CALS Dean’s Office (cals-dean@ufl.edu).

Lauren’s Promise

I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year old honors student athlete, was murdered on October 22, 2018, by a man she briefly dated on the University of Utah Campus. We must all take actions to ensure this never happens again. Any form of sexual harassment or violence will not be excused or tolerated at the University of Florida.

If you are experiencing sexual assault, relationship violence, or stalking, you can take the following actions:

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.
- Seek confidential sources of support and help:
  - UFPD Office of Victim Services: 51 Museum Road, 352-392-5648
  - Sexual Assault Recovery Services (SARS): Infirmary Building, 352-392-1161
  - Alachua County Rape Crisis Center (confidential): 352-264-6760
The University of Florida sees student success as a collaborative effort by all parties (administrations, faculty, staff, and students). As such, the university developed the Student Success collaboration initiative to “successfully educate students while shepherding them through a period of change and growth” through positive relationship building. UF defines Student Success as:

“Student Success at the University of Florida is a shared responsibility where all members of the UF community inspire intellectual growth, engagement, holistic wellness, and a solution-focused disposition that catalyzes student persistence, timely graduation, and personal achievement for societal benefit.”

It is encouraged that students utilize resources available to them as a UF student should they need them. Initiatives facilitated by the Student Success initiative assists in this effort by providing services such as peer tutoring and mentoring, success coaching, and directory information regarding well-being, campus resources, remote learning, and advanced registration. As many students in AEB3935 are first-semester transfer students, it is important to ensure a successful transition to UF. Students who feel they need assistance in leveraging their personal, professional, and academic success may request a Success Coach here: https://studentsuccess.ufl.edu/coaching/

Land Acknowledgements are formal statements in recognition and to pay respects. Classroom lectures for AEB3935 as required for the Food and Resource Economics program take place on the University of Florida main campus located in Gainesville, Florida. We acknowledge that the land which this course takes place is traditional indigenous territory. It is appropriate to take time to acknowledge and show respect and gratitude to Indigenous Peoples who call this land home.

We see Indigenous Peoples as traditional stewards of this land and understand the enduring relationships that exist between Indigenous Peoples and their traditional territories. We recognize that the University of Florida—Gainesville, FL resides on the lands of the Seminole, Mascogo, Miccosukee, and Timucua people.

We ask individuals participating in AEB3935 to consider reflecting on the legacies of settler colonialism, forced relocation, violence, and erasure— but also resistance, survival, and sovereignty— that inform their relationship to Indigenous Peoples, past, present and future.

In addition to acknowledging the land in which we reside on, it is also important to recognize and acknowledge the historical free and forced labor that built our country, state, and higher education institutions. We understand these sacrifices and continued impacts that can be felt and witnessed today.

Students who wish to learn more about Land and Labor Acknowledgements can find more information below:

Land Acknowledgement (US Dept. of Arts and Culture): https://usdac.us/nativeland/


Original file: AEB3935-FRESeminar-Spring2023.pdf
Overview of Assignments

SYLLABUS & STUDENT HONOR AND CONDUCT CODE QUIZ:
After reviewing the syllabus and information regarding the UF Student Honor and Conduct Code, you will be tested to ensure you understand the expectations of the course and the university’s in the academic setting. As both of these will be covered during the first in person day of class, it is suggested you wait to take the quiz until after class. However, you are free to complete it early if desired. The quiz is limited to 2 attempts, so please review beforehand! Top attempt used for grading.

INTRODUCTION DISCUSSION POST:
This assignment will allow your instructor and peers to learn about you and what you are looking to get out of FRE. Please post a short introduction with an appropriate meme describing you in the discussion group and change your profile picture within Canvas to complete the assignment.

CAMPUS RESOURCE QUIZ:
Getting to know UF and the larger community early can set you up for success in your college career by being knowledgeable of available resources. Since we only have a limited amount of time in class, this assignment hopes to utilize a quiz format to increase awareness. Question formats include multiple choice as well as free response.

STUDENT INVOLVEMENT QUIZ + REPORT:
Involvement is a crucial part of the student experience. We encourage you to explore your personal and professional interests via clubs and organizations on campus. As a head start, students will complete a Student Activities and Involvement Quiz online. Submit this and a plan of what you hope to get involved with this semester and long term.

RESUME LECTURE QUIZ:
To provide the most flexibility for students during the Non-Technical Career Showcase Day, lecture will be offered asynchronously. This is also open if students wish to view the lecture prior to Showcase. To ensure students are obtaining the knowledge needed, you will be required to complete a quiz on the lecture provided.

STRENGTHSQUEST: (Submit online and have report for class)
StrengthsQuest gives students the opportunity to develop strengths by building on their greatest talents – the way in which they most naturally think, feel, and behave as unique individuals. You will have the opportunity to take this assessment and be able to integrate the results into your academic plans. Please note participation in the activity is a portion of the assignment grade.

Please note: You MUST purchase a code (we recommend Top 5 ONLY with Educator Pricing) if you do not purchase the StrengthsFinder book. You may find the website and purchase a code here: www_strengthsquest_com

RESUME:
A great resume is not only essential to a successful internship/job search, but also key to obtaining various involvement and leadership opportunities within the College and UF. Create a current resume (one page) using the resources available on the Career Resource Center’s website (https://career.ufl.edu/students/prepare-for-your-search/prepare-your-tools/).

When submitting your final resume, please make sure to submit a PDF copy of your resume to maintain formatting across platforms. Non-PDF resumes will NOT be accepted. If you wish to have your resume reviewed earlier, please submit early and let me know.

ONLINE NETWORKING PROFILES (LINKEDIN AND GATOR CAREERLINK):
As a University of Florida student, it’s important to be familiar with the resources available to you. In addition to networking on popular website such as LinkedIn, the Gator CareerLink is a career portal for UF students to utilize. Employers use this platform to recruit UF students and alumni. This is also a hub for upcoming events, resources, professional opportunities, and much more.

Create a professional profile on LinkedIn and Gator CareerLink. You may find additional details and a rubric on Canvas. Students new to Gator CareerLink are encouraged to use this guide: https://career.ufl.edu/wp-content/uploads/2020/03/GCL_Student_Quick-Start-Guide.pdf
Overview of Assignments (Cont.)

ACADEMIC ADVISING:
Many programs (Food and Resource Econ. Included) require most courses to be taken in lock step order. Successful students visit their advisor at least once a semester. To ensure you will remain on track, you will be required to look at your degree audit and come up with a draft schedule for the upcoming semester and note any academic goals you may have (i.e. minor, graduate program, etc.) Submitting the assignment will provide structure and allow FRE students specifically to receive feedback prior to Advanced Registration.

FRE Students: Note that a degree checklist with suggested plan is usually emailed to you. Feel free to work based on that. No appointment with me is required.
Non-FRE Students: Meet with major advisor
Graduating Students: Provide post-grad plans

GUEST SPEAKER SERIES:
The Food and Resource Economics major opens up a wide variety of job opportunities across many industries. Understanding this, the last 5 class lectures will be held virtually and host a diverse set of FRE alumni guest speakers to share their experience in FRE, their job search, and details about their current professional background. Prior to class, it is encouraged that you view at the upcoming guest speaker and submit a question regarding their background or experience.

These questions may be selected during the Q&A portion of the lecture. You are free to submit questions in the Zoom Chat during class, but please remember to submit this in the class assignment before the 11:59PM deadline that evening.

There are 5 guest speakers, so there are 5 assignments in this category in total for a combined 50 point total.

Extra Credit On-Your-Own Opportunities (Optional)

UF SCCR ACADEMIC INTEGRITY MODULE
Educational module developed by the UF Student Conduct and Conflict Resolution Office. In the module, participants engage in scenarios and quizzes used to increase the understanding of the University’s Student Honor Code. To receive credit, complete the module including a 100% on the final quiz—submit a screenshot.

UF CAREER CONNECTIONS CENTER EXPRESS DROP-INS
Get your resume or LinkedIn profile reviewed by a Career Coach. Drop-ins are typically around 15-20 minute long—No Appointment Needed! To receive credit, submit proof of attendance as well as the document that was reviewed + final product after edits.

LINKEDIN LEARNING DEVELOPMENT
As a UF student, you are able to access LinkedIn Learning FOR FREE! After creating your LinkedIn profile, invest time completing a LinkedIn Learning Course/Certification. I will post suggested courses, but an open for a conversation if there’s a course you wish to use for extra credit.
Out Of Class Attendance & Assignments

To supplement class discussion and engage you in opportunities at UF, some out of class assignments will be included in your grade. If you cannot make these events, there are make-up assignments. Excused absences for these activities will follow the same guidelines as missing a class. If you have a scheduling conflict, please submit the excuse in writing along with documentation before the end of Drop/Add to obtain an alternative assignment.

CAREER SHOWCASE

Career Showcase is an university-wide event in which recruiters from across the globe come in to table at the O’Connell Center. There are two days of the event, but most FRE students attend the non-technical day. For more information about Career Showcase please visit: https://career.ufl.edu/events-and-programs/career-fairs/career-showcase/

Career Showcase at the O’Connell Center

**Non-Technical Day:** Jan. 17 at 9AM—3PM

**Technical Day:** Jan. 18 at 9AM—3PM

Students enter the event each day using Gate 3

*Non-Technical day preferred

The assignment is composed of 2 components:

1. **Prep-Work**—Prior to Career Showcase, use your Gator CareerLink to explore companies at the event and positions they are hoping to fill. Select 3 companies you are interested in with 1 position each that you would be interested in applying for this Fall. Please include information explaining your fit for the position and how this furthers your professional long-term goals.

   If you are unable to make this event, please contact me by the end of Drop/Add for an alternative assignment.

2. **Reflection**—After going to Career Showcase and speaking with these three companies, reflect on your experience. Considering this is an event that happens 2x per year, it’s best to use this to see how you can improve your approach and qualifications between now and the next event.

DEVELOPMENT PLAN

With many students engaging in AEB3935 during their first semester in Food and Resource Economics, the final project for the course will summarize your current state as a student and where you plan to go to seek professional and personal development. The assignment has 2 components:

1. **Professional Interview**—Using your new founded research skills using LinkedIn, find an individual currently serving in a role you have an interest in potentially pursuing after graduation. Meet with one of these contacts and learn more about the day-to-day of the position and receive feedback on how to best prepare for that type of work. This can be used for students exploring specific graduate programs as well. Summarize with a reflection.

2. **Development Plan**—After meeting with your new connection, using the information provided in the meeting, develop a game plan between now and graduation. In addition to doing well in your classes, what is your plan to engage in developing opportunities (professionally and personally). Develop 5 SMART goals you wish to accomplish the next semester and 5 SMART goals you would like to accomplish within the next year. Include how you will achieve these goals, why they are important, and how you will build off of these goals to reach your long term goals (and what that looks like).

Should you need assistance with this assignment, I am happy to meet with students via appointment to discuss connections on LinkedIn and provide guidance on what to focus on in the assignment. However, these appointments are on a first-come-first-serve basis. If I do not have time, I do not have time.
Out of Class Attn. & Assignments (Cont.)

FACULTY INTERVIEW
In FRE, we take the time to get to know each of you personally, so that we can assist you in a more meaningful way. For the assignment, please schedule an appointment with a faculty member in the department. It’s best to find a faculty member in which you both share similar interests (i.e. research focus). You will be required select a minimum number of questions from a questionnaire bank to ask your faculty member. However, you are open to asking additional questions as well. Submit this and a small reflection. We hope to discuss in class should time allow. To ensure students are planning ahead, the appointment is split into two portions (scheduling and completing). Plan accordingly.

Please Note: All faculty have been instructed that they may only have 5 students meet with them for this assignment.

CAREER PLANNING APPOINTMENT
It is important to be intentional with the time and activities you participate in while at UF. To complete the assignment, you will schedule and complete a Career Planning Appointment with the Career Connections Center. You can use this guide on how to make an appointment HERE. Choose any of the Topics 2-4; 7-9.

To ensure students are planning ahead, the appointment is split into two portions (scheduling and completing). Plan accordingly. After the appointment, you will submit proof of the completed appointment and a reflection covering what you have learned as a result and how you hope to utilize the information received in your professional development as a UF student.

Extra Credit Event Opportunities (Optional)

CAREER CONNECTIONS CENTER EVENT
In addition to Career Showcase, the Career Connections Center puts on several events throughout the semester. Events by C3 are split up by topic on Canvas but often include Industry Engagement Sessions, OTHER Career Fairs not used for assignment credit, or Workshops/Programs in an area not covered in class.

Industry Engagement Opportunities: https://career.ufl.edu/events-and-programs/industry-engagement-opportunities/
Career Fairs Calendar: https://career.ufl.edu/events-and-programs/career-fairs/
Workshops & Programs: https://career.ufl.edu/events-and-programs/workshops/
For credit, submit proof of attendance and small reflection on key takeaways.

OTHER STUDENT LIFE EVENTS
In addition to the events housed by the Career Connections Center, various offices under Student Life host events beneficial for students. Events include the UF Study Abroad Fair, Student Involvement Fair, Majors & Minors Fair, etc. Should you participate in one of these events, for credit, submit a picture of you participating at the event and a short reflection of why you attended the event, what you learned as a result of attending the event, and any information you hope to use in your action plan for your development. A full list of events will be listed in the Module overview page.
ASSIGNMENTS

The assignments that you turn in should be college level work. You are responsible for knowing and understanding the content of the syllabus.

All assignments should be typed and double-spaced if applicable. The font should be 12 point Times New Roman with 1" page margins.

Print your name at the top of the first page of the assignment and number each additional page. Failure to have your name on your assignment may result in a zero.

NOTE: Work submitted late will result in a 10% point deduction for each day submitted after deadline. No work accepted after the Friday after the assignment was originally due.

Grading Scale

Grades will be based on the scale below with a total of 540 points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>(502+ points)</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>(486-501 points)</td>
</tr>
<tr>
<td>B+</td>
<td>87-90%</td>
<td>(470-485 points)</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>(448-469 points)</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>(432-447 points)</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>(416-431 points)</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>(394-415 points)</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>(378-393 points)</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>(362-377 points)</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
<td>(340-361 points)</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
<td>(324-339 points)</td>
</tr>
<tr>
<td>E</td>
<td>0-59%</td>
<td>(323 or below points)</td>
</tr>
</tbody>
</table>

ASSIGNMENT POSSIBLE POINTS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POSSIBLE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL ASSIGNMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>Attendance (10 points each, must attend at least 11/14 classes)</td>
<td>110</td>
</tr>
<tr>
<td>Syllabus + Honor Code Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Introduction Discussion Post</td>
<td>10</td>
</tr>
<tr>
<td>Resume Video Quiz</td>
<td>10</td>
</tr>
<tr>
<td><strong>CAREER AND PROFESSIONAL DEVELOPMENT ASSIGNMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>Resume</td>
<td>50</td>
</tr>
<tr>
<td>Online Professional Branding (LinkedIn + Gator CareerLink)</td>
<td>50</td>
</tr>
<tr>
<td>Career Planning Appointment (Schedule 10 pts + Complete 40 pts)</td>
<td>50</td>
</tr>
<tr>
<td>Career Showcase</td>
<td>40</td>
</tr>
<tr>
<td>StrengthsQuest</td>
<td>20</td>
</tr>
<tr>
<td>Student Activities and Involvement Quiz</td>
<td>10</td>
</tr>
<tr>
<td><strong>BASIC CAMPUS AND STUDENT SUCCESS KNOWLEDGE</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty Interview (Schedule 10 pts + Complete 40 pts)</td>
<td>50</td>
</tr>
<tr>
<td>Campus Resource Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Academic Advising Registration Prep—Proposed Spring Schedule</td>
<td>10</td>
</tr>
<tr>
<td><strong>PERSONAL DEVELOPMENT AND EXPLORATION</strong></td>
<td></td>
</tr>
<tr>
<td>Alumni Engagement—Question Submitted for Review (10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Development Plan</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>540</strong></td>
</tr>
<tr>
<td>Date</td>
<td>In-Class Activities</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jan. 10</td>
<td><strong>In Person:</strong> UF Student Conduct and Conflict Resolution</td>
</tr>
<tr>
<td></td>
<td>Syllabus Review</td>
</tr>
<tr>
<td>Jan. 17</td>
<td><strong>Asynchronous Video:</strong> Resume Workshop + Career Showcase Tips and Tricks</td>
</tr>
<tr>
<td></td>
<td><strong>Required Event:</strong> Career Showcase (1/17 &amp; 1/18 9AM-3PM—Day 1 (1/18) Suggested)</td>
</tr>
<tr>
<td></td>
<td><strong>Optional Event:</strong> Diversity Meet-Up (1/17 5PM—7PM)</td>
</tr>
<tr>
<td>Jan. 24</td>
<td><strong>In Person:</strong> Study Abroad in CALS</td>
</tr>
<tr>
<td></td>
<td>Optional Event: Study Abroad Fair (1/25 10AM-3PM @ Reitz Union North Lawn)</td>
</tr>
<tr>
<td>Jan. 31</td>
<td><strong>In Person:</strong> Online Networking and Personal Branding (Gator CareerLink and LinkedIn)</td>
</tr>
<tr>
<td></td>
<td><strong>Required/Optional Event:</strong> CALS Career Expo (2/1 10AM-3PM)</td>
</tr>
<tr>
<td>Feb. 7</td>
<td><strong>In Person:</strong> StrengthsQuest</td>
</tr>
<tr>
<td></td>
<td>Career Planning Appointment (Schedule Confirmation)</td>
</tr>
<tr>
<td>Feb. 14</td>
<td><strong>In Person:</strong> High Impact Practices (Involvement, Research, Internships—Oh my!)</td>
</tr>
<tr>
<td></td>
<td><em>Faculty Interview (Confirmation of SCHEDULED Interview)</em></td>
</tr>
<tr>
<td>Feb. 21</td>
<td><strong>In Person:</strong> UF Graduate School Mini Info Sessions</td>
</tr>
<tr>
<td></td>
<td>*MSAB + MS Thesis: Dr. Farnsworth</td>
</tr>
<tr>
<td></td>
<td>*MIB, MSM, MS Marketing: Poly Singh</td>
</tr>
<tr>
<td></td>
<td>*MS ISOM: Ryan Chin-Hing</td>
</tr>
<tr>
<td>Feb. 28</td>
<td><strong>In Person:</strong> GatorWell — Dimensions of Wellness</td>
</tr>
<tr>
<td></td>
<td><strong>Optional Events:</strong> Careers in the Public Sector (3/1 10AM-2PM)</td>
</tr>
<tr>
<td>March 7</td>
<td><strong>In Person:</strong> Field and Fork Pantry</td>
</tr>
<tr>
<td></td>
<td>*Note: Advanced Registration Begins March 20, 202</td>
</tr>
<tr>
<td>March 14</td>
<td><strong>NO CLASSES.</strong> Spring Break</td>
</tr>
<tr>
<td>March 21</td>
<td><strong>In Person:</strong> Discussion—Creating a Development Plan</td>
</tr>
<tr>
<td>March 28—</td>
<td><strong>Zoom:</strong> Alumni Engagement—Guest Speakers</td>
</tr>
<tr>
<td>April 25</td>
<td>**Optional Events (others on C3 Website): Summer Experience Fair (3/30 10AM—2PM)</td>
</tr>
<tr>
<td></td>
<td>**Extra Credit Due by April 25</td>
</tr>
</tbody>
</table>
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)
Cover Sheet: Request 18429

SUR4376 remove prerequisite

<table>
<thead>
<tr>
<th>Info</th>
<th>Course</th>
<th>Modify</th>
<th>Ugrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Jennifer Vogel <a href="mailto:alpha32605@ufl.edu">alpha32605@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>3/23/2023 2:59:24 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>4/14/2023 11:36:43 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of request</td>
<td>SUR4376: Remove prereq SUR4501C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>SFRC - Geomatics 60466000</td>
<td>Bon Dewitt</td>
<td></td>
<td>3/23/2023</td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td>3/23/2023</td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Course Numbering System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalog</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Academic Support System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course|Modify for request 18429

Info

Request: SUR4376 remove prerequisite
Description of request: SUR4376: Remove prereq SUR4501C
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 3/23/2023 2:56:56 PM
Form version: 1

Responses
Current Prefix SUR
Course Level 4
Number 376
Lab Code None
Course Title Geospatial Applications of UAS
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 SUR4501C
Proposed Prerequisites junior or senior standing
Change Co-requisites? No

Rationale The course serves as an appropriate introductory or capstone course for the certificate, and does not require background provided in SUR4501C to deliver a fulfilling course experience. Further, the instructor has found that diversity of student experience in the class potentially enhances the discussion portions.
***RECORDED MATERIAL***

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

**In-person attendance is required for students in GNV sections unless accommodations are otherwise discussed and agreed upon with the instructor.**

**COURSE SYLLABUS**

*NOTE: This syllabus may change slightly due to speaker availability and student enrollment*

**SUR6377 Geospatial Applications of UASs** Fall Semester (3 Credits)

W 7th Period (1:55-2:45)  F 6-7th Period (1:50-2:45)

**Instructors**

Dr. Ben Wilkinson benew@ufl.edu (352) 392-3465  Reed Lab 406A
Office Hours – Thursdays (1:30-2:30PM) or by appointment, via in person or web conferencing. Schedule an appointment by emailing the instructor.

**Technology Requirements:**

- A computer or mobile device with high-speed internet connection.
- A webcam, headset and/or microphone, and speakers.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. [What browser am I using?](https://www.whatismybrowser.com/)
Course Overview and Objectives

This covers issues and applications associated with small unmanned aerial systems (UASs). By the end of this course, the student will be able to:

- describe common/typical UAS applications (e.g. agriculture, forestry, property rights)
- describe the technical considerations involved in implementing UAS applications
- cite the common business and legal aspects of operating UASs
- lead and participate in current debates on UAS issues and applications

Method of Instruction

This class is designed as an active learning experience. In-class and online discussions are critical, and students are expected to engage in these activities. Students prepare for each weekly guest lecture by completing related reading assignments and doing independent research. In addition, each week a facilitator or facilitator-group, is tasked to lead a discussion in preparation for the lecture. This serves to increase the class’ foundational knowledge in the area to be presented and facilitates active discourse during the guest lecture. A different person or team will guide the preparatory discussion each week. Students are expected to participate via the message boards on the course website, which is the primary method of engagement for students taking the course asynchronously (non-GNV sections). Students will also, with guidance from the instructors, develop a term project (see below) to be presented towards the end of the semester.

Meeting Times and Places

The class meets twice a week: a one period session on Wednesday (1:55pm-2:45pm) for a preparatory discussion led by a student or team of students; and a two-period session on Friday (12:50pm-2:45pm) for the lecture. Asynchronous distance students participate in the discussion by posting comments to the course website prior to the class meeting time.

All asynchronous students are required to participate live on Wednesday and Friday at least one week in the semester when they are the week’s facilitator.

Readings

Depending on the week/presenter, readings are provided for each week’s theme/application within the module for that week.
Communication

The course is managed through the Canvas system and all communication with instructors should be done through the facilities in that system.

Course Evaluation

The final course grade is broken down as follows:

1) Participation. 20%
2) Facilitation/preparatory presentation 30%
3) Term Project 30%
4) Quizzes 20%

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

1. Participation (20%)

Students are evaluated based on thoughtfully contributing to the class discussions and message board. Attendance is mandatory, and unexcused absences will be penalized. For asynchronous students, the discussion board contributions will be more heavily weighted based on their inability to attend live lectures.

2. Preparatory Presentation (30%)

Students are expected to develop a 30-35-minute professional-grade presentation encompassing key components of the week’s topic. The presentation will cover the week’s assigned reading material in addition to material from other sources which the student person/team will identify through independent research. The person/team is also expected to work with the instructors to ensure that the presentation is professional.

3. Term Project (Undergrads: 30%) (Graduate Students: 40%; comprising 20% for the paper, 20% for the presentation)

The term project will be on an instructor-approved UAS-related subject, and may involve a research paper, an experiment, a computer program, a comprehensive literature review, or some other approved format. Throughout the semester, the student will seek out guidance from the instructor as needed. At the end of the semester, students will prepare a brief presentation of their project. The presentations will be upload to the course website and peer-reviewed by the class. (Graduate students will prepare a journal-style paper on the topic <7 pages, based on the term project, and give a brief presentation of their project to the class.)
4. Midterm Quizzes (Undergrads: 20%) (Graduate Students: 10%)

Midterms will be composed of questions related to the guest lectures and the assigned reading material.

**Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72.99%</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69.99%</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66.99%</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62.99%</td>
</tr>
<tr>
<td>E</td>
<td>0 - 59.99%</td>
</tr>
</tbody>
</table>

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

**Schedule**

The following schedule will be followed:

**Week prior to lecture:**

The week prior to lectures, reading and/or watching assignments will be posted to the course website. All students are expected to read and watch them before the following Wednesday. The following week’s facilitator (or facilitator-group depending on enrollment) will also research additional material and begin developing his/her presentation and preparatory discussion with the assistance of the instructors. Facilitator lecture/date assignments will be made the first week of class. **Note: distance students must be able to participate live on both Wednesday and Friday of the week that they are assigned to the facilitator.**

**Week of the lecture:**

**Wednesday:** The facilitator will give a 30-35 minute presentation on the week’s topic, which will be recorded and posted to the website. They will also assign additional material such as articles or online videos related to the topic. Following the presentation, the class will identify and prioritize relevant questions for the speaker. Asynchronous students are expected to participate in the discussion via the website message board, and should make their contributions by midnight Wednesday. **All students will post topic-related questions to the website by midnight on Wednesday, and “like” at least one other student’s question by midnight on Thursday.**

**Friday:** The guest lecturer will give a ~50 minute presentation in class. Following a 10 minute break, the facilitator will lead a Q/A discussion based on the posted questions. The facilitator will record and enter summarized answers to the prepared
questions and in-class discussion on the class website. Both the recorded lecture and Q/A session will be posted to the website.

List of topics (Tentative)

<table>
<thead>
<tr>
<th>MODULE</th>
<th>SPEAKER</th>
<th>TOPIC(S)</th>
<th>Organization</th>
<th>Wed. Prep Session</th>
<th>Friday Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>John Rouse</td>
<td>UAS Rules and Regulations</td>
<td>UF, EH&amp;S</td>
<td>31-Aug</td>
<td>2-Sep</td>
</tr>
<tr>
<td>2</td>
<td>Dr. Peter Ifju</td>
<td>Vehicle Design</td>
<td>UF, Aerospace Eng.</td>
<td>7-Sep</td>
<td>9-Sep</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Andrew Lassiter</td>
<td>Forest Mensuration</td>
<td>OSU</td>
<td>21-Sep</td>
<td>23-Sep</td>
</tr>
<tr>
<td>4</td>
<td>Jin-Si Over</td>
<td>Coastal Applications</td>
<td>USGS, Woods Hole CMSS</td>
<td>28-Sep</td>
<td>30-Sep</td>
</tr>
<tr>
<td>5</td>
<td>Dr. Taylor Glen</td>
<td>Agricultural Applications</td>
<td>Syngenta</td>
<td>12-Oct</td>
<td>14-Oct</td>
</tr>
<tr>
<td>6</td>
<td>Bret Bienkowski</td>
<td>Commercial Applications</td>
<td>Tetra Tech</td>
<td>19-Oct</td>
<td>21-Oct</td>
</tr>
<tr>
<td>7</td>
<td>Greg Stamnes</td>
<td>Civil Infrastructure Mapping</td>
<td>Caltech</td>
<td>26-Oct</td>
<td>28-Oct</td>
</tr>
<tr>
<td>8</td>
<td>Dr. Mike Starek</td>
<td>Marine Applications</td>
<td>TAMUCC, Mantis</td>
<td>2-Nov</td>
<td>4-Nov</td>
</tr>
<tr>
<td>9</td>
<td>Casey Shanks</td>
<td>NGA Applications</td>
<td>NGA Geodetic Surveys</td>
<td>16-Nov</td>
<td>18-Nov</td>
</tr>
</tbody>
</table>

Critical Dates:

- 24-Aug  Online Class Introductions Due on Discussion Board (Introduce yourself and respond to at least two other posts)
- 26-Aug  Online Survey: Lecture Preference Due
- 16-Sep  Term Project Proposal Due
- 5-Oct   Online Quiz 1
- 9-Nov   Online Quiz 2
- 9-Nov   Project Drafts Due
- 16-Nov  Project Peer Reviews Due
- 23-Nov  Grad Term Papers and Undergrad Term Presentations Due
- 30-Nov, 2-Dec, 7-Dec  Graduate Student Presentations
## Calendar

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22</td>
<td>8/23</td>
<td>8/24 Intro</td>
<td>8/25</td>
<td>8/26</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Message Board Intros Due</strong></td>
<td></td>
<td><strong>Background Lecture</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Module 1 Volunteer</strong></td>
<td></td>
<td><strong>Online Lecture</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Preference Survey Due</strong></td>
</tr>
<tr>
<td>8/29</td>
<td>8/30</td>
<td>8/31 Mod. 1 Prep Pres.</td>
<td>9/1</td>
<td>9/2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Mod. 1 Guest Speaker</strong></td>
</tr>
<tr>
<td>9/5</td>
<td>9/6</td>
<td>9/7 Mod. 2 Prep Pres.</td>
<td>9/8</td>
<td>9/9</td>
</tr>
<tr>
<td><strong>Labor Day</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Mod. 2 Guest Speaker</strong></td>
</tr>
<tr>
<td>9/12</td>
<td>9/13</td>
<td>9/14 Term Project Discussion</td>
<td>9/15</td>
<td>9/16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Proposal Due</strong>, <strong>No Class</strong></td>
</tr>
<tr>
<td>9/19</td>
<td>9/20</td>
<td>9/21 Mod. 3 Prep Pres.</td>
<td>9/22</td>
<td>9/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Mod. 3 Guest Speaker</strong></td>
</tr>
<tr>
<td>9/26</td>
<td>9/27</td>
<td>9/28 Mod. 4 Prep Pres.</td>
<td>9/29</td>
<td>9/30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Mod. 4 Guest Speaker</strong></td>
</tr>
<tr>
<td>10/3</td>
<td>10/4</td>
<td>10/5 Quiz 1</td>
<td>10/6</td>
<td>10/7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Homecoming</strong></td>
</tr>
<tr>
<td>10/10</td>
<td>10/11</td>
<td>10/12 Mod. 5 Prep Pres.</td>
<td>10/13</td>
<td>10/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Mod. 5 Guest Speaker</strong></td>
</tr>
<tr>
<td>10/17</td>
<td>10/18</td>
<td>10/19 Mod. 6 Prep Pres.</td>
<td>10/20</td>
<td>10/21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Mod. 6 Guest Speaker</strong></td>
</tr>
<tr>
<td>10/24</td>
<td>10/25</td>
<td>10/26 Mod. 7 Prep Pres.</td>
<td>10/27</td>
<td>10/28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Mod. 7 Guest Speaker</strong></td>
</tr>
<tr>
<td>10/31</td>
<td>11/1</td>
<td>11/2 Mod. 8 Prep Pres.</td>
<td>11/3</td>
<td>11/4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Mod. 8 Guest Speaker</strong></td>
</tr>
<tr>
<td>11/7</td>
<td>11/8</td>
<td>11/9 Quiz 2</td>
<td>11/10</td>
<td>11/11</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Project Draft Due</strong></td>
<td></td>
<td><strong>Veterans Day</strong></td>
</tr>
<tr>
<td>11/14</td>
<td>11/15</td>
<td>11/16 Mod. 9 Prep Pres.</td>
<td>11/17</td>
<td>11/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Mod. 9 Guest Speaker</strong></td>
</tr>
<tr>
<td>11/21</td>
<td>11/22</td>
<td>11/23 Final Term Project Due</td>
<td>11/24 Thanksgiving</td>
<td>11/25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Thanksgiving</strong></td>
</tr>
<tr>
<td>11/28</td>
<td>11/29</td>
<td>11/30 Project presentations</td>
<td>12/1</td>
<td>12/2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Project presentations</strong></td>
</tr>
<tr>
<td>12/5</td>
<td>12/6</td>
<td>12/7 Project presentations</td>
<td>12/8 Reading Day</td>
<td>12/9 Reading Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LATE POLICY:

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/

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).

COMMUNICATION COURTESY AND PROFESSIONALISM: Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained in this class at all times. All members of the class are expected to follow rules of common courtesy, decency, and civility in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students’ Office.

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

ACADEMIC HONESTY 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/sccr/process/student-conduct-honor-code.

INCLUSIVE LEARNING ENVIRONMENT: This course embraces the University of Florida’s Non-Discrimination Policy, which reads,

_The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act._

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website: http://multicultural.ufl.edu.

SERVICES FOR STUDENTS WITH DISABILITIES: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, http://www.disability.ufl.edu

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

CAMPAUS 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.
• U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu to refer or report a concern and a team member will reach out to the student in distress.

• Counseling and Wellness Center: Visit counseling.ufl.edu 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 shcc.ufl.edu.

• University Police Department: Visit police.ufl.edu 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; https://ufhealth.org/uf-health-shands-emergency-room-trauma-center.

• 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 career.ufl.edu.

• Library Support: cms.uflib.ufl.edu/ask 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, teachingcenter.ufl.edu

• Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio

• Student Complaints https://www.ombuds.ufl.edu/
Foundations of UAS Mapping - SUR4501C/6502C

1 Course Overview

Course description:
Foundations of UAS Mapping introduces students to the fundamental components of small unmanned aerial systems (sUAS) and how they function together to produce high resolution, spatially accurate planimetric maps and 3D models of the terrain. These components include GPS/GNSS, inertial systems, lidar, and on-board sensors like cameras. We focus primarily on the application of these technologies, but also cover basic theoretical aspects. We deal with establishing ground control for sUAS imagery so that the products can be referenced to specific geodetic reference frameworks and integrated with other geospatial data. This is the first of the three courses required for the Certificate in Mapping with Unmanned Aerial Systems. Students who do not have a geomatics background, such as an introductory surveying class or field experience, are required to get the permission of the instructor before they enroll.

• 3 Credits
• Spring 2023
• Hybrid delivery consisting of mandatory in-person field labs and synchronous, online lectures/discussions
• http://elearning.ufl.edu/ and local labs in Gainesville, FLREC, or GCREC

Course Prerequisites: SUR 3103C Geomatics or instructor consent (non-Geomatics students are encouraged to take this course).

Co-Instructors and Lab Support:
Justin Thomas, PSM (Instructor, Lab Support) Main Campus, Reed Lab 301
Phone: (352) 392-4996 email: jthomas88@ufl.edu
Ali Gonzalez Perez, PSM (Instructor, Lab Support) GCREC, PEPC Building 116A
Phone: (813) 757-2 (813-757-2183) email: aliglezpe@ufl.edu
Dr. Youssef Kaddoura, (Instructor, Lab Support) FLREC, Davie West Building 210
Phone: (954) 577-6378 email: kaddoura@ufl.edu

• Please use email for fastest response
• Office hours: Via zoom on Friday 11:30 a.m. till 12:30 noon, also available by email or phone; office visits available by appointment

Recommended textbooks:

Recommended resources:
• Additional reading provided throughout the semester.
2 Learning Outcomes

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

• understand the fundamentals of sUAS
• identify the essential hardware components of sUAS
• plan, acquire, and adjust GPS/GNSS and total station measurements, and know their role in ground control for sUAS mapping
• understand the fundamentals of onboard GPS/GNSS and inertial measurements, and know their role in airborne navigation and control for sUAS
• understand the fundamental concepts of photogrammetry and lidar
• articulate the standard sUAS mapping workflow
• analyze and report on the quality of spatial measurements and maps

3 Course Logistics

First day of class: 1/09/23. Last day of class: 4/26/23. This course will be conducted in a hybrid format that includes some face-to-face sessions.

Method of Instruction:

• This course is based on the concept of experiential learning or “learning by doing.” Where possible, the material is learned primarily through a series of hands-on field projects. The field data collection component of the project is done in small teams (2-4 students).
• Analysis of the data and submission of results, however, must be done independently and individually (not as a team).
• The project deliverables are due at specified dates (deadlines) throughout the semester according to a set schedule. These deadlines are not flexible.

Scheduled Meetings:

All sections  Mon: 8:30am – 9:20am (per. 2) via Zoom or pre-recorded
• This meeting is used to provide background information on the specific technology and methodology as well as the requirements of the weekly project.
• Links to meeting recordings will be posted in Canvas.

All sections  Thu: 8:20pm – 9:10pm (per. E2) via Zoom
• This meeting is used to do independent data reduction and analysis.
• All meetings are meant to be interactive discussions. Preparation prior to meetings is paramount for course success.
• When applicable, links to meeting recordings will be posted in Canvas.

Scheduled Labs:

GNV-A sections  Mon: 11:45am – 2:45pm (per. 5-7)  Flavet field site
GNV-B sections  Mon: 3:00pm – 6:00pm (per. 8-10)  Flavet field site
PCC sections  Sat: 8:00am – 2:30pm*  GCREC/Plant City Campus
FTL sections  Sat: 8:30am – 2:30pm*  FLREC/Davie West Bldg.

*estimated ending time, may vary weekly depending on lab specifics

• The field data acquisition part of projects occurs during scheduled labs unless equipment constraints or weather dictate otherwise. All field work is done on campus and students should read the project instructions prior to going to the field.
• Any student who cannot complete their labs in Gainesville, Plant City, or Fort Lauderdale, can only complete this course if they have access to the hardware and software involved.
Office hours:

**All sections  Fri: 11:30am –12:30pm via Zoom**

- If needed, appointments can be made in advance for availability outside of the normal hours. For alternate office hour times, the instructors can be best reached via email. Please note that responding to Canvas messages through UF email may remove attachments and that message delivery may be slightly delayed. Students are also welcomed to call by phone or arrange a video conference meeting in Zoom.

Communication:

- The course is managed through the UF’s e-Learning system (Canvas - [https://elearning.ufl.edu/](https://elearning.ufl.edu/)). All communication and submission of project reports and results should be done through the facilities in that system.
- Questions and suggestions to the whole class can also be posted under the Discussions tab.
- Any short-term changes concerning meetings, labs, or other course components will be announced through Canvas.
- Students are also welcome to arrange a video conference meeting to go over any questions.
- Though projects are due by 11:59pm on Fridays, all project related questions for instructors should be sent by 5:00pm to ensure a response.

Technology Requirements:

- A computer or mobile device with high-speed internet connection to view lectures.
- A headset and/or microphone and speakers
- For Zoom: A supported web browser on a supported operating system (Windows, Mac OS, Linux); and minimum bandwidth. More details can be found [here](https://elearning.ufl.edu/).
- For software and hardware requirements, a mandatory quiz will be conducted during the beginning of the term to determine the computational needs of students for software used throughout the semester.

Using Zoom:

- Live lectures and office hour meetings (including individual student requests) will be conducted with the Zoom conferencing software. Sessions can be joined by clicking a link posted by the instructor on Canvas.
- Synchronous online sessions will be recorded. By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to being recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or concerns about privacy, it is your responsibility to discuss it with your instructor.
- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
- A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or
3.1 Description of Assessments & Activities

Project Reports:

Project reports are required for the following projects:

- P01: UAS mission planning
- P02: Observe, process, and evaluate GPS/GNSS static baselines using CORS/OPUS
- P03: Observe and evaluate GPS/GNSS static network
- P04: Establish ground control points using total stations
- P05: Establish ground control points using levels
- P06: Establish ground control points and survey flight lines using RTK GNSS
- P07: Evaluate inertial navigation system (INS) measurements
- P08: Process UAS RGB imagery
- P09: Process and analyze multispectral UAS imagery
- P10: Process and ground truth UAS lidar
- P11: Measure forest parameters using UAS lidar
- P12: Evaluate spatial quality of Google Earth

Attendance and Participation:

- Students are expected to attend all field labs and Thursday evening discussion sessions. Ten percent (graduate students 5%) of the grade is dedicated to attendance of field labs and discussions. More than two unexcused absences related to the Thursday evening discussions will result in a deduction of the student final grade.
- Group members will be periodically polled on the participation of their peers in lab activities.
- Meaningful posting of questions and project troubleshooting on discussion boards is incorporated into the participation grade. Students are expected to participate to provide meaningful posts in at least 6 out of the 12 project discussion boards.
- For unexcused absences from field lab activities, the corresponding project report grade will receive a 50% reduction.

Final Presentation & Peer Review:

- Final Presentations:
  - The presentation needs to include an executive summary of the objective, methodology, data processing, analysis, results, and conclusion(s) reached.
  - Students will be given detailed instructions on how to pre-record their presentations and share the recording on Canvas with the class.
  - Undergraduates:
    - Each student is given 3 minutes to present a summary of one of the topics or projects completed during the semester.
  - Graduates
    - Each student is given 8-10 minutes to present a summary of one’s Term Paper (see below).
- Peer Review:
  - Students will be grouped. Each student is required to peer review the presentations of all other group members according to a specific rubric.
Term Paper (Graduate Students only):
- Graduate students are required to write a journal length paper on a topic related to the class. This should include analysis beyond what was done in the assigned project (such as comparisons of different methods from different projects) and should show a thorough understanding of the technology and techniques involved. This manuscript should follow the typical format used in peer-reviewed journals (e.g., MDPI journal Drones - https://www.mdpi.com/journal/drones/instructions). More detailed instructions will be provided in Canvas.

Final Quiz:
- A final 50-minute quiz will be given May 5 from 7:30 am to 9:30 am. The quiz will be delivered through Canvas using Honorlock, which requires a high-speed internet connection and a webcam. This quiz covers the concepts and principles associated with the topics covered during the semester. This date and time are firm. Any exceptions must be arranged with the instructors at least 2 weeks in advance.

3.2 Grades & Grading Scale
Grading is based on project deliverables, online quizzes, a final project presentation, and participation. Due to undergraduate and graduate students populating this class, final grades are not published in Canvas. See grade worksheet to determine final grade. Grading is distributed as follows for undergraduates (UG) and graduates (G):

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness and completeness of project reports and assignments</td>
<td>70% (UG), 60% (G)</td>
</tr>
<tr>
<td>Attendance and participation (field labs, discussions, etc.)</td>
<td>10% (UG), 5% (G)</td>
</tr>
<tr>
<td>Peer review</td>
<td>3%</td>
</tr>
<tr>
<td>Final project presentation</td>
<td>7%</td>
</tr>
<tr>
<td>Term paper</td>
<td>NA (UG), 20% (G)</td>
</tr>
<tr>
<td>Final quiz (cumulative)</td>
<td>10% (UG), 5% (G)</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95.0-100.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-94.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.0-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.0-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73.0-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.9</td>
</tr>
<tr>
<td>D</td>
<td>60.0-69.9</td>
</tr>
<tr>
<td>E</td>
<td>0-59.9</td>
</tr>
</tbody>
</table>

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

4 Learning Content
Course Schedule:
Please note that bad weather and/or other unpredictable factors may cause this schedule to change during the semester.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>1/10</td>
<td>1/11</td>
<td>1/12</td>
<td>1/13</td>
<td>1/14</td>
<td>1/15</td>
</tr>
<tr>
<td>1/16</td>
<td>1/17</td>
<td>1/18</td>
<td>1/19</td>
<td>1/20</td>
<td>1/21</td>
<td>1/22</td>
</tr>
<tr>
<td>Holiday - MLK</td>
<td>ALL-WEB: P2 OPUS</td>
<td>ALL-OH</td>
<td>FTL: P2/P3 (Field)</td>
<td>P1 Report Due</td>
<td>P2 Report Due</td>
<td>P2 Report Due</td>
</tr>
<tr>
<td>1/23</td>
<td>1/24</td>
<td>1/25</td>
<td>1/26</td>
<td>1/27</td>
<td>1/28</td>
<td>1/29</td>
</tr>
<tr>
<td>ALL-WEB: P2 OPUS</td>
<td>GNV-A: P2/P3 (Field)</td>
<td>ALL-OH</td>
<td>FTL: P2/P3 (Field)</td>
<td>P1 Report Due</td>
<td>P2 Report Due</td>
<td>P2 Report Due</td>
</tr>
<tr>
<td>1/30</td>
<td>1/31</td>
<td>2/1</td>
<td>2/2</td>
<td>2/3</td>
<td>2/4</td>
<td>2/5</td>
</tr>
<tr>
<td>ALL-WEB: P3 GNSS Network</td>
<td>ALL-OH</td>
<td>FTL: P4/P5 (Field)</td>
<td>P3 Report Due</td>
<td>PCC: P4/P5 (Field)</td>
<td>P2 Report Due</td>
<td>P2 Report Due</td>
</tr>
<tr>
<td>2/6</td>
<td>2/7</td>
<td>2/8</td>
<td>2/9</td>
<td>2/10</td>
<td>2/11</td>
<td>2/12</td>
</tr>
<tr>
<td>ALL-WEB: P4 Total Station</td>
<td>ALL-OH</td>
<td>FTL: P4/P5 (Field)</td>
<td>P3 Report Due</td>
<td>PCC: P4/P5 (Field)</td>
<td>P2 Report Due</td>
<td>P2 Report Due</td>
</tr>
<tr>
<td>2/13</td>
<td>2/14</td>
<td>2/15</td>
<td>2/16</td>
<td>2/17</td>
<td>2/18</td>
<td>2/19</td>
</tr>
<tr>
<td>ALL-WEB: P5 Digital Level</td>
<td>ALL-OH</td>
<td>FTL: P6 (Field)</td>
<td>P5 Report Due</td>
<td>PCC: P6 (Field)</td>
<td>P2 Report Due</td>
<td>P2 Report Due</td>
</tr>
<tr>
<td>2/20</td>
<td>2/21</td>
<td>2/22</td>
<td>2/23</td>
<td>2/24</td>
<td>2/25</td>
<td>2/26</td>
</tr>
<tr>
<td>ALL-WEB: P7 INS</td>
<td>ALL-OH</td>
<td>P7 Report Due</td>
<td>P6 Report Due</td>
<td>(No Grace Period)</td>
<td>P2 Report Due</td>
<td>P2 Report Due</td>
</tr>
<tr>
<td>ALL-WEB: P8 UAS RGB</td>
<td>ALL-OH</td>
<td>P8 Report Due</td>
<td>P6 Report Due</td>
<td>(No Grace Period)</td>
<td>P2 Report Due</td>
<td>P2 Report Due</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
</tr>
<tr>
<td>4/4</td>
<td>4/5</td>
<td>4/6</td>
<td>4/7</td>
<td>4/8</td>
<td>4/9</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- **Online meetings and office hours can be accessed through links in Canvas.**
- **GRAD: Project Proposal due 2/26**
- **GRAD: Refined Project Proposal due 3/26**
- **(No Grace Period)**

---

**Page 176 of 289**
5 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.

5.1 Late Submissions & Make-up Requests

It is the responsibility of the student to access online lectures, readings, and quizzes to maintain satisfactory progress in the course.

- A 5% penalty per day will be applied to late project reports turned in after the grace period. A submission is assessed a 5% penalty starting 1 minute after the grace period ends.
- Questions about projects should be brought to the attention of the instructors 5:00pm Friday. Questions asked outside of business hours may not be answered immediately, which is not an excuse for late submission.
- Project reports will not be accepted for credit if handed in more than ten days after the original due date.
- Quizzes cannot be taken past the deadline. There is no grace period for quizzes.
- Exceptions to the late policy are only allowed per university policy, and it is the responsibility of the student to make instructors aware of such extenuating circumstances within 1 week of the due date.

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

---

### Table: Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>ALL-WEB</th>
<th>GNV-A</th>
<th>GNV-B</th>
<th>ALL-OH</th>
<th>FTL</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/27</td>
<td>ALL-WEB: P10 Lidar - Ground Truth</td>
<td>GNV-A: P10 (Field)</td>
<td>GNV-B: P10 (Field)</td>
<td>4/1</td>
<td>4/2</td>
<td></td>
</tr>
<tr>
<td>3/28</td>
<td>4/1</td>
<td>4/2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/29</td>
<td>4/3</td>
<td>4/4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/30</td>
<td>4/5</td>
<td>4/6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/31</td>
<td>4/7</td>
<td>4/8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/1</td>
<td>4/9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/2</td>
<td>4/10</td>
<td>4/11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>4/12</td>
<td>4/13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/4</td>
<td>4/14</td>
<td>4/15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>4/16</td>
<td>4/17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/6</td>
<td>4/18</td>
<td>4/19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/7</td>
<td>4/20</td>
<td>4/21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/8</td>
<td>4/22</td>
<td>4/23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/9</td>
<td>4/24</td>
<td>4/25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>4/26</td>
<td>4/27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/11</td>
<td>4/28</td>
<td>4/29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/12</td>
<td>4/30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/13</td>
<td>5/1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/14</td>
<td>5/2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td>5/3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/16</td>
<td>5/4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>5/5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/18</td>
<td>5/6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/19</td>
<td>5/7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/20</td>
<td>Peer Reviews Due (No Grace Period)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/21</td>
<td>Final Quiz 730A-930A (No Grace Period)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Note #1: All project reports are due at 1159pm on due date. 2 day grace period. 5% penalty per day after grace period. Stay on schedule!

Note #2: Friday office hours are from 1130AM-1230PM. For working students, if needed, appointments can be made in advance for availability until 6PM
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.

5.2 Communication Courtesy and Professionalism

Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained in this class at all times. All members of the class are expected to follow rules of common courtesy, decency, and civility in all email messages, threaded discussions, and chats. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students’ Office (http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf).

5.3 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/.

5.4 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/sccr/process/student-conduct-honor-code.
5.5 Inclusive Learning Environment

This course embraces the University of Florida’s Non-Discrimination Policy, which reads,

_The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act._

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website:


5.6 Services for Students with Disabilities:

The Disability Resource Center coordinates the accommodation needed by students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/.

5.7 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.

Other Requirements:

Cellular phones must be turned off during class. They may be used in field sessions for field work communication pertaining to this course work only.

6 Campus Helping Resources

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
- SFFGS Academic Hub https://ufl.instructure.com/courses/303721

6.1 Student Life, Wellness, and Counseling Help

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

- Counseling and Wellness resources http://www.counseling.ufl.edu/cwc/
- U Matter, We Care http://www.umatter.ufl.edu/
- Career Connections Center http://career.ufl.edu/
- Other resources are available at http://www.distance.ufl.edu/getting-help for online students

6.2 Student Complaint Process

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 also submit feedback anytime.

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 UF administration:

- Students in online courses: http://www.distance.ufl.edu/student-complaint-process
- Students in face-to-face courses: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
# Cover Sheet: Request 18427

**SUR4940C add prerequisite**

<table>
<thead>
<tr>
<th>Info</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
</tr>
<tr>
<td><strong>Status</strong></td>
</tr>
<tr>
<td><strong>Submitter</strong></td>
</tr>
<tr>
<td><strong>Created</strong></td>
</tr>
<tr>
<td><strong>Updated</strong></td>
</tr>
<tr>
<td><strong>Description of request</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step</strong></td>
</tr>
<tr>
<td>Department</td>
</tr>
<tr>
<td>No document changes</td>
</tr>
<tr>
<td>College</td>
</tr>
<tr>
<td>No document changes</td>
</tr>
<tr>
<td>University Curriculum Committee</td>
</tr>
<tr>
<td>No document changes</td>
</tr>
<tr>
<td>Statewide Course Numbering System</td>
</tr>
<tr>
<td>No document changes</td>
</tr>
<tr>
<td>Office of the Registrar</td>
</tr>
<tr>
<td>No document changes</td>
</tr>
<tr>
<td>Catalog</td>
</tr>
<tr>
<td>No document changes</td>
</tr>
<tr>
<td>Student Academic Support System</td>
</tr>
<tr>
<td>No document changes</td>
</tr>
<tr>
<td>College Notified</td>
</tr>
<tr>
<td>No document changes</td>
</tr>
</tbody>
</table>
Course|Modify for request 18427

Info
Request: SUR4940C add prerequisite
Description of request: SUR4940C: Add prereq SUR4501C
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 3/23/2023 2:17:03 PM
Form version: 1

Responses
Current Prefix SUR
Course Level 4
Number 940
Lab Code C
Course Title Practicum in UAS Mapping
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 none
Proposed Prerequisites SUR4501C Foundations in UAS Mapping
Change Co-requisites? No

Rationale SUR4501C teaches foundational skills and is part one of this two part series with SUR4940C applying those skills in the field.
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.

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

- **Group project: 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): 35%
Lab Reports/Discussions: 30%
Group Project: 35%
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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
<td>4</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.99</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89.99</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86.99</td>
<td>3</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.99</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79.99</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76.99</td>
<td>2</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72.99</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69.99</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66.99</td>
<td>1</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62.99</td>
<td>0.67</td>
</tr>
<tr>
<td>E</td>
<td>0 - 59.99</td>
<td>0</td>
</tr>
</tbody>
</table>

Edited 24-Oct-22 FOR4090 Urban Forestry Syllabus
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 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

**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://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)

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday : NZ 222</th>
<th>Thursday : NZ 222</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 10 / 12</td>
<td>Course Introduction to Urban Forestry / Tree Biology</td>
</tr>
<tr>
<td>2</td>
<td>Jan 17 / 19</td>
<td>Urban Forest Structure, Function and Ecosystem Services</td>
</tr>
<tr>
<td>3</td>
<td>Jan 24 / 26</td>
<td>Urban forest inventories Introduction to group project</td>
</tr>
<tr>
<td>4</td>
<td>Jan 31/Feb2</td>
<td>Measuring &amp; assessing urban canopy cover iTree Canopy (online lab)</td>
</tr>
<tr>
<td>5</td>
<td>Feb 7 / 9</td>
<td>i-Trees ECO data collection training Urban watersheds</td>
</tr>
<tr>
<td>6</td>
<td>Feb 14 / 16</td>
<td>Group project workshop (data collection)</td>
</tr>
<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 Land Development field trip</td>
</tr>
<tr>
<td>9</td>
<td>Mar 7 / 9</td>
<td>Tree selection / Urban Greening</td>
</tr>
<tr>
<td>10</td>
<td>Mar 14 / 16</td>
<td>S P R I N G</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)</td>
</tr>
<tr>
<td>13</td>
<td>Apr 4 / 6</td>
<td>Urban green spaces &amp; Wildlife (Hostettler) Sustainable subdivision field trip</td>
</tr>
<tr>
<td>14</td>
<td>Apr 11 / 13</td>
<td>Group Project workshop (report collaboration) Bring laptop to class</td>
</tr>
<tr>
<td>15</td>
<td>Apr 18 / 20</td>
<td>Voices from the Urban Forest (Zoom)</td>
</tr>
<tr>
<td>16</td>
<td>Apr 25</td>
<td>Exam 3 : Bring laptop to class</td>
</tr>
</tbody>
</table>

**Meeting Format:**

- Face-to-Face Session
- Live Zoom or Recorded Lectures
### Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>New</th>
<th>Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Jennifer Vogel <a href="mailto:alpha32605@ufl.edu">alpha32605@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>8/4/2022 9:28:43 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>4/6/2023 11:49:37 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of request</td>
<td>Creation of a new graduate course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>SFRC - Forest Resources and Conservation 60460000</td>
<td>Terrell Baker III</td>
<td></td>
<td>8/4/2022</td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td>8/4/2022</td>
</tr>
<tr>
<td>Graduate Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Curriculum Committee Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Course Numbering System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No document changes
Course|New for request 17550

Info

Request: FOR6XXX Management and Restoration of Invaded Ecosystems
Description of request: Creation of a new graduate course
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 2/1/2023 2:11:20 PM
Form version: 4

Responses

Recommended Prefix FOR
Course Level 6

Course Number XXX
Lab Code None
Category of Instruction Advanced
Course Title Management and Restoration of Invaded Ecosystems
Transcript Title Mgmt/Restor Invaded Ecosystems
Degree Type Graduate

Delivery Method(s) Online
Co-Listing No

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

Amount of Credit 3

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

Course Description This online course begins with an overview of the ecological basis for plant invasions in terrestrial ecosystems, with emphasis on applications for restoration and management of invaded ecosystems. Methods and techniques for prediction, prevention, control, and restoration will be discussed, and plant invasions from Florida and around the U.S. will be used as case studies. This course focuses heavily on applying scientific theory and research to on-the-ground management.

Prerequisites na
Co-requisites na

Rationale and Placement in Curriculum The course covers management tools and techniques for invasion ecology with an emphasis on plant invasions and natural ecosystems. These topics are pertinent to our graduate degree-seeking and certificate-seeking students interested in ecosystem restoration.

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

• Critically assess scientific literature and implications of results for practical management.
• Evaluate invasive species documented on a site and identify potential impacts.
• Describe the desired future ecosystem conditions incorporating available resources
• Identify infestations that impact the current condition.
• Incorporate knowledge of invasion theory and mechanisms to design and prioritize treatments in an annual and/or multi-year adaptive management plan.
• Propose a monitoring scheme to support an adaptive management approach.

Course Textbook(s) and/or Other Assigned Reading Required Text
1. Invasion Ecology 2nd ed. JL Lockwood, MF Hoopes and MP Marchetti. 2013. Blackwell Publishing,
Readings

I. Introduction (Why Invasive Species Are a Problem)

Module 1: Introduction
A. Required Text: Lockwood et al, Chapter 1, An Introduction to Invasion Ecology

Module 2: Critically Evaluating Invasive Species Literature

Module 3: Impacts to Individuals, Species and Communities
A. Required Text: Lockwood et al, Chapter 9 through page 233, Ecological Impacts of Invasive Species

Module 4: Impacts to Ecological Processes and Economics
A. Required Text: Lockwood et al, finish Chapter 9, Ecological Impacts of Invasive Species

II. Invasion Theory (How They Become and Cause These Problems)

Module 5: Dispersion and the Invasion Process
A. Required text Lockwood et al. Chapters 2, Transport Vectors and Pathways; and Chapter 4, Propagules.
D. Optional text: Lockwood et al. Chapter 8, Ecological Processes and the Spread of Non-native Species

Module 6: Disturbances and How They Impact Invasions
A. Required Text: Lockwood et al, Chapter 5, Disturbance; and Chapter 6, Establishment Success: The Influence of Biotic Interactions
III. Management Planning (How to Limit or Remove These Problems)

Module 7: Management Planning- Assessment (What Do You Have?)
C. Optional text: Lockwood et al. Chapter 12, Predicting and Preventing Invasion

Module 8: Management Planning- Assessment (Biology and Control)
A. Required Text: Chapter 13, Lockwood et al. Ecological Processes and the Spread of Non-native Species

Module 9:

Module 10: Management Planning- Desired Future Conditions (What Do You Want?)
B. Optional text: Lockwood et al. Chapter 14, Global Climate Change and Invasive Species

Module 11:
A. Online readings posted on Canvas

Module 12: Management Planning- Building a Treatment Plan (How Do You Get There?)

Module 13: Management Planning- Finalizing and Implementing Your Management Plan (Adaptive Management)

Weekly Schedule of Topics
I. Introduction (Why Invasive Species Are a Problem)

Module 1: Introduction
Quiz
Discussion - Invasive Species Denialism?
Module 2: Critically Evaluating Invasive Species Literature
Discussion - Critical Evaluation of Publications
Module 3: Impacts to Individuals, Species and Communities
Quiz
Student-led discussion
Module 4: Impacts to Ecological Processes and Economics
Quiz
Student-led discussion

II. Invasion Theory (How They Become and Cause These Problems)
Module 5: Dispersion and the Invasion Process
Quiz
Student-led discussion
Module 6: Disturbances and How They Impact Invasions
Quiz
Student-led discussion

III. Management Planning (How to Limit or Remove These Problems)
Module 7: Management Planning- Assessment (What Do You Have?)
Interrupted Case Study 1 discussion
Module 8: Management Planning- Assessment (Biology and Control)
Interrupted Case Study 2 discussion
Homework Site Selection
Module 9: Site Assessment
Student-led discussion
Homework Site Assessment
Module 10: Management Planning- Desired Future Conditions (What Do You Want?)
Interrupted Case Study 3 discussion
Module 11: Desired Future Condition
"The Game"
Peer Review of Site Assessment homework

Student-led discussion

Module 12: Management Planning- Building a Treatment Plan (How Do You Get There?)

Interrupted Case Study 4 discussion

Module 13: Management Planning- Finalizing and Implementing Your Management Plan (Adaptive Management)

Interrupted Case Study 5 discussion

Module 14: Final Papers

Student led discussion of final papers

Grading Scheme
A (93-100), A- (90-92.99), B+ (86-89.99), B (83-85.99), B- (80-82.99), C+(76-79.99), C (73-75.99), C- (70-72.99), D+(66-69.99), D (63-65.99), D- (60-62.99), E (<60)

Instructor(s) Michael G Andreu

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.

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

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

_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.

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

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

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

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

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

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

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the 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)
External Consultation Results (departments with potential overlap or interest in proposed course, if any)

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agronomy</td>
<td>Luke Flory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>352-294-1581</td>
<td><a href="mailto:flory@ufl.edu">flory@ufl.edu</a></td>
</tr>
</tbody>
</table>

Comments
Consult for Ecology and Restoration of Invaded Ecosystems for possible overlap with:
PLS5625 Upland Invasive Plant Management
PLS 6626 Invasive Plant Ecology, Luke Flory
After discussing the proposed course with Dr. Andreu, the instructor for Ecology and Restoration of Invaded Ecosystems, we had a better understanding of the goals and activities of the course, and the target audience. Although it would be ideal if the two courses were better coordinated as part of a series for students interested in invasive plant species ecology and management, such an arrangement is difficult without an organizational structure for invasion science coursework beyond the department level. Thus, despite the overlap in course content, the divergence in goals, assignments, target audiences, and timing of delivery indicate there is little conflict between the courses and both can be offered.

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
</tr>
</thead>
</table>

Comments
Management and Restoration of Invaded Ecosystems
FOR 6xxx (3 credits) online
Spring 2023

Course Description
This online course begins with an overview of the ecological basis for plant invasions in terrestrial ecosystems, with primary emphasis on applications for restoration and management of invaded ecosystems. Methods and techniques for prediction, prevention, control, and restoration will be discussed, and plant invasions from Florida and around the U.S. will be used as case studies. This course focuses heavily on applying scientific theory and research to on-the-ground management.

Format and Audience
This course will follow an online asynchronous discussion format, with recorded lectures and relevant assigned readings from textbooks and primary literature. The course is graduate level and is designed for students with a strong interest and background in ecology and applied plant science and an interest in invasive species ecology and management.

Pre-Requisites
No formal pre-requisites, but coursework in biology, ecology, or other relevant plant science courses is strongly recommended.

Instructor
Michael G. Andreu, Ph.D
Associate Professor- Forest Systems
mandreu@ufl.edu

TAs
Deb Stone  Elysia Lewis  Johanna Depenthal  Tracy Muzyczka
Ph.D. Candidate  M.S. Student  Ph.D. Candidate  M.S. Student
deblthrop@ufl.edu  elysialewis@ufl.edu  jdepenthal@ufl.edu  tracymuzyczka@ufl.edu

TA Office Hours (appointment necessary)
Tuesdays 12:00 (noon) to 1:30 p.m. (Eastern time)
Thursdays 5:30 p.m. to 7:00 p.m. (Eastern time)

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

- Critically assess scientific literature and implications of results for practical management.
- Evaluate invasive species documented on a site and identify potential impacts.
- Describe the desired future ecosystem conditions incorporating available resources
- Identify infestations that impact the current condition.
- Incorporate knowledge of invasion theory and mechanisms to design and prioritize treatments in an annual and/or multi-year adaptive management plan.
- Propose a monitoring scheme to support an adaptive management approach.

Required Text
Class Format

The course will consist of one-week modules focused on specific topics related to invasion ecology, management, and restoration. The format will consist primarily of readings and discussion threads. To accommodate students with full-time employment, modules will follow a **Friday-Monday (11 days)** schedule to allow time for adequate discussion over the weekend period as needed. For each module in the first half of the semester, students will be assigned several readings, including chapter(s) from one of the required texts, relevant peer-reviewed journal articles, or other materials. A short (approximately 20 minute) summary lecture to review core lessons from the general topic will be provided by the instructor. The lecture will be posted each **Friday**. Throughout the semester, some additional guest lectures and video podcasts will be provided as a supplement. The first half of the semester is designed to have less instructor interaction than the second half of the semester. However, do not hesitate to reach out to the instructors with any questions or for any needed help on the course materials or structure.

The second half of the semester will take an interrupted case study format, with several relevant, peer-reviewed journal articles to introduce the general topic, plus a short description of that module’s section of the case study and relevant questions with a discussion thread.

A discussion thread will also be posted on **Friday**. Eight discussions will be led by the instructors (focusing on the module topic) and seven discussions will be led by a group of students (focusing on a single journal article). These additional readings will build on topics introduced in the lectures and/or present a case study of relevant invasive plant ecology and management. All students are expected to read these articles and participate in the additional discussion. Comments/responses from the students can be posted until **Sunday (10 days)** evening.

**NOTE:** Discussion questions are intended to stimulate conversation and debate and encourage you to explore more deeply the topics covered in the week’s readings. In many cases, there will not be a clear “right” or “wrong” answer. In some cases, the questions will be contextual (e.g., “Describe an example of a species that exhibits invasive traits”), other questions will be more conceptual, and some questions may ask to merely express an opinion. Towards the end of the semester the discussion threads will be used to practice developing adaptive management recommendations for an invaded ecosystem.

Late policy for assignments and attendance: “Attendance” for this course will be based on participation in the discussion forum. Written assignments and projects are due electronically by noon (Eastern time) on the due date and unexcused late work will lose 10% of the grade for each day they are late (weekends count too). In cases of extended illness or emergencies, arrangements to turn in late exams or other written assignments must be made with the instructor prior to the due date. 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/](https://gradcatalog.ufl.edu/graduate/regulations/).

Assignments and Evaluation of Student Learning

**Discussion thread participation**

Students will be expected to contribute two unique comments and/or responses to other students (typically several sentences to about a paragraph in length) which demonstrate thought and/or research into the topic area. A citation relevant to at least one of your comments is required. Note that you are welcome to post and respond more than the minimum.

Rubric:

0 Points: No response  
.5 Points: only one comment that demonstrates thought and/or research  
.8 Points: 2 comments, no citation or 1 comment with citation  
1.0 Points: 2 comments that demonstrate thought and/or research including relevant citation.

**Student-led Discussion thread**

For the student-led discussions, the discussion leader(s) will be expected to read the article (and supporting literature, as necessary) and lead a discussion on the most important topics covered in it. This will involve providing a brief 1-2 paragraph summary, posing at least 3 questions for the other students,
and facilitating a productive online dialogue between students. The discussion leader(s) should initiate the discussion no later than Thursday at noon (Eastern).

Rubric for group leaders:
While it is important that all group members contribute to the 1) development of questions, 2) writing of the article summary, 3) moderation of the discussion, and 4) writing of the end-of-discussion summary; all members do not have to do all four things equally but should be significant contributors to at least 2 of the four areas.

Individual score: List individual contribution to each of the four areas: 15 points.

Group score: Group will collectively be scored on the for the overall week: 12 pts
Summary of papers was insightful, succinct yet complete: Y/N
The discussion prompt questions stimulated thoughtful discussion: Y/N
Moderators encouraged cogent responses: Y/N
Summary of discussion was insightful, succinct yet complete: Y/N

Management Plan Project
You will develop and present an actionable management plan for restoring and managing a particular property with non-native species invasions. You are encouraged to choose a property that you are familiar with and currently working on, or you can work with the instructors to find a suitable scenario relative to your locale. Your management plan should provide an overview of the non-native species of concern including mechanisms for dispersal into your site and ecosystem impacts, followed by a feasible annual work plan for control of the current invasion, restoration of ecological characteristics (e.g., species composition, structure, soils/hydrology, or other ecological processes) following control, and monitoring and prevention of new invasions. Prioritization of actions should also be discussed.

Two homework assignments during the second half of the semester will build up to the final paper, allowing for instructor input and increased application of knowledge by the student.

As part of your grade, you will also be asked to peer review one plan presented by your fellow students. More detailed instructions on this assignment and directions for uploading your materials will be provided in the Assignments tab.

The grading breakdown will be as follows:
15 points Participation in weekly discussion sessions (1 point each x 15 discussions)
27 points Presentation of one weekly article and moderation of discussion (Group)
10 points Quizzes (2 points x 5 quizzes)
20 points Homework assignments leading to management plan (2 x 10 points each)
20 points Management plan project
8 points Peer review of student management plan

Total: 100 points

Grading Scale (http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)
Letter grades will be assigned as follows: A (93-100), A- (90-92), B+ (86-89), B (83-85), B- (80-82), C+ (76-79), C (73-75), C- (70-72), D+ (66-69), D (63-65), D- (60-62), E (<60)

For information on current UF policies for assigning grade points, see
https://gradcatalog.ufl.edu/graduate/regulations/
Schedule of Class Topics and Readings

I. Introduction (Why Invasive Species Are a Problem)

Module 1: Introduction
A. Required Text: Lockwood et al, Chapter 1, An Introduction to Invasion Ecology

Module 2: Critically Evaluating Invasive Species Literature

Optional Zoom Meet and Greet and Q&A

Module 3: Impacts to Individuals, Species and Communities
A. Required Text: Lockwood et al, Chapter 9 through page 233, Ecological Impacts of Invasive Species

Module 4: Impacts to Ecological Processes and Economics
A. Required Text: Lockwood et al, finish Chapter 9, Ecological Impacts of Invasive Species

II. Invasion Theory (How They Become and Cause These Problems)

Module 5: Dispersion and the Invasion Process
A. Required text Lockwood et al. Chapters 2, Transport Vectors and Pathways; and Chapter 4, Propagules.
D. Optional text: Lockwood et al. Chapter 8, Ecological Processes and the Spread of Non-native Species

Module 6: Disturbances and How They Impact Invasions
A. Required Text: Lockwood et al, Chapter 5, Disturbance; and Chapter 6, Establishment Success: The Influence of Biotic Interactions


III. Management Planning (How to Limit or Remove These Problems)

Module 7: Management Planning- Assessment (What Do You Have?)


C. Optional text: Lockwood et al. Chapter 12, Predicting and Preventing Invasion

Module 8: Management Planning- Assessment (Biology and Control)
A. Required Text: Chapter 13, Lockwood et al. Ecological Processes and the Spread of Non-native Species

Module 9: Discussion, HOMEWORK ASSIGNMENT


Module 10: Management Planning- Desired Future Conditions (What Do You Want?)

B. Optional text: Lockwood et al. Chapter 14, Global Climate Change and Invasive Species

Module 11: Peer Review, HOMEWORK ASSIGNMENT
A. Online readings posted on Canvas


Module 12: Management Planning- Building a Treatment Plan (How Do You Get There?)
Module 13: Management Planning- Finalizing and Implementing Your Management Plan
(Adaptive Management)


Module 14: FINAL PROJECT (See CANVAS for due dates)


RESOURCES TO HELP YOU SUCCEED?

Course Website
The course website can be accessed on Canvas using your myUFL key. The course site will contain readings, announcements, helpful links, and important course information, as well as an online grade book. All assignments should be submitted electronically through Canvas unless otherwise noted by your instructors.

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.

Academic Civility
Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained in this class. One’s words and use of language should be temperate and within acceptable bounds of civility and decency. Friendly persuasion wins friends and influences people. Aggressively arguing your point often does the opposite and stops dialogue.

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

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

Students with Disabilities Act
The Disability Resource Center at 352-392-8565, https://disability.ufl.edu/ 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.

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**,  
  [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/) 3190 Radio Road, 352-392-1575
- **U Matter We Care**, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- **Career Resource Center**, First Floor JWRU, 392-1601,  
  [https://career.ufl.edu/](https://career.ufl.edu/)

**UF/IFAS Field and Fork Food Pantry**
The Pantry ([http://pantry.fieldandfork.ufl.edu](http://pantry.fieldandfork.ufl.edu)) is a resource on the University of Florida campus committed to eradicate food insecurity. Food insecurity is not having a reliable access to nutritious foods for yourself on a regular basis. If you, or anyone you know is experiencing food insecurity, the Pantry is a resource to visit. They offer non-perishable food, toiletries and fresh vegetables grown at the Field and Fork Gardens to provide a well-balanced diet. Protecting the privacy of its guests and providing food to those in need within our campus community is their priority. Guests do not need any proof of need to use this resource, all that is needed is a Gator 1 ID to prove you are a current Student, Faculty or Staff at the University of Florida.

**Student Complaints**
[https://ombuds.ufl.edu/](https://ombuds.ufl.edu/)

**Feedback**
Student assessment of instruction is an important part of efforts to improve teaching and learning. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [https://gatorevals.aa.ufl.edu/students/](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.blueras.com/ufl/](https://ufl.blueras.com/ufl/). Summaries of course evaluation results are available to students at [https://gatorevals.aa.ufl.edu/public-results/](https://gatorevaluations.aa.ufl.edu/public-results/).
permanent course number for AI in Agricultural and Life Sciences

**Info**

<table>
<thead>
<tr>
<th>Process</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitter: Raquel Dias  
raquel.dias@ufl.edu  

Created: 2/14/2022 1:46:28 PM  
Updated: 3/27/2023 2:11:20 PM

Description of request:

Starting in October of this year, I will be the instructor of the "AI in Agricultural and Life Sciences" course at the Microbiology and Cell Science department. This is a request for assigning a permanent course number for this course.

**Actions**

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Microbiology and Cell Science 60100000</td>
<td>Eric Triplett</td>
<td></td>
<td>8/16/2022</td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td>8/16/2022</td>
</tr>
<tr>
<td>Graduate Curriculum Committee Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Curriculum Committee Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Course Numbering System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No document changes
Course|New for request 17091

Info

Request: permanent course number for AI in Agricultural and Life Sciences
Description of request: Starting in October of this year, I will be the instructor of the "AI in Agricultural and Life 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: 4/19/2023 1:59:07 PM
Form version: 11

Responses
Recommended Prefix MCB
Course Level 6

Course Number 937
Lab Code None
Category of Instruction Joint (Ugrad/Grad)
Course Title AI in Agricultural and Life Sciences
Transcript Title AI in Agricultural & Life Sc.
Degree Type Other
If other degree type, specify Joint undergrad/graduate
Delivery Method(s) Online
Co-Listing Yes
Co-Listing Explanation In addition to the final project assignment, the graduate version of this course consists of 3 additional assignments based on recommended readings and on what was learned in the class. The recommended article list will be used as examples for two review writing 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, students will be allowed to use public repository data for their research proposal assignments. The 3 assignments included in the graduate version of the course consist of 20, 30, and 60 points, which is in total 34% of the maximum points (319). The recommended articles for reading will now be used as examples for two review write up and discussion assignments.
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 life 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 No course prerequisites.
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.
- Apply correct vocabulary to describe the characteristics of neural networks, modern AI and the history of AI development.
- 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**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>introduction to AI in Agricultural and Life Sciences</td>
</tr>
<tr>
<td>2</td>
<td>getting started with neural networks</td>
</tr>
<tr>
<td>3</td>
<td>foundations of neural network modeling</td>
</tr>
<tr>
<td>4</td>
<td>fundamentals of model overfitting</td>
</tr>
<tr>
<td>5</td>
<td>fixing overfitting with data and training</td>
</tr>
<tr>
<td>6</td>
<td>fixing overfitting with modeling</td>
</tr>
<tr>
<td>7</td>
<td>case study - quantitative phenotype prediction from genomic variation</td>
</tr>
<tr>
<td>8</td>
<td>classification problems</td>
</tr>
<tr>
<td>9</td>
<td>convolutions and image classification</td>
</tr>
<tr>
<td>10</td>
<td>case study - landscape classification</td>
</tr>
<tr>
<td>11</td>
<td>recurrent networks</td>
</tr>
<tr>
<td>12</td>
<td>case study - microbiome disease association using recurrent networks</td>
</tr>
<tr>
<td>13</td>
<td>transformers</td>
</tr>
<tr>
<td>14</td>
<td>final project</td>
</tr>
<tr>
<td>15</td>
<td>final project</td>
</tr>
</tbody>
</table>

**Grading Scheme**

<table>
<thead>
<tr>
<th>Week</th>
<th>Quiz</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>2</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>3</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>4</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>4</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>6</td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>3</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>3</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>4</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>3</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>3</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>4</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>4</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>6</td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>6</td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>3</td>
<td>0.9</td>
<td></td>
</tr>
</tbody>
</table>
34 3 0.9
35 3 0.9
36 6 1.9

37 3 0.9
38 4 1.3
39 5 1.6

assignment / project pts %
1 20 6.3 (graduate only)
2 30 9.4 (graduate only)
3 60 18.8 (graduate only)
4 70 21.9

Instructor(s) Raquel Dias, Luiz Roesch
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)
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 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).
AI in Agricultural and Life Sciences (graduate course)

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 Structure

Quizzes (44%) + Assignments (34%) + final project (22%) = 100%

This course consists of the following primary activities:
- Course readings and tutorials delivered via e-learning.
- Assigned programing exercises delivered as Jupyter notebooks.
- Weekly office hours for troubleshooting and answering questions via Zoom.
- Quizzes, assignments, and final project delivered through e-learning.

Quizzes: The quizzes consist of multiple choice and fill in the blank questions based on the readings and hands-on exercises. Most of the quizzes are very short and take a few minutes to be completed. The quizzes represent 139 points, which represents 44% of the total possible points (319).

Final project: The final project consists of using the AI methods learned in the course to propose a scientific hypothesis and analytical methodology to study associations between human gut microbiome and disease. The students will design, conduct and evaluate the results of an AI approach to predict disease risk using gut-associated microbiome data. The final project represents 70 points, which is 33.5% of the total possible points (209). The final project (70
points) represents 22% of the grade. The final project should take a few hours to be completed for students that have the prerequisite skills.

**Assignments:** In addition to the final project assignment, the graduate version of this course consists of 3 additional assignments based on recommended readings and on what was learned in the class. The recommended article list will be used as examples for two review writing 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, students will be allowed to use public repository data for their research proposal assignments. The 3 assignments included in the graduate version of the course consist of 20, 30, and 60 points, which is in total 34% of the maximum points (319). Each of the assignments should take a few hours to be completed for students that have the prerequisite skills.

**Prerequisite skills**

There is no official prerequisite course, but it is highly recommended that students taking this course have at least one of the following skills at beginner level: python programming, statistics, or machine learning. If you don’t have any of the skills, you will spend much longer taking the quizzes, working on the assignments, and trying to understand the hands-on exercises.

**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.
<table>
<thead>
<tr>
<th>week</th>
<th>topic</th>
<th>quiz</th>
<th>pts</th>
<th>%</th>
<th>assignment / project</th>
<th>pts</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>introduction to AI in Agricultural and Life Sciences</td>
<td>1</td>
<td>2</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>2</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>2</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>4</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>getting started with neural networks</td>
<td>7</td>
<td>5</td>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>3</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>9</td>
<td>2.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>foundations of neural network modeling</td>
<td>10</td>
<td>2</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>4</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>2</td>
<td>0.6</td>
<td>1</td>
<td>20</td>
<td>6.3</td>
</tr>
<tr>
<td>4</td>
<td>fundamentals of model overfitting</td>
<td>13</td>
<td>3</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>2</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>4</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>fixing overfitting with data and training</td>
<td>16</td>
<td>2</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>3</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td>2</td>
<td>0.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>fixing overfitting with modeling</td>
<td>19</td>
<td>3</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>4</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>4</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>case study - quantitative phenotype prediction from genomic variation</td>
<td>22</td>
<td>4</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>23</td>
<td>6</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>classification problems</td>
<td>24</td>
<td>3</td>
<td>0.9</td>
<td>2</td>
<td>30</td>
<td>9.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>3</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>4</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>27</td>
<td>3</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>convolutions and image classification</td>
<td>28</td>
<td>3</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
<td>4</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>case study - landscape classification</td>
<td>30</td>
<td>4</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>recurrent networks</td>
<td>32</td>
<td>6</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>case study - microbiome disease association using recurrent networks</td>
<td>33</td>
<td>3</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>transformers</td>
<td>34</td>
<td>3</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>final project</td>
<td>35</td>
<td>3</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>36</td>
<td>6</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total pts:</td>
<td>37</td>
<td>3</td>
<td>0.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>38</td>
<td>4</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>39</td>
<td>5</td>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>70</td>
<td>21.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total pts:</td>
<td>319</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>% of total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90.00 – 100.0</td>
</tr>
<tr>
<td>B+</td>
<td>85.00 – 89.99</td>
</tr>
<tr>
<td>B</td>
<td>80.00 – 84.99</td>
</tr>
<tr>
<td>C+</td>
<td>75.00 – 79.99</td>
</tr>
<tr>
<td>C</td>
<td>70.00 – 74.99</td>
</tr>
<tr>
<td>D+</td>
<td>65.00 – 69.99</td>
</tr>
<tr>
<td>D</td>
<td>55.00 – 64.99</td>
</tr>
<tr>
<td>E</td>
<td>0.00 – 54.99</td>
</tr>
</tbody>
</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/ (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:

https://gatorevals.aa.ufl.edu/public-results/ (Links to an external site.)

Academic Honesty

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

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

http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code (Links to an external site.)
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/ (Links to an external site.)

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 (Links to an external site.)

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

- U Matter We Care, www.umatter.ufl.edu (Links to an external site.)
- Career Connections Center, First Floor JWRU, 352-392-1601, https://career.ufl.edu/ (Links to an external site.)
- Student Complaints:
  - Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/ (Links to an external site.)
  - Online Course: http://www.distance.ufl.edu/student-complaint-process (Links to an external site.)
Diversity, Inclusion and Equity

This class fully supports the University of Florida’s commitment to diversity, inclusion, and equity. By fostering a sense of belonging for students, staff and faculty while leveraging the uniqueness of the people who study and work at the university, we believe our campus community is enriched and enhanced by diversity, including but not limited to race, ethnicity, national origin, gender, gender identity, sexuality, class and religion. Our course will help foster an understanding of the diversity of our campus community, locally and globally.

We will strive to create a learning environment for our students that support a diversity of thoughts, perspectives and experiences while honoring your identities. To accomplish this, please let us know:

- If you have a name and/or set of pronouns that differ from those that appear in your official university records
- If you believe your performance in the class is being impacted by your experiences outside of class. Do not hesitate to reach out and talk with us. We want to be a resource for you. Anonymous feedback may be submitted, which may lead us to make a general announcement to the class, if necessary, to address your concerns.
- We, like many people, are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that makes you feel uncomfortable, please talk to us about it.

Contact us with any concerns regarding inclusion and equity, including accessibility of learning materials, equipment, and software.
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 Structure

Quizzes (66.5%) + final project (33.5%) = 100%

This course consists of the following primary activities:
- Course readings and tutorials delivered via e-learning.
- Assigned programing exercises delivered as Jupyter notebooks.
- Weekly office hours for troubleshooting and answering questions via Zoom.
- Quizzes, assignments, and final project delivered through e-learning.

Quizzes: The quizzes consist of multiple choice and fill in the blank questions based on the readings and hands-on exercises. Most of the quizzes are very short and take a few minutes to be completed. The quizzes represent 139 points, which represents 66.5% of the total possible points (209).

Final project: The final project consists of using the AI methods learned in the course to propose a scientific hypothesis and analytical methodology to study associations between human gut microbiome and disease. The students will design, conduct, and evaluate the results of an AI approach to predict disease risk using gut-associated microbiome data. The final project represents 70 points, which is 33.5% of the total possible points (209). The final project should take a few hours to be completed for students that have one of the course prerequisites.
Prerequisite skills

There is no official prerequisite course, but it is highly recommended that students taking this course have at least one of the following skills at beginner level: python programming, statistics, or machine learning. If you don’t have any of the skills, you will spend much longer taking the quizzes, working on the assignments, and trying to understand the hands-on exercises.

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

<table>
<thead>
<tr>
<th>week</th>
<th>topic</th>
<th>quiz</th>
<th>pts</th>
<th>%</th>
<th>assignment / project</th>
<th>pts</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>introduction to AI in Agricultural and Life Sciences</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>4</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>getting started with neural networks</td>
<td>7</td>
<td>5</td>
<td>2.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>9</td>
<td>4.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>foundations of neural network modeling</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>4</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>fundamentals of model overfitting</td>
<td>13</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>4</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>fixing overfitting with data and training</td>
<td>16</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>fixing overfitting with modeling</td>
<td>19</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>4</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>4</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>case study - quantitative phenotype prediction from genomic variation</td>
<td>22</td>
<td>4</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>23</td>
<td>6</td>
<td>2.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>24</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>classification problems</td>
<td>25</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>4</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>convolutions and image classification</td>
<td>27</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>28</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
<td>4</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Study - Landscape Classification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>30</td>
<td>4</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>31</td>
<td>6</td>
<td>2.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>32</td>
<td>6</td>
<td>2.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recurrent Networks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>33</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>34</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Study - Microbiome Disease</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Association Using Recurrent Networks</td>
<td>35</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>36</td>
<td>6</td>
<td>2.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transformers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>37</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>38</td>
<td>4</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>39</td>
<td>5</td>
<td>2.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total pts: 209
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:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>% of total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90.00 – 100.0</td>
</tr>
<tr>
<td>B+</td>
<td>85.00 – 89.99</td>
</tr>
<tr>
<td>B</td>
<td>80.00 – 84.99</td>
</tr>
<tr>
<td>C+</td>
<td>75.00 – 79.99</td>
</tr>
<tr>
<td>C</td>
<td>70.00 – 74.99</td>
</tr>
<tr>
<td>D+</td>
<td>65.00 – 69.99</td>
</tr>
<tr>
<td>D</td>
<td>55.00 – 64.99</td>
</tr>
<tr>
<td>E</td>
<td>0.00 – 54.99</td>
</tr>
</tbody>
</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:

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

https://gatorevals.aa.ufl.edu/public-results/ (Links to an external site.)

Academic Honesty

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

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

http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code (Links to an external site.)
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/ (Links to an external site.)

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 (Links to an external site.)

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

- U Matter We Care, www.umatter.ufl.edu (Links to an external site.)
- Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/ (Links to an external site.)
- Student Complaints:
  - Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/ (Links to an external site.)
  - Online Course: http://www.distance.ufl.edu/student-complaint-process (Links to an external site.)
Diversity, Inclusion and Equity

This class fully supports the University of Florida’s commitment to diversity, inclusion, and equity. By fostering a sense of belonging for students, staff and faculty while leveraging the uniqueness of the people who study and work at the university, we believe our campus community is enriched and enhanced by diversity, including but not limited to race, ethnicity, national origin, gender, gender identity, sexuality, class and religion. Our course will help foster an understanding of the diversity of our campus community, locally and globally.

We will strive to create a learning environment for our students that support a diversity of thoughts, perspectives and experiences while honoring your identities. To accomplish this, please let us know:

- If you have a name and/or set of pronouns that differ from those that appear in your official university records
- If you believe your performance in the class is being impacted by your experiences outside of class. Do not hesitate to reach out and talk with us. We want to be a resource for you. Anonymous feedback may be submitted, which may lead us to make a general announcement to the class, if necessary, to address your concerns.
- We, like many people, are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that makes you feel uncomfortable, please talk to us about it.

Contact us with any concerns regarding inclusion and equity, including accessibility of learning materials, equipment, and software.
## 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.
Course|New for request 18381

Info

Request: Innovation Project Management for Life Sciences- 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: 4/10/2023 1:39:45 PM
Form version: 2

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
• Implement a project plan and tracking dashboard in a project with iterations over time

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 Module Topic
1 Introduction and Objectives
2 Types of Innovation Projects
3 Strategic & Business Plans; Innovation Culture
4 Disruptive Innovation & Roadblocks
5 Project Communications
6 Project Management Software
7 Project Planning Tools and Approaches
8 Value-Based Metrics & Dashboards
9 Time Management & Decision Making
10 Innovation Risks, Successes & Failures
11 Roles & Responsibilities
12 Meetings & Brainstorming
13 Case Studies
14 Review

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>94.0% to 94.0%</td>
</tr>
<tr>
<td>&lt; 94.0% to 90.0%</td>
<td>A-</td>
</tr>
<tr>
<td>&lt; 90.0% to 87.0%</td>
<td>B+</td>
</tr>
<tr>
<td>&lt; 87.0% to 84.0%</td>
<td>B</td>
</tr>
<tr>
<td>&lt; 84.0% to 80.0%</td>
<td>B-</td>
</tr>
<tr>
<td>&lt; 80.0% to 77.0%</td>
<td>C+</td>
</tr>
<tr>
<td>&lt; 77.0% to 74.0%</td>
<td>C</td>
</tr>
<tr>
<td>&lt; 74.0% to 70.0%</td>
<td>C-</td>
</tr>
<tr>
<td>&lt; 70.0% to 67.0%</td>
<td>D+</td>
</tr>
<tr>
<td>&lt; 67.0% to 64.0%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 64.0% to 60.0%</td>
<td>D-</td>
</tr>
<tr>
<td>&lt; 60.0% to 0%</td>
<td>E</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 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.

N/A 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
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 a more detailed 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>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Review &amp; Course Objectives</td>
<td>2</td>
<td>5%</td>
</tr>
<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>
</tr>
<tr>
<td>Meeting Facilitation</td>
<td>13</td>
<td>10%</td>
</tr>
<tr>
<td>Final Quiz</td>
<td>14</td>
<td>10%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>14</td>
<td>5%</td>
</tr>
</tbody>
</table>

Assignment Grades (Graduate Students)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Module Due</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Review &amp; Course Objectives</td>
<td>2</td>
<td>5%</td>
</tr>
<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>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>
</tr>
<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>
</tbody>
</table>
**Course Learning Objectives**

**Undergraduate:**
- Distinguish between different types of innovations and project management methodologies (e.g. Agile, Lean, Six Sigma, Waterfall)
- Select and apply appropriate tools to manage innovation projects with structure and flexibility
- Design a **simple** 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 and create an innovation culture with a diverse team

**Graduate:**
- Distinguish between different types of innovations and project management methodologies (e.g. Agile, Lean, Six Sigma, Waterfall)
- 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 and create an innovation culture with a diverse team
- **Implement a project plan and tracking dashboard in a project with iterations over time**
Innovation Project Management for Life Sciences
MCB 6XXX

[Semester, Year], Online Asynchronous

Instructor
Elizabeth D. Gadsby, PhD
ingadsby@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

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.

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.

Course Learning Objectives
After this course, the student will be able to:
- Distinguish between different types of innovations and project management methodologies (e.g., Agile, Lean, Six Sigma, Waterfall)
- 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 and create an innovation culture with a diverse team
- Implement a project plan and tracking dashboard in a project with iterations over time

Materials and Supply Fees
Project management software which is 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:kplPMMCMST2/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>
<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>
</tr>
<tr>
<td>3</td>
<td>Strategic &amp; Business Plans; Innovation Culture</td>
</tr>
<tr>
<td>4</td>
<td>Disruptive Innovation &amp; Roadblocks</td>
</tr>
<tr>
<td>5</td>
<td>Project Communications</td>
</tr>
<tr>
<td>6</td>
<td>Project Management Software</td>
</tr>
<tr>
<td>7</td>
<td>Project Planning Tools and Approaches</td>
</tr>
<tr>
<td>8</td>
<td>Value-Based Metrics &amp; Dashboards</td>
</tr>
<tr>
<td>9</td>
<td>Time Management &amp; Decision Making</td>
</tr>
<tr>
<td>10</td>
<td>Innovation Risks, Successes &amp; Failures</td>
</tr>
<tr>
<td>11</td>
<td>Roles &amp; Responsibilities</td>
</tr>
<tr>
<td>12</td>
<td>Meetings &amp; Brainstorming</td>
</tr>
<tr>
<td>13</td>
<td>Case Studies</td>
</tr>
<tr>
<td>14</td>
<td>Review</td>
</tr>
</tbody>
</table>

Course Assignments

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

- **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 (Graduate Students)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Module Due</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Review &amp; Course Objectives</td>
<td>2</td>
<td>5%</td>
</tr>
<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>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>
</tr>
<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>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>74.0% to &lt; 77.0%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70.0% to &lt; 74.0%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>67.0% to &lt; 70.0%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>64.0% to &lt; 67.0%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>60.0% to &lt; 64.0%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>0% to &lt; 60.0%</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 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.bluera.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](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/](http://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](http://www.dso.ufl.edu/drc/).
Campus Helping Resources:

Health and Wellness

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

**Counseling and Wellness Center:** 3190 Radio Road, 352-392-1575,
[http://www.counseling.ufl.edu](http://www.counseling.ufl.edu) provides counseling services, groups and workshops, outreach and consultation, self-help library, and wellness coaching

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

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

Academic Resources

**E-learning technical support:** [https://elearning.ufl.edu/](https://elearning.ufl.edu/), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

**Career Resource Center:** [https://career.ufl.edu/](https://career.ufl.edu/), 352-392-1601, First Floor Reitz Union.
Career assistance and guidance.

**Library Support:** [https://uflib.ufl.edu/](https://uflib.ufl.edu/) Various ways to receive assistance with respect to using the libraries or finding resources.

**Student Success Initiative:** [https://studentsuccess.ufl.edu/](https://studentsuccess.ufl.edu/) Pathways to student support through advising, coaching, peer mentoring and tutoring

**Writing Studio:** [https://writing.ufl.edu/writing-studio/](https://writing.ufl.edu/writing-studio/), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

**Disability Services:** [https://disability.ufl.edu/](https://disability.ufl.edu/), 1 Reid Hall, 352-392-8565. Registration, accommodations for disabilities.

**On-Line Students Complaints for Online Course:** [https://pfs.tnt aa.ufl.edu/state-authorization-status/#student-complaint](https://pfs.tnt aa.ufl.edu/state-authorization-status/#student-complaint)
Innovation Project Management for Life Sciences  
MCB 4XXX  
[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  

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.  

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.  

Course Prerequisites / Corequisites 
Undergraduates must have completed BCS2010 Integrated Principles of Biology 1 or equivalent.  

Course Learning Objectives 
After this course, the student will be able to:  
- Distinguish between different types of innovations and project management methodologies (e.g., Agile, Lean, Six Sigma, Waterfall)  
- Select and apply appropriate tools to manage innovation projects with structure and flexibility  
- Design a simple 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 and create an innovation culture with a diverse team  

Materials and Supply Fees 
Project management software which is 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:kplPMMCS22/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>
<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>
</tr>
<tr>
<td>3</td>
<td>Strategic &amp; Business Plans; Innovation Culture</td>
</tr>
<tr>
<td>4</td>
<td>Disruptive Innovation &amp; Roadblocks</td>
</tr>
<tr>
<td>5</td>
<td>Project Communications</td>
</tr>
<tr>
<td>6</td>
<td>Project Management Software</td>
</tr>
<tr>
<td>7</td>
<td>Project Planning Tools and Approaches</td>
</tr>
<tr>
<td>8</td>
<td>Value-Based Metrics &amp; Dashboards</td>
</tr>
<tr>
<td>9</td>
<td>Time Management &amp; Decision Making</td>
</tr>
<tr>
<td>10</td>
<td>Innovation Risks, Successes &amp; Failures</td>
</tr>
<tr>
<td>11</td>
<td>Roles &amp; Responsibilities</td>
</tr>
<tr>
<td>12</td>
<td>Meetings &amp; Brainstorming</td>
</tr>
<tr>
<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.

- **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 simple 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.
Assignment Grades (Undergraduate Students)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Module Due</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Review &amp; Course Objectives</td>
<td>2</td>
<td>5%</td>
</tr>
<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>
</tr>
<tr>
<td>Meeting Facilitation</td>
<td>13</td>
<td>10%</td>
</tr>
<tr>
<td>Final Quiz</td>
<td>14</td>
<td>10%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>14</td>
<td>5%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
<th>Grade Points</th>
<th>74.0% to &lt; 77.0%</th>
<th>C</th>
<th>2.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.0% to 100%</td>
<td>A</td>
<td>4.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90.0% to &lt; 94.0%</td>
<td>A-</td>
<td>3.67</td>
<td>70.0% to &lt; 74.0%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>87.0% to &lt; 90.0%</td>
<td>B+</td>
<td>3.33</td>
<td>67.0% to &lt; 70.0%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>84.0% to &lt; 87.0%</td>
<td>B</td>
<td>3.00</td>
<td>64.0% to &lt; 67.0%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>80.0% to &lt; 84.0%</td>
<td>B-</td>
<td>2.67</td>
<td>60.0% to &lt; 64.0%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>77.0% to &lt; 80.0%</td>
<td>C+</td>
<td>2.33</td>
<td>0% to &lt; 60.0%</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 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.bluera.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/sccr/process/student-conduct-honor-code](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code).

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

**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](http://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](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code).
Campus Helping Resources:

**Health and Wellness**

- **U Matter, We Care:** [https://umatter.ufl.edu/](https://umatter.ufl.edu/)
  If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- **Counseling and Wellness Center:** 3190 Radio Road, 352-392-1575, [http://www.counseling.ufl.edu](http://www.counseling.ufl.edu) provides counseling services, groups and workshops, outreach and consultation, self-help library, and wellness coaching
- **Sexual Assault Recovery Services (SARS)**
  Student Health Care Center, 392-1161.
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

**Academic Resources**

- **E-learning technical support:** [https://elearning.ufl.edu/](https://elearning.ufl.edu/), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- **Career Resource Center:** [https://career.ufl.edu/](https://career.ufl.edu/), 352-392-1601, First Floor Reitz Union. Career assistance and guidance.
- **Library Support:** [https://uflib.ufl.edu/](https://uflib.ufl.edu/) Various ways to receive assistance with respect to using the libraries or finding resources.
- **Student Success Initiative:** [https://studentsuccess.ufl.edu/](https://studentsuccess.ufl.edu/) Pathways to student support through advising, coaching, peer mentoring and tutoring
- **Writing Studio:** [https://writing.ufl.edu/writing-studio/](https://writing.ufl.edu/writing-studio/), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- **Disability Services:** [https://disability.ufl.edu/](https://disability.ufl.edu/), 1 Reid Hall, 352-392-8565. Registration, accommodations for disabilities.
- **On-Line Students Complaints for Online Course:** [https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint](https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint)
Cover Sheet: Request 18380

Innovation Project Management for Life Sciences- New Course

**Info**

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>New</th>
<th>Ugrad/Pro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Elizabeth Gadsby <a href="mailto:egadsby@ufl.edu">egadsby@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>3/8/2023 12:46:28 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>4/18/2023 10:27:58 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of request</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Microbiology and Cell Science 60100000</td>
<td>Eric Triplett</td>
<td></td>
<td>3/8/2023</td>
</tr>
<tr>
<td>CALS CC Checklist for IPM E Gadsby.pdf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3/8/2023</td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td>3/8/2023</td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Course Numbering System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalog</td>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Academic Support System</td>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Notified</td>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course|New for request 18380

Info

Request: Innovation Project Management for Life Sciences- 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: 4/10/2023 1:35:23 PM
Form version: 2

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 a more detailed 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 and project management methodologies (e.g., Agile, Lean, Six Sigma, Waterfall)
- Select and apply appropriate tools to manage innovation projects with structure and flexibility
- Design a simple 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 and create an innovative culture 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>
</tr>
<tr>
<td>3</td>
<td>Strategic &amp; Business Plans; Innovation Culture</td>
</tr>
<tr>
<td>4</td>
<td>Disruptive Innovation &amp; Roadblocks</td>
</tr>
<tr>
<td>5</td>
<td>Project Communications</td>
</tr>
<tr>
<td>6</td>
<td>Project Management Software</td>
</tr>
<tr>
<td>7</td>
<td>Project Planning Tools and Approaches</td>
</tr>
<tr>
<td>8</td>
<td>Value-Based Metrics &amp; Dashboards</td>
</tr>
<tr>
<td>9</td>
<td>Time Management &amp; Decision Making</td>
</tr>
<tr>
<td>10</td>
<td>Innovation Risks, Successes &amp; Failures</td>
</tr>
<tr>
<td>11</td>
<td>Roles &amp; Responsibilities</td>
</tr>
<tr>
<td>12</td>
<td>Meetings &amp; Brainstorming</td>
</tr>
<tr>
<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.

- **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)
o 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.

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%

GRADING POLICY
Range

<table>
<thead>
<tr>
<th>Grade Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% to 94.0%</td>
<td>A 4.00</td>
</tr>
<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>
<td>B 3.00</td>
</tr>
<tr>
<td>&lt; 84.0% to 80.0%</td>
<td>B- 2.67</td>
</tr>
<tr>
<td>&lt; 80.0% to 77.0%</td>
<td>C+ 2.33</td>
</tr>
<tr>
<td>&lt; 77.0% to 74.0%</td>
<td>C 2.00</td>
</tr>
<tr>
<td>&lt; 74.0% to 70.0%</td>
<td>C- 1.67</td>
</tr>
<tr>
<td>&lt; 70.0% to 67.0%</td>
<td>D+ 1.33</td>
</tr>
<tr>
<td>&lt; 67.0% to 64.0%</td>
<td>D 1.00</td>
</tr>
<tr>
<td>&lt; 64.0% to 60.0%</td>
<td>D- 0.67</td>
</tr>
<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 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
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 a more detailed 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>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Review &amp; Course Objectives</td>
<td>2</td>
<td>5%</td>
</tr>
<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>
</tr>
<tr>
<td>Meeting Facilitation</td>
<td>13</td>
<td>10%</td>
</tr>
<tr>
<td>Final Quiz</td>
<td>14</td>
<td>10%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>14</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Assignment Grades (Graduate Students)**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Module Due</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Review &amp; Course Objectives</td>
<td>2</td>
<td>5%</td>
</tr>
<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>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>
</tr>
<tr>
<td>Meeting Facilitation</td>
<td>13</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Final Project Portfolio</strong></td>
<td><strong>14</strong></td>
<td><strong>20%</strong></td>
</tr>
<tr>
<td>Extra Credit</td>
<td>14</td>
<td>5%</td>
</tr>
</tbody>
</table>
Course Learning Objectives
Undergraduate:
- Distinguish between different types of innovations and project management methodologies (e.g. Agile, Lean, Six Sigma, Waterfall)
- Select and apply appropriate tools to manage innovation projects with structure and flexibility
- Design a simple 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 and create an innovation culture with a diverse team

Graduate:
- Distinguish between different types of innovations and project management methodologies (e.g. Agile, Lean, Six Sigma, Waterfall)
- 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 and create an innovation culture with a diverse team
  - Implement a project plan and tracking dashboard in a project with iterations over time
Innovation Project Management for Life Sciences
MCB 4XXX
[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

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.

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.

Course Prerequisites / Corequisites
Undergraduates must have completed BCS2010 Integrated Principles of Biology 1 or equivalent.

Course Learning Objectives
After this course, the student will be able to:

- Distinguish between different types of innovations and project management methodologies (e.g., Agile, Lean, Six Sigma, Waterfall)
- Select and apply appropriate tools to manage innovation projects with structure and flexibility
- Design a simple 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 and create an innovation culture with a diverse team

Materials and Supply Fees
Project management software which is 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:kplPMMCSST2/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>
<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>
</tr>
<tr>
<td>3</td>
<td>Strategic &amp; Business Plans; Innovation Culture</td>
</tr>
<tr>
<td>4</td>
<td>Disruptive Innovation &amp; Roadblocks</td>
</tr>
<tr>
<td>5</td>
<td>Project Communications</td>
</tr>
<tr>
<td>6</td>
<td>Project Management Software</td>
</tr>
<tr>
<td>7</td>
<td>Project Planning Tools and Approaches</td>
</tr>
<tr>
<td>8</td>
<td>Value-Based Metrics &amp; Dashboards</td>
</tr>
<tr>
<td>9</td>
<td>Time Management &amp; Decision Making</td>
</tr>
<tr>
<td>10</td>
<td>Innovation Risks, Successes &amp; Failures</td>
</tr>
<tr>
<td>11</td>
<td>Roles &amp; Responsibilities</td>
</tr>
<tr>
<td>12</td>
<td>Meetings &amp; Brainstorming</td>
</tr>
<tr>
<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.

- **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 simple 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.
Assignment Grades (Undergraduate Students)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Module Due</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Review &amp; Course Objectives</td>
<td>2</td>
<td>5%</td>
</tr>
<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>
</tr>
<tr>
<td>Meeting Facilitation</td>
<td>13</td>
<td>10%</td>
</tr>
<tr>
<td>Final Quiz</td>
<td>14</td>
<td>10%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>14</td>
<td>5%</td>
</tr>
</tbody>
</table>

Grading Policy

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

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.0% to 100%</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>90.0% to &lt; 94.0%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87.0% to &lt; 90.0%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>84.0% to &lt; 87.0%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80.0% to &lt; 84.0%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>77.0% to &lt; 80.0%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>74.0% to &lt; 77.0%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70.0% to &lt; 74.0%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>67.0% to &lt; 70.0%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>64.0% to &lt; 67.0%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>60.0% to &lt; 64.0%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>0% to &lt; 60.0%</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 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.bluera.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/sccr/process/student-conduct-honor-code.

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

Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students 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**

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

**Counseling and Wellness Center:** 3190 Radio Road, 352-392-1575, [http://www.counseling.ufl.edu](http://www.counseling.ufl.edu) provides counseling services, groups and workshops, outreach and consultation, self-help library, and wellness coaching

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

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

---

**Academic Resources**

**E-learning technical support:** [https://elearning.ufl.edu/](https://elearning.ufl.edu/), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

**Career Resource Center:** [https://career.ufl.edu/](https://career.ufl.edu/), 352-392-1601, First Floor Reitz Union. Career assistance and guidance.

**Library Support:** [https://uflib.ufl.edu/](https://uflib.ufl.edu/) Various ways to receive assistance with respect to using the libraries or finding resources.

**Student Success Initiative:** [https://studentsuccess.ufl.edu/](https://studentsuccess.ufl.edu/) Pathways to student support through advising, coaching, peer mentoring and tutoring

**Writing Studio:** [https://writing.ufl.edu/writing-studio/](https://writing.ufl.edu/writing-studio/), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

**Disability Services:** [https://disability.ufl.edu/](https://disability.ufl.edu/), 1 Reid Hall, 352-392-8565. Registration, accommodations for disabilities.

**On-Line Students Complaints for Online Course:** [https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint](https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint)
Innovation Project Management for Life Sciences
MCB 6XXX
[Semester, Year], Online Asynchronous

Instructor
Elizabeth D. Gadsby, PhD
gadsby@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

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.

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.

Course Learning Objectives
After this course, the student will be able to:
- Distinguish between different types of innovations and project management methodologies (e.g., Agile, Lean, Six Sigma, Waterfall)
- 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 and create an innovation culture with a diverse team
- Implement a project plan and tracking dashboard in a project with iterations over time

Materials and Supply Fees
Project management software which is 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:kplPMMCST2/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>
<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>
</tr>
<tr>
<td>3</td>
<td>Strategic &amp; Business Plans; Innovation Culture</td>
</tr>
<tr>
<td>4</td>
<td>Disruptive Innovation &amp; Roadblocks</td>
</tr>
<tr>
<td>5</td>
<td>Project Communications</td>
</tr>
<tr>
<td>6</td>
<td>Project Management Software</td>
</tr>
<tr>
<td>7</td>
<td>Project Planning Tools and Approaches</td>
</tr>
<tr>
<td>8</td>
<td>Value-Based Metrics &amp; Dashboards</td>
</tr>
<tr>
<td>9</td>
<td>Time Management &amp; Decision Making</td>
</tr>
<tr>
<td>10</td>
<td>Innovation Risks, Successes &amp; Failures</td>
</tr>
<tr>
<td>11</td>
<td>Roles &amp; Responsibilities</td>
</tr>
<tr>
<td>12</td>
<td>Meetings &amp; Brainstorming</td>
</tr>
<tr>
<td>13</td>
<td>Case Studies</td>
</tr>
<tr>
<td>14</td>
<td>Review</td>
</tr>
</tbody>
</table>

Course Assignments

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

- 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 (Graduate Students)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Module Due</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Review &amp; Course Objectives</td>
<td>2</td>
<td>5%</td>
</tr>
<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>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>
</tr>
<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>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.0% to 100%</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>90.0% to &lt; 94.0%</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87.0% to &lt; 90.0%</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>84.0% to &lt; 87.0%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>80.0% to &lt; 84.0%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>77.0% to &lt; 80.0%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>74.0% to &lt; 77.0%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>70.0% to &lt; 74.0%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>67.0% to &lt; 70.0%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>64.0% to &lt; 67.0%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>60.0% to &lt; 64.0%</td>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>0% to &lt; 60.0%</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 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.bluera.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/sccr/process/student-conduct-honor-code](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code).

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

**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/](http://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](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code).
Campus Helping Resources:

Health and Wellness

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

**Counseling and Wellness Center:** 3190 Radio Road, 352-392-1575,
[http://www.counseling.ufl.edu](http://www.counseling.ufl.edu) provides counseling services, groups and workshops, outreach and consultation, self-help library, and wellness coaching

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

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

Academic Resources

**E-learning technical support:** [https://elearning.ufl.edu/](https://elearning.ufl.edu/), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

**Career Resource Center:** [https://career.ufl.edu/](https://career.ufl.edu/), 352-392-1601, First Floor Reitz Union.
Career assistance and guidance.

**Library Support:** [https://uflib.ufl.edu/](https://uflib.ufl.edu/) Various ways to receive assistance with respect to using the libraries or finding resources.

**Student Success Initiative:** [https://studentsuccess.ufl.edu/](https://studentsuccess.ufl.edu/) Pathways to student support through advising, coaching, peer mentoring and tutoring

**Writing Studio:** [https://writing.ufl.edu/writing-studio/](https://writing.ufl.edu/writing-studio/), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

**Disability Services:** [https://disability.ufl.edu/](https://disability.ufl.edu/), 1 Reid Hall, 352-392-8565. Registration, accommodations for disabilities.

**On-Line Students Complaints for Online Course:** [https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint](https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint)
### Cover Sheet: Request 17913

**AOM4XXX Instrumentation and Climate Management in Controlled Environment Agriculture**

#### Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Status</th>
<th>Submitter</th>
<th>Created</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>New</td>
<td>Ugrad/Pro</td>
<td>11/7/2022 10:14:10 AM</td>
<td>4/14/2023 8:16:06 PM</td>
</tr>
<tr>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
<td>Ying Zhang <a href="mailto:yingzhang409@ufl.edu">yingzhang409@ufl.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Description of request

Requesting for an undergraduate Agricultural Operations Management Course code.

#### Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Agricultural and Biological Engineering 60070000</td>
<td>Kati Migliaccio</td>
<td>11/7/2022</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td>11/7/2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statewide Course Numbering System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalog</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Academic Support System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course|New for request 17913

Info

Request: AOM4XXX Instrumentation and Climate Management in Controlled Environment Agriculture
Description of request: Requesting for an undergraduate Agricultural Operations Management Course code.
Submitter: Ying Zhang yingzhang409@ufl.edu
Created: 4/14/2023 7:39:14 PM
Form version: 5

Responses

Recommended Prefix AOM
Course Level 4

Course Number XXX
Lab Code C
Category of Instruction Advanced
Course Title Instrumentation and Climate Management in Controlled Environment Agriculture
Transcript Title Instr & clim Ma in Ctrl Env Ag
Degree Type Baccalaureate

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

Effective Term Spring
Effective Year 2023
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

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

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

Prerequisites Junior standing
Co-requisites N/A

Rationale and Placement in Curriculum This course is a study of applied instrumentation for climate management in controlled environment agriculture. Students will learn controlled environment agriculture principles, environmental sensing and control, and experimental design to help them develop the required skills to monitor and control environmental variables for various controlled environment agriculture applications.

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

a. Recognize the advantages, complexities, and problems associated with environmental controls
b. Measure, monitor, and control the various environmental variables affecting plant growth and development under controlled environments
c. Analyze and report environmental data for scientific research
d. Apply different control algorithms on climate controls
e. Build a data acquisition system for controlled environment plant production systems
f. Plan, design, and conduct experiments with statistical analysis
Course Textbook(s) and/or Other Assigned Reading Handouts and online material will be provided to students that will serve as a textbook.

Weekly Schedule of Topics

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

Grading Scheme

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Term Project</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

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

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

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

Term Project (100 pts.). Students will be randomly selected for forming groups to conduct a group project with sensing, control, and data acquisition components. Each group will contain 2 to 4 students based on the total number of students enrolled in the class. Students will demonstrate the capability of monitoring one or more environmental parameters and use executors to modify the environment to achieve specific environmental conditions for agricultural production. Students will make a technical presentation and submit a project report at the end of the semester. The term project accounts for 30% of your final grade. The grading rubrics are listed in the following tables.

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

All of the categories will be evaluated based on team presentation and report quality except for Team Contribution. Teamwork Contribution will be assessed separately for each student with the following Self and Peer Assessment table.

Write your name and the date and write the names of your group members in the numbered boxes. In the “Yourself” box, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values. Provide any additional comments in the box at the end of the assessment form.

Values: 1=Strongly disagree 2=Disagree 3=Neither disagree or agree 4=Agree 5=Strongly agree  
Attribute  Yourself  1.  2.  3.  
Was dependable in attending group meetings  
Willingly accepted assigned tasks  
Contributed positively to group discussions  
Completed work on time or made alternative arrangements  
Helped others with their work when needed  
Did work accurately and completely  
Worked well with others  
Overall was a valuable member of the team  

Column Totals  

Comments:

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

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

Instructor(s) Ying Zhang  
Attendance & Make-up  Yes  
Accomodations  Yes  
UF Grading Policies for assigning Grade Points  Yes  
Course Evaluation Policy  Yes
External Consultation Results (departments with potential overlap or interest in proposed course, if any)

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
<th>E-mail</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOS</td>
<td>Chris Gunter, Professor and Chair</td>
<td><a href="mailto:cc.gunter@ufl.edu">cc.gunter@ufl.edu</a></td>
<td>I think this looks like a good course that many of our students would benefit from. Three of the 10 content weeks are direct overlaps with contents in HOS4304 – Horticultural Physiology, HOS3430C – Nutrition of Horticultural Crops, or PLS3021C – Hydroponic Systems. Dr. Nunez thinks the students could benefit from the overlap, and he would volunteer to co-advising some of the student groups on their semester project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CALS Curriculum Committee
Submission Checklist

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

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

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

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

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

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

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

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

YZ The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.
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)
### External Consultation Results
(departments with potential overlap or interest in proposed course, if any)

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWES</td>
<td>Matt Whiles, Chair and Professo</td>
</tr>
</tbody>
</table>

**Phone Number**
3522943161

**E-mail**
mwhiles@ufl.edu

**Comments**

This syllabus ((Instrumentation and climate management in controlled environment agriculture) has been reviewed by SWES faculty members teaching classes in the same realm and non indicated any serious overlap or redundancies.

---

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phone Number**

**E-mail**

**Comments**

---

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phone Number**

**E-mail**

**Comments**

---

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phone Number**

**E-mail**

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

<table>
<thead>
<tr>
<th>Department</th>
<th>Name and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agronomy</td>
<td>Gopal Kakani, Chair and Professor</td>
</tr>
</tbody>
</table>

**Phone Number** 352-273-3408  
**E-mail** vgkakani@ufl.edu

**Comments**
No concerns were expressed by Agronomy faculty on overlap with any of the existing courses. I believe students in Agronomy will benefit from the course 'Instrumentation and Climate Management in Controlled Environment Agriculture'.
Catalog Description

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

Course Description

This course aims to teach students the principles of climate monitoring and management in controlled environment agriculture. Sensors and instruments to track environmental conditions will be introduced to the class for measuring light intensity and quality, temperature, humidity, carbon dioxide, air flow, water, etc. Students will learn how to evaluate production systems, monitor environmental variables, and control growing conditions. In addition, environmental control technologies, experimental design methods, and maintenance guidelines will be covered to build fundamental knowledge for scientific research and farm operations.

Instructor

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

Course Prerequisites / Co-Requisites

Junior standing

Course Objectives

Students, upon completing this course, will be able to:
  a. Recognize the advantages, complexities, and problems associated with environmental controls
  b. Measure environmental variables affecting plant growth and development under controlled environments
  c. Analyze environmental data for scientific research
  d. Apply different control algorithms on climate controls
  e. Build a data acquisition system for controlled environment plant production systems
  f. Design experiments with statistical analysis

Materials and Supply Fees

Not Applicable
**Required Textbooks and Software**

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

**Recommended Materials**

**Course Schedule**
For the weeks with planned lecture and lab sections, the lecture will be given in the first meeting, and lab activities will be offered for the following meeting. From Week 12, no lectures and lab sections will be provided. The instructor will mentor students in developing and conducting term projects in the classroom during class hours.

<table>
<thead>
<tr>
<th>Week 1:</th>
<th><strong>Lecture</strong>: Introduction to Controlled Environment Agriculture &amp; Environmental Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2:</td>
<td><strong>Lecture</strong>: Data collection and measurement / <strong>Lab</strong>: Introduction / <strong>Homework 1</strong></td>
</tr>
<tr>
<td>Week 3:</td>
<td><strong>Lecture</strong>: Temperature management / <strong>Lab</strong>: Temperature measurement / <strong>Homework 2</strong></td>
</tr>
<tr>
<td>Week 4:</td>
<td><strong>Lecture</strong>: Solar radiation / <strong>Lab</strong>: Light spectrum measurement / <strong>Homework 3</strong></td>
</tr>
<tr>
<td>Week 5:</td>
<td><strong>Lecture</strong>: Lighting systems / <strong>Lab</strong>: Lighting system design / <strong>Homework 4</strong></td>
</tr>
<tr>
<td>Week 6:</td>
<td><strong>Lecture</strong>: Water and nutrient delivery / <strong>Lab</strong>: Irrigation system control / <strong>Homework 5</strong></td>
</tr>
<tr>
<td>Week 7:</td>
<td><strong>Lecture</strong>: Plant nutrient and the root zone environment / <strong>Lab</strong>: PH and EC measurements / <strong>Homework 6</strong></td>
</tr>
<tr>
<td>Week 8:</td>
<td><strong>Review</strong> / <strong>Midterm Exam</strong></td>
</tr>
<tr>
<td>Week 9:</td>
<td><strong>Lecture</strong>: Air environment / <strong>Lab</strong>: Greenhouse tours / <strong>Homework 7</strong></td>
</tr>
<tr>
<td>Week 10:</td>
<td><strong>Lecture</strong>: Humidity Management / <strong>Lab</strong>: Humidity measurement / <strong>Quiz 1</strong></td>
</tr>
<tr>
<td>Week 11:</td>
<td><strong>Lecture</strong>: Experimental Design / <strong>Quiz 2</strong></td>
</tr>
<tr>
<td>Week 12:</td>
<td><strong>Lab</strong>: Term project meetings</td>
</tr>
<tr>
<td>Week 13:</td>
<td><strong>Lab</strong>: Term project meetings</td>
</tr>
<tr>
<td>Week 14:</td>
<td><strong>Lab</strong>: Term project meetings</td>
</tr>
<tr>
<td>Week 15:</td>
<td><strong>Lab</strong>: Term project meetings / <strong>Term project presentations</strong></td>
</tr>
</tbody>
</table>

**Attendance Policy, Class Expectations, and Make-Up Policy**

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

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

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

**Evaluation of Grades**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Homework Assignments (7)</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment</td>
<td>Percentage of Final Grade</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Quizzes (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Term Project</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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

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

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

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

**Term Project.** Students will be randomly selected for forming groups to conduct a group project with sensing, control, and data acquisition components. Each group will contain 2 to 4 students based on the total number of students enrolled in the class. Students will demonstrate the capability of monitoring one or more environmental parameters and use executors to modify the environment to achieve specific environmental conditions for agricultural production. Students will make a technical presentation and submit a project report at the end of the semester. The grading rubrics are listed in the following tables.

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

All of the categories will be evaluated based on team presentation and report quality except for Team Contribution. Teamwork Contribution will be assessed separately for each student with the following Self and Peer Assessment table.

Write your name and the date and write the names of your group members in the numbered boxes. In the “Yourself” box, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values. Provide any additional comments in the box at the end of the assessment form.

**Values:** 1=Strongly disagree  2=Disagree  3=Neither disagree or agree  4=Agree  5=Strongly agree

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Yourself</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was dependable in attending group meetings</td>
<td>Yourself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingly accepted assigned tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributed positively to group discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed work on time or made alternative arrangements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Helped others with their work when needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did work accurately and completely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked well with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall was a valuable member of the team</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Column Totals**

**Comments:**
Grading Policy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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


**Student Complaints**
Online Course: https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint.