CALS Curriculum Committee Meeting
November 17, 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 the October 20, 2023 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposal

1. PLP 6XXXC – Applied Bioinformatics in Plant Pathology (req. #19063)

Graduate Course Revision Proposal

2. GIS 6116 – Geographic Information Systems Analysis (req. #19025)

Undergraduate Course Revision Proposals

3. MCB 3020 – Basic Biology of Microorganisms (req. #18971)

4. MCB 3023 – Principles of Microbiology (req. #18972)

Curriculum

5. Proposed Alternative Route for Organic Chemistry (req. #18969)

6. Proposed Change to the Leadership and UF Online Leadership Minor (req. #19009)

7. Proposed Stop Assessment for MCB 4203 or PCB 4233 and MCB 4304 or PCB 4522 (req. #18973)

Recycled Items

8. ENY 6206 – Ecology of Vector-Borne Disease (req. #18721)

Previous Comments: This item was reviewed with item #13. All comments apply to both submissions unless otherwise stated. A motion was made by Dr. Coenen to
Please consider volunteering.

Selection of Chair-Elect

Please consider volunteering.
CALS Curriculum Committee Meeting  
Minutes from October 20, 2023  
Submitted by James Fant


Substitutes: Heather Enloe for P. Inglett, Becky Raulerson for M. Sowcik

Visitors: Anthony Auletta, Rebecca Baldwin, Dina Liebowitz, Eric Triplett

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met in McCarty Hall D Rm. 1044/1045 on October 20, 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. Coenen to approve the minutes from the September 22, 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 September meeting of the CALS Curriculum Committee include items from the October 17, 2023, meeting of the UCC.

Items APPROVED:  
1) Termination of the BS degree in Horticultural Sciences  
2) Addition of the International Studies in Agricultural and Life Sciences minor to UF Online

Items RECYCLED:  
1) One Recycled Course - AEB 3935- Food and Resource Economics Seminar
Additional updates included that work has begun regarding legislation to review General Education courses and the new regulations will be implemented for Fall 2024. There was also an announcement to celebrate the Quest program and that will occur 11/15/23.

Graduate New Course Proposal

1. FOR 5XXX – Introduction to Programming with R (req. #18963)
   This item was reviewed with item #2. All comments apply to both submissions unless otherwise stated. A motion was made by Dr. Larkin to approve these items as submitted. The motion was approved.

Undergraduate New Course Proposal

2. FOR 3XXX – Introduction to Programming with R (req. #18962)
   See item #1.

Undergraduate Course Modification Proposals

3. ENY 4202 – Ecology of Vector-Borne Disease (req. #18862)
   This item was reviewed with item #13. All comments apply to both submissions unless otherwise stated. **Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Coenen to recycle these items back to the submitter for required updates and resubmission. Include a new graduate and undergraduate syllabus in each submission. Remove the last sentence of the proposed rationale mentioning student comments about the course. Unfortunately, the updates you provided on 10/19/2023 were submitted too late to be included with what the committee reviewed. We see that you have made these changes already. However, since the submissions were recycled, they must go back before the committee at the November meeting.

4. ENY 4230 – Pesticide Application (req. #18858)
   **Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Martin to approve this item with edits required. The motion was approved. Add “Integrated” to the proposed course title. Replace “and” with “or” in the proposed prerequisites. Update the link for distance student complaints.

Certificates

5. Proposed Modification to the Leadership in Agriculture and Natural Resources Graduate Certificate (req. #18917)
   A motion was made by Dr. Martin to approve this item as submitted. The motion was approved.

Curriculum

6. Proposed Ph.D. Concentration in Microbial and Cellular Data Science (req. #18948)
A motion was made by Dr. Martin to approve this item with a change required. The motion was approved. Change the self-funded language to state funded.

7. Proposed Addition of the Entomology & Nematology Major to UF Online (req. #18779)
A motion was made by Dr. Martin to approve this item with a change required. The motion was approved. Indicate in the rationale that this course is open to all students including freshmen and lower division transfers.

8. Proposed Modification to the AOM Course Catalog (req. #18893)
A motion was made by Dr. Martin to approve this item as submitted. The motion was approved.

9. Proposed Addition of the AEC – Communication and Leadership Development Specialization to UF Online (req. #18895)
A motion was made by Dr. Larkin to approve this item with a change required. The motion was approved. Indicate in the rationale that this course is open to all students including freshmen and lower division transfers.

10. Proposed Update to the Plant Science Model Semester Plan (req. #18968)
A motion was made by Dr. Martin to approve this item as submitted. The motion was approved.

11. Proposed Revisions to the Entomology and Nematology – Preprofessional Specialization (req. #18774)
A motion was made by Dr. Martin to approve this item as submitted. The motion was approved.

12. Proposed Revisions to the Entomology and Nematology – Urban Pest Management Specialization (req. #18775)
A motion was made by Dr. Nunez to approve this item as submitted. The motion was approved.

**Recycled Items**

13. ENY 6206 – Ecology of Vector-Borne Disease (req. #18721)
See item #3.

14. WIS 6630 – Applied Wildlife Forensic Genetics (req. #18692)
A motion was made by Dr. Koenig to approve this item as submitted. The motion was approved.

15. PEN 2XXXC – Science Diver (req. #18498)
A motion was made by Dr. Koenig to approve this item as submitted. The motion was approved.

16. AOM 4461 – Sustainable Agricultural Systems (req. #18551)
Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Coenen to approve this item with edits required. The motion was approved. Add PHY2048 as a prerequisite. Update the CALS Syllabus Statements boilerplate. This can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf.

17. WIS 4501 – Introduction to Wildlife Population Ecology (req. #18574)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Martin to approve this item with edits required. The motion was approved. Remove the parentheses from the proposed prerequisites on the UCC form. Check the submission for typing errors (ex. prerequisite AGR3303 in syllabus, pre-requisites in the rationale on the UCC form). Add exam dates to the semester plan. Week 14 in the semester plan only has one lecture for the entire week. Remove everything after the link in the attendance policy for submission purposes. The additional information can be added back later or discussed during the initial class meeting.

The meeting was adjourned at 2:52 p.m.
New Graduate level Course Application: App BioInfo PlantPath

Description of request
This application is for the proposed new graduate-level course, 'Bioinformatics in Plant Pathology.' It outlines the course objectives, content, and expected outcomes.

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<td>Department</td>
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<td>CALS - Plant Pathology 60190000</td>
<td>Joel H Brendemuhl</td>
<td>Approved by Joel Brendemuhl. Request previously approved by department (19026) but the selected process was incorrect. Submitter has resubmitted using the proper process.</td>
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Original file: Cover Sheet.pdf
Course|New for request 19063

Info

Request: New Graduate level Course Application: App BioInfo PlantPath
Description of request: This application is for the proposed new graduate-level course, 'Bioinformatics in Plant Pathology.' It outlines the course objectives, content, and expected outcomes.
Submitter: Jose Huguet Tapia jhuguet@ufl.edu
Created: 11/14/2023 6:42:45 PM
Form version: 14

Responses
Recommended Prefix PLP
Course Level 6

Course Number XXX
Lab Code C
Category of Instruction Intermediate
Course Title APPLIED BIOINFORMATICS IN PLANT PATHOLOGY
Transcript Title APPL BIOINFO PLANTPATH
Degree Type Graduate

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

Effective Term Spring
Effective Year 2024
Rotating Topic No
Repeatable Credit? No

Amount of Credit 2

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 2

Course Description Bioinformatics training for practical research applications in plant pathology. Analysis of omics data on viral, fungal, and oomycete plant pathogens, developing customized pipelines for large dataset analysis supported by real case studies.

Co-requisites N/A

Prerequisites N/A

Rationale and Placement in Curriculum This course is designed to support graduate students in plant pathology and related fields in applying bioinformatics tools to genomic data projects. It covers specialized bioinformatics topics directly applicable to plant pathology for solving challenges in omics data analysis. The course provides a link between theoretical knowledge and hands-on experience in the realms of big data and omics. Furthermore, the course's significance lies in its role as a continuous mentorship platform for managing students' research projects, connecting students with the instructor throughout their research projects.

Course Objectives 1. Proficiently apply bioinformatics tools in plant pathology research.
2. Solve genomic data analysis challenges.
3. Develop customized bioinformatics pipelines to study genome data of major plant pathogens.

Course Textbook(s) and/or Other Assigned Reading There is no required text for the lab or the lecture. The following reading is recommended.

viruses and virus diseases. Outlooks on Pest Management 16, 268-270.


• Fábio Madeira and others, Search and sequence analysis tools services from EMBL-EBI in 2022, Nucleic Acids Research, Volume 50, Issue W1, July 2022, Pages W276–W279, https://doi.org/10.1093/nar/gkac240


• Reproducible and Robust Research with Open-Source Tools” by Vince Buffalo. Publisher: O'Reilly Media. ISBN-13: 978-1449367374

Weekly Schedule of Topics Week 1:
• Organizational meeting

Week 2:
• Research computing - HiPerGator (HP) resources and interaction by command line.

Week 3:
• Review of sequencing technologies

Week 4:
• Introduction to Bioinformatics resources for plant pathologists – Genome Databases.

Week 5: Plant Virus Genomes and Analysis
• Case Study 1.1: Genome mining for plant viruses

Week 6: Plant Virus Genomes and Analysis
• Case Study 1.2: Customized databases for plant virus genomes- k-mer sketching of plant virus genomes.

Week 7: Fungal Pathogen Genomes and Analysis
• Case Study 2.1: Assembly and annotation of fungal plant pathogens.

Week 8: Fungal Pathogen Genomes and Analysis
• Case Study 2.2: Annotation of fungal plant pathogens.

Week 9: Fungal Pathogen Genomes and Analysis
• Case Study 2.3: Gene content analysis of fungal plant pathogens.

Week 10: Fungal Pathogen Genomes and Analysis
• Case Study 2.4: Detection of apoplastic and cytoplasmic effectors.

Week 11: Oomycetes genome analysis
• Case Study 3.1: Genome complexity “The box of chocolates problem” – Bioinformatics approaches to study heterokaryosis and genome heterozygosity.

Week 12: Oomycetes genome analysis
• Case Study 3.2: Analysis of Phytophthora genomes – virulence factors and gene family expansions

Week 13-15: Presentation of assignments and discussion of results

Grading Scheme Grading will be based on attendance, two assignments, and an oral presentation.

Class attendance will be evaluated based on the following criteria: Attendance of 90% or above will receive 5 pts. 80-89% will receive 4 pts; 70-79% will receive 3 pts; 60-69% will receive 2 pts; 50-59%
will receive 1 pt. Below 50% will receive 0 pts. Please also refer to the Attendance and Make-up Work section.

Assignment 1 will involve analyzing a set of genomic data, which students will submit as a report.

Assignment 2 will consist of tasks related to each student’s research project. If a student does not have an ongoing project, the instructor will provide a mini-project. For Assignment 2, students are required to design a pipeline to clean, organize, and present genomic findings as requested by the instructor. Assignment 2 should be submitted as a written report.

The oral presentation will be based on the content of Assignment 2.

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<td>Assignment 1</td>
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<tr>
<td>Assignment 2</td>
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<tr>
<td>Presentation</td>
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<tr>
<td>Attendance</td>
<td>5</td>
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<td>Total</td>
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</tbody>
</table>

Instructor(s) Jose Huguet-Tapia
Attendance & Make-up Yes
Accommodations 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>
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<tbody>
<tr>
<td>Microbiology and Cell Science</td>
<td>Eric Triplett, Professor and Chair</td>
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</table>

### Comments

As currently constructed with an emphasis on fungi and viruses that are plant pathogenic, there is very little overlap with any of our courses.
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.

___JHT___ 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/.

___JHT___ 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. (This is new course submission)

___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. (This is not a join course submission)

___JHT___ 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/. (Attached signed form and emails)

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. (The proposed course is 600 level)

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 Description
Bioinformatics training for practical research applications in plant pathology. Analysis of omics data on viral, fungal, and oomycete plant pathogens, developing customized pipelines for large dataset analysis, supported by real case studies.

Prerequisites
The course assumes a foundational understanding of biology and genetics, particularly in the context of plant pathogen and host molecular interactions. While some knowledge of introductory bioinformatics concepts and Unix/Linux command line is helpful, it is not a strict requirement.

Pre-requisite training
Students are highly encouraged to complete the HiPerGator training video at https://help.rc.ufl.edu/doc/Open_OnDemand

Course Objectives
After completing this course students will be able to:

1. Proficiently apply bioinformatics tools in plant pathology research.
2. Solve genomic data analysis challenges.
3. Develop customized bioinformatics pipelines to study genome data of major plant pathogens.

Course and Laboratory Instructor
Jose Huguet-Tapia, Ph.D.
Room 1403 Fifield Hall
jhuguet@ufl.edu
352-273-4628

IT Support
Michael Morrow
Room 2513 Fifield hall
spyder14@ufl.edu
352-273-4663

Class Time:
Lecture: Wednesday Period 8 (3:00 pm - 3:50 pm) Lectures will be taught using PowerPoint slides. During each talk, the instructor will introduce the topic of the day, explain the biological concepts of the topics, and briefly explain the algorithms for the analysis of the data.
Laboratory: Wednesday Period 9 (4:05 pm - 4:55 pm) The laboratory will be taught after each lecture. Each student will connect to the HiPerGator server using his or her computer. Exercises will be conducted in the PLP6XXX/share group located in the HiPerGator.

Location: Fifield Hall 2564
The course will be offered in both in-person and online formats to accommodate students’ preferences and needs. Before the start of the semester, students are encouraged to contact the instructor to indicate their preferred method of participation, whether in-person or online. All lectures will be recorded in zoom, providing students the flexibility to utilize them for makeup classes or review.

Office Hours:
Monday 1:55- 3:50 pm

Required Text
There is no required text for the lab or the lecture. The following reading is recommended.


- Wang, Y., Zhao, Y. et al. (2021). Nanopore sequencing technology, bioinformatics and applications. *Nat Biotechnol* 39: 1348–1365. [https://doi.org/10.1038/s41587-021-01108-x](https://doi.org/10.1038/s41587-021-01108-x)


**Grading**

Grading will be based on class attendance, two assignments, and an oral presentation.

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<td>Presentation</td>
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<td><strong>Total</strong></td>
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**Course Schedule:**

**Week 1:**
- Organizational meeting

**Week 2:**
- Research computing - HiPerGator (HP) resources and interaction by command line.

**Week 3:**
- Review of sequencing technologies

**Week 4:**
• Introduction to Bioinformatics resources for plant pathologists – Genome Databases.

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**Week 12: Oomycetes genome analysis**
• Case Study 3.2: Analysis of Phytophthora genomes – virulence factors and gene family expansions

**Week 13-15: Presentation of assignments and review of results**

Critical dates:
• Week 7: Assignment 1 report submission.

• Week 15: Submission of assignment 2 report
Grades and Grade Points

In accordance with the current University of Florida policy, grade points will be assigned as follows:

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

Attendance and Make-Up Work

Attending course lectures and labs, and completing the required project are expected. In this course, lectures build on each other. Slides for the talks will be made available.

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/.

Our class sessions will be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.
Online Course Evaluation Process
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.blueracm.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

Academic Honesty
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

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

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

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

Campus Helping Resources:
Students experiencing crises or personal problems that interfere with their general 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:
- Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/
- Online Course: https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint
## Cover Sheet: Request 19025

**GIS6116 remove prerequisite**

### Info

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**Description of request**

Remove old reference to inactive undergrad course and lab as prerequisite. Replace with "n/a" at instructor request.

### Actions

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No document changes
Course|Modify for request 19025

Info

Request: GIS6116 remove prerequisite
Description of request: Remove old reference to inactive undergrad course and lab as prerequisite.
Replace with "n/a" at instructor request.
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 10/26/2023 9:41:26 AM
Form version: 1

Responses

Current Prefix GIS
Course Level 6

Rationale for 5000 level course request na
Lab Code None
Number 116
Course Title Geographic Information Systems Analysis
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

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 SUR 3393 and SUR 3393L
Proposed Prerequisites n/a
Change Co-requisites? No

Rationale These prerequisites are not enforced and refer to old, inactive course numbers for existing course GIS3072C, which the instructor does not want as a new prerequisite.
CALS Curriculum Committee
Submission Checklist

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Joel Brendemuhl [brendj@ufl.edu](mailto:brendj@ufl.edu) for further instruction)
GIS 6116 (GIS Analysis)

1. OVERVIEW
Analytical tools such as software grid modules, database query, map algebra, and distance operators; analytical operations such as database query, derivative mapping, and process modeling; sources and nature of uncertainty and error, and project planning management.

On the practical side, students will conduct spatial analysis with GIS software including ArcGIS Pro, Model Builder, Microsoft Excel spreadsheet functions, and miscellaneous spatial analysis programs.

- Spring semester, 3 credits
- 100% online
- [http://elearning.ufl.edu/](http://elearning.ufl.edu/)

Course prerequisites: No formal course prerequisites.

GIS3072C or any other introductory GIS course is recommended, so is some working experience with ArcGIS Pro. Basics in statistics are essential, so is competence with Microsoft Excel software.

Instructors:
- **Dr. Hartwig Henry Hochmair**, Ft. Lauderdale Research & Education Center, phone: (954) 577-6317; e-mail: hhhochmair@ufl.edu
- **Dr. Amr Abd-Elrahman**, Gulf Coast Research and Education Center, phone: (813) 757-2283; e-mail: aamr@ufl.edu

Communication:
- Please use the Canvas conversation system for fastest response.
- Office hours: Tuesday 4-6 pm in Zoom (unless announced otherwise)

Lectures:
Links to pre-recorded lectures and other lecture materials will be posted in weekly modules on the course Web site

Primary recommended reading materials:

Further recommended reading materials:
- Short instructional videos closely related to the lecture content can be found at the [Geomatics @ FLREC YouTube channel](http://www.spatialanalysisonline.com/)
Software requirements:

- The latest ArcGIS Pro version and Microsoft Excel will be used for many topics taught in this course.
- ArcGIS Pro download and installation instructions are provided on the course website in the Week 1 module.
- Additional free software packages used (e.g., CrimeStat) will be introduced in corresponding course modules.

2. LEARNING OUTCOMES

The course objective is to provide students with the following competencies at the completion of the course:

1. Investigate spatial analysis methods in spreadsheet applications
2. Use spatial statistics to identify geographic patterns
3. Demonstrate correct handling of vector and raster data with GIS tools to answer spatial research questions
4. Apply multi-dimensional data ordination and clustering techniques to address spatial problems
5. Implement deterministic and geostatistical spatial interpolation methods
6. Automate geoprocessing functionality through Python scripting and ModelBuilder
7. Apply critical thinking skills in GIS analysis

The course Website (see under Modules/Course Overview) contains a course map which visually illustrates how course activities (e.g. assignments, discussion posts, quizzes) are linked to these competencies.

3. COURSE LOGISTICS

- For each assignment, quiz, and discussion item a due date and time is given, which is usually a week after the handout and on Wednesdays before midnight.
- Assignments are graded based on timeliness, correctness of computations and interpretation of numerical results, creativity and technical versatility with written feedback by the instructor; quizzes are auto-graded based on correctness of multiple choice questions with correct answers shown after completion, and discussion items are graded within a week based on creativity, completeness, technical correctness and the number of comments provided to peers.
- There is a 1-week turnaround for assignment grading and a 2-week turnaround for discussion grading.
- Quizzes are autograded instantaneously in Canvas.
- This is an asynchronous distance education course which uses pre-recorded lectures. Recordings can be downloaded from weekly modules on the Canvas website.

The Canvas system should be used as the primary platform for written communication between students and the instructor. Questions and suggestions to the class can also be posted under the Discussions tab. Any short-term changes concerning lectures or other course components will be announced through Canvas. Feel free to contact the instructors with any questions.

Technology Requirements:

- A computer or mobile device with high-speed internet connection and a headset and/or microphone and speakers to view lectures or join live sessions.
- ArcGIS Pro runs only on Microsoft operating systems. If students use a Mac computer or other operating systems, they are encouraged to use ArcGIS Pro in UF Apps (https://info.apps.ufl.edu/).
• For Zoom: A supported web browser on a supported operating system (Windows, Mac OS, Linux); and minimum bandwidth. More details can be found here.

Using Zoom:
Occasional, informal Q&A sessions (after announcement), or office hour meetings (per individual student requests) will be conducted with Zoom web conferencing software. Zoom sessions can be joined by clicking a link provided on the course Web site or through Canvas e-mail.

Grades:

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<td>Quizzes (4 quizzes @ 5% each)</td>
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<tr>
<td>Online discussions (1 discussion @ 4% each)</td>
<td>4%</td>
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<tr>
<td>Total</td>
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</table>

Grading scale:

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<tr>
<td>A</td>
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<td>78.0-79.99</td>
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<td>90.0-91.99</td>
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<td>72.0-77.99</td>
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<td>88.0-89.99</td>
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<td>B</td>
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<td>B-</td>
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For information on current UF policies for assigning grade points, see https://gradcatalog.ufl.edu/graduate/regulations/
### 4. COURSE CONTENT

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic (Assignments in parentheses)</th>
<th>Readings</th>
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<tr>
<td>Week 1, Jan 11 (H)</td>
<td>Course introduction (live), review concepts of statistics and distributions, matrix notation [Q1]</td>
<td>O’Sullivan Appendix A</td>
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<td>Week 2, Jan 18 (H)</td>
<td>Statistics review (cont.) [Q2]</td>
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<tr>
<td>Week 3, Jan 25 (H)</td>
<td>Spatial processes, Quadrat count methods [H1]</td>
<td>O’Sullivan ch 4.1-4.4, p. 121-130</td>
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<tr>
<td>Week 4, Feb 1 (H)</td>
<td>Distance based point pattern measures [H2]</td>
<td>O’Sullivan p. 130-155</td>
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<td>Week 5, Feb 8 (H)</td>
<td>Attribute-based cluster detection; spatial autocorrelation, hot-spot analysis [H3]</td>
<td>O’Sullivan ch 7, ch.8.1-8.4</td>
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<td>Week 6, Feb 15 (H)</td>
<td>Location based cluster detection (hierarchical, K-means) [Q3]</td>
<td>CrimeStat IV manual ch. 7-16, 7-36, 8-20</td>
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<tr>
<td>Week 7, Feb 22 (H)</td>
<td>Geographically Weighted Regression (GWR); autoregressive models [H4]</td>
<td>O’Sullivan ch 8.5 de Smith ch. 5.6</td>
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<tr>
<td>Week 8, Mar 1 (A)</td>
<td>Multidimensional space and spatialization: dissimilarity and clustering [H5]</td>
<td>O’Sullivan ch 11.1 and 11.2</td>
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<tr>
<td>Week 9, Mar 8 (A)</td>
<td>Multidimensional space and spatialization: multi-dimensional scaling- principal component analysis – factor analysis [H6]</td>
<td>O’Sullivan ch 11.4-11.6</td>
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<td>Week 10, Mar 22 (A)</td>
<td>Spatial interpolation: deterministic and stochastic models [H7]</td>
<td>O’Sullivan ch 8, 2.4</td>
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<td>Week 11, Mar 29 (A)</td>
<td>Surface modeling, TIN and Raster representation - Raster data analysis - neighborhood, zonal, global functions [D2]</td>
<td>O’Sullivan ch 9 Online book (Map Analysis): Topic 22 &amp; 23</td>
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<td>Raster analysis application example 1 &amp; 2: Fire Risk and Species Mapping using ArcGIS Model Builder [H8]</td>
<td>Model downloads through canvas</td>
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<td>Week 13, Apr 12 (A)</td>
<td>Automating geoprocessing through ArcPy Python scripting</td>
<td>Handouts: ESRI white papers and documentations</td>
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<td>Week 14, Apr 19 (A)</td>
<td>Raster analysis application example 3: Dynamic Fire Growth using ArcGIS Model Builder</td>
<td>Model downloads through canvas</td>
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<tr>
<td>Week 15, Apr 26 (A)</td>
<td>Recap [Q4]</td>
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D: Discussion, Q: Quiz, H: Home assignment  
H…Hochmair, A…Abd-Elrahman

### 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.

**Late submissions and make-up requests:**
It is the responsibility of the student to access on-line lectures, readings, quizzes, and assignments to maintain satisfactory progress in the course. Policies for excused absences and late assignments for this course are consistent with UF policy as detailed in the UF graduate catalog. [https://gradcatalog.ufl.edu/graduate/regulations/](https://gradcatalog.ufl.edu/graduate/regulations/)

Penalties for unexcused absences and late assignments are below:

- A 10% penalty per day will be applied to late assignments. A late submission on the due date results also in a 10% deduction. Students can submit a late assignment as an attachment in an e-mail to the instructor.
- Assignments will not be accepted if handed in more than seven days after the due date.
- Quizzes cannot be taken past the deadline.
- Online discussions cannot be completed past the deadline.
- Exceptions to the late policy are only allowed per university policy.

Computer or other hardware failures, except failure of the UF canvas 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.

**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 SFFGS 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/](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/).

**Netiquette: Communication Courtesy Semester Evaluation Process:**
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats, as laid out in the [UF Netiquette Guide for Online Courses](https://www.education.ufl.edu/online-learning/netiquette-guide). Failure to do so may result in loss of participation points and/or referral to the Dean of Students’ Office.

**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
View this video for more information on how to avoid plagiarism.

**University Policy on Accommodating Students with Disabilities:**
Students requesting accommodation for disabilities must first register with the Dean of Students Office (https://disability.ufl.edu/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**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.

**Lecture recordings:**
All live lectures and Q&A sessions will be recorded and made available via Canvas. Policies regarding student in-class recordings are detailed here http://aa.ufl.edu/policies/in-class-recording/.

6. CAMPUS RESOURCES

**Academic 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 | https://helpdesk.ufl.edu/
- SFFGS Academic Hub https://ufl.instructure.com/courses/303721_
- 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:

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:

- [https://distance.ufl.edu/getting-help/](https://distance.ufl.edu/getting-help/)
- [https://registrar.ufl.edu/complaint.html](https://registrar.ufl.edu/complaint.html)

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](https://distance.ufl.edu/getting-help/) 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](https://distance.ufl.edu/getting-help/) 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](https://distance.ufl.edu/getting-help/).
- **University Police Department:** Visit [UF Police Department website](https://distance.ufl.edu/getting-help/) or call 352-392-1111 (or 9-1-1 for emergencies).
- Career Resource Center [https://career.ufl.edu/](https://career.ufl.edu/)
- GatorWell Health Promotion Services [https://gatorwell.ufsa.ufl.edu/](https://gatorwell.ufsa.ufl.edu/)
## Removal of co-requisite for MCB3020

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No document changes
Course|Modify for request 18971

Info
Request: Removal of co-requisite for MCB3020
Description of request: Organic chemistry not needed as a co-requisite for this course.
Submitter: Kevin Lee km.lee@ufl.edu
Created: 10/4/2023 10:58:47 AM
Form version: 1

Responses
Current Prefix MCB
Course Level 3

Lab Code None
Number 020
Course Title Basic Biology of Microorganisms
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? No

Change Co-requisites? Yes
Current Co-requisites CHM 2200 or CHM 2210
Proposed Co-requisites none
Rationale Two courses are independent of each other.
Hi Willm and Uli,
I wanted to ask you if you think that it is important that *organic chemistry* is a co-requisite for MCB3023. Do they need any of the skills to succeed in your class? That’s how it currently is and depending on your input, we may remove this co-requisite so that especially the transfer students don’t have to take orgo and micro in their first semester.

We can discuss during the meeting.

Willm, if you have time to join the discussion today at 3, please feel free to chime in [https://ufi.zoom.us/j/2916037397](https://ufi.zoom.us/j/2916037397) PW: Microbe

Looking forward to hearing your thoughts.
Monika
Hi Monika and Uli,

I’m driving and won’t be able to join. But I would be okay with org Chem co-requirement and happy to make it easier for transfer students.

Best regards,
Willm
I have no issues with this. By removing Orgo pre-req you allow students to take MCB3020 in their first year!? Right?

Sent from my iPhone

On Mar 29, 2023, at 2:02 PM, Oli, Monika
<moli@ufl.edu> wrote:

Hi Karim and Jo,
We are discussing to remove organic chemistry as co-requisite for MCB3023. It’s also a co-requisite for MCB3020. If we change it for 3023 we should also change if for 3020. Do you think that organic chemistry is an important prerequisite to do well in your MCB3020 class or are you OK if we uncouple the requisite and don’t have orgo in the catalog as co-requisite?

Looking forward to hearing from you.
Monika

Monika Oli, PhD (she/her/hers)
Master Lecturer and Undergraduate Coordinator
Teaching Lab Supervisor
Department of Microbiology and Cell Science, University of Florida
1355 Museum Rd. PO BOX 110700, Gainesville, FL 32611-0700
Phone: 352-3928434
eMail: moli@ufl.edu
Follow us on FB.
Microbiology: Because LITTLE things make BIG things happen........
## COURSE DESCRIPTION
(from catalog), introduces the principles and techniques of microbiology, genetics, taxonomy, biochemistry and ecology and microorganisms. Also studies virology, immunology, and the pathogenicity of microorganisms.

### COURSE OBJECTIVES:
Provide student with a foundation in microbiology and explore current areas of interest.

### REQUIRED TEXTBOOK:
Textbook (E-BOOK) for this course is Prescott’s Microbiology by Willey, Sherwood and Woolverton, 10th Edition in the form of E-book from Connect by McGraw Hill Education (Required). See the ISBN on UF registrar’s office website. The E-book contains study aide and the required readings assigned for each exam. The e-textbook also serves as a reference that provides tutorial information, helps students prepare for the lectures, and provides supplemental materials for the lectures. Connect

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**WK** | **Date** | **TOPIC**
--- | --- | ---
01. | 01-07 | Introduction to Microbiology and Microscopy
02. | 01-14 | Macromolecules and Cellular Chemistry, Prokaryotes vs Eukaryotes
03. | 01-21 | Cell Biology, Cell Structure and Function- Microscopy
04. | 01-28 | Cell Biology, Cell Structure and Function- Microbial Growth and Nutrition

**EXAM ONE**  Wednesday January 30, 2019 (Ch. 1-5, 7)

05. | 02-04 | Bacterial Metabolisms, Metabolic Pathways, Respiration and Fermentation
06. | 02-11 | Bacterial Genetics, Regulation of Gene Expression
07. | 02-18 | Horizontal Gene transfer (HGT) Bioinformatics, Genomics, Metagenomics

**EXAM TWO**  Wednesday February 27, 2019 (Ch. 10-14)

08. | 02-25 | Recombinant DNA Technology, Genetic Engineering, Cloning
09. | 03-11 | Virology, Acellular Structures, Microbial Ecology; Applied and Environ. Microbiology
10. | 03-18 | Chemotherapeutics-Antibiotics, antivirus, and other antimicrobial Agents
11. | 03-25 | Immune Defense Mechanism, Innate Immunity, Acquired Immunity (AMI vs. CMI)

**Exam THREE**  Monday March 25, 2019 (Ch. 6, 9, 16-18, 20)

12. | 04-01 | Immunity, Hypersensitivity, Immunodeficiency, and Autoimmunity, Serology
13. | 04-08 | Epidemiology, Mechanism of Pathogenicity - Survey of Infectious Diseases
14. | 04-15 | Selected Infectious Diseases- Clinical and Diagnostic Microbiology, Immuno-Oncology

**Exam FOUR**  Wednesday April 17, 2019 (Ch. 32-40)

**NOTE:** See Canvas for required reading assignments

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Page 40 of 118
also provides practice exams. Students may take these exams multiple times. These exams draw questions from a pool of questions drawn for lectures and required reading materials. Most of the tables and figures used in the lectures come from this website and the e-book. Online Quizzes are also conducted via Connect as well.

**WEBSITE:** The class is on E-learning (Canvas). The class syllabus, lecture presentations, study guides, and other materials will be posted on E-Learning throughout the semester. Questions about lecture material should be addressed during office hours, via text or email. Course details, clarifications, and Updates about the class policies will be posted online as announcements and/or sent via emails regularly. Students should check their emails and announcements on Canvas on a daily basis.

**Connect:** Connect by McGraw Hill Prescott’s Microbiology by Willey, Sherwood and Woolverton, 10th Edition is required for this course. See UF Registrars Office website for correct ISBN number. Access this site requires purchasing of an access code. Purchasing print version of the textbook does not provide access code for Connect. Course website in Canvas provides a link to Connect. This site provides complete access to textbook chapters, online quizzes, figures, tables, etc. The required readings assigned for each exam are also posted on Canvas. The e-textbook serves as a reference that provides tutorial information, helps students prepare for the lectures, and provides supplemental materials for the lectures. It also provides practice exams. Students may take these exams multiple times. These exams draw questions from the lectures and required reading materials. Most of the tables and figures used in the lecture notes come from this website and the e-book. Online quizzes are conducted via Connect as well.

**Attendance:** Attendance is not required. Pre-Recorded Lectures are posted on MediaSite and can be accessed through a link available on e-learning course site under Modules.

**EXAMS:** Four scheduled exams are given via ProctorU. Students take the exams on Canvas via ProctorU Test Management System using their own computers and location of their choice; however, both of these are subject to ProctorU restrictions. Exams are given during the dates stated in the syllabus. You must reserve a spot for each exam between 12:00 am and 11:00 pm (eastern time) during the day of the exam. You will have 75 minutes to complete each exam. You need to register with the ProctorU Test Management System and reserve your spots for all four exams in advance. To ensure you get your preferred time, you must complete all your reservations by the first two weeks of classes.

*It is the Students responsibility to prepare for their exams: by choosing a location that is acceptable to ProctorU, and by Updating their computers software in order to be in compliance with ProctorU technical requirements. You must contact ProctorU several days in advance to make sure that your exam location and your computer meet the ProctorU standards. Use of SCRATCH PAPERS OR ANY OTHER RESOURCES DURING THE EXAM SESSION IS STRICTLY PROHIBITED.*

Exam materials come from lectures presentations, lecture notes, and assigned textbook readings. Study guide posted for each exam provides an excellent outline for topics covered for each exam. *In some cases information presented in class may be in*
contradiction with information from other sources, especially internet-posted materials. In these cases exam questions will be based only on the information available in the textbook, lecture notes, or materials presented during the lecture presentations, and exams will be graded accordingly. Practice exams/answers available through Connect website to familiarize students with materials covered for each exam. Students should use these practice exams as real assessments of learning rather than study guides.

Online Extra Credit Quizzes: There are EIGHT online quizzes available through Connect Website. Each quiz carries 5 points and includes 10 multiple choice or T/F questions. You will receive 12 minutes for each quiz, and you are allowed two attempts the higher of the two scores is recorded. You take these quizzes online Through Connect. You do not need ProctorU to submit these quizzes. See the Connect course website for more details. Points from these quizzes are added to your total scores for your four exams. Performance in quizzes can only help you. There is no penalty for not taking the quizzes. EACH QUIZ REMAINS OPEN FOR SEVEN (7) DAYS. SUBMITTING THESE QUIZZES ARE CONSIDERED TIMELY CLASS PARTICIPATIONS, AND NO MAKEUP ARE ALLOWED. Quizzes will no longer be available in Connect after the due date, and no late submission is possible. See below for date and time for each quiz:

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GRADING/TESTS: The final class grade is based on accumulated points
There are four (4) regularly scheduled non-cumulative exams, 100 points each. Exams are on Canvas via ProctorU. The course is based on 400 points. Points from Online Extra Credit Quizzes are added on top of your total scores. A written (short answer) makeup exam is allowed for a missed exam due to an **excused** absence. Makeup exam contains short answer questions, fill-in-the blank questions, but it does not contain any multiple choice or T/F questions.

Grading scale (Total accumulated points including exams and quizzes):

- A 360 – 400 points
- A- 356 – 359.9 points
- B+ 348 – 355.9 points
- B 320 – 347.9 points
- B- 316 – 319.9 points
- C+ 308 – 315.9 points
- C 280 – 307.9 points
- C- 275 – 279.9 points
- D 240 – 274.9 points
- E 000 – 239.9 points
ACADEMIC HONESTY: As a result of completing the registration form at the University of Florida, I assume that every student has signed the following statement: “I understand that 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.”

STUDENTS WITH DISABILITIES: Students requesting classroom accommodations should register with the Dean of Students Office. The office will provide documentation to the student, who can then bring the necessary material to the instructor when requesting accommodation. Students who take exams at the DRC must take them as soon as the DRC opens on exam days. DRC students must present documentation about their accommodations during the first week of classes.

UNIVERSITY SUPPORT SERVICES: Resources are available on campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:
- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling.
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling.
- Sexual Assault Recovery Services, 392-1161.
- Student Health Care Center, 392-1161.
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Useful Links:
- Center for Disease Control and Prevention: CDC: http://www.CDC.gov
- Microbiology and Cell Science: MCS: http://microcell.ufl.edu
- College of Agriculture and Life Sciences: CALS: http://www.ifas.ufl.edu
- University of Florida: UF: http://www.ufl.edu
Removal of co-requisites for MCB3023

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Course|Modify for request 18972

Info
Request: Removal of co-requisites for MCB3023
Description of request: Organic chemistry is not needed as a co-requisite for this course.
Submitter: Leandro Dias Teixeira leandroteixeira@ufl.edu
Created: 10/4/2023 10:58:32 AM
Form version: 1

Responses
Current Prefix MCB
Course Level 3

Lab Code None
Number 023
Course Title Principles of Microbiology
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? No

Change Co-requisites? Yes
Current Co-requisites: CHM 2200 or CHM 2210
Proposed Co-requisites: no co-requisites

Rationale: Instructors confirm that taking organic chemistry alongside this course is not necessary for student success. Also, these two courses are independent of each other.
Hi Willm and Uli,

I wanted to ask you if you think that it is important that organic chemistry is a co-requisite for MCB3023. Do they need any of the skills to succeed in your class? That’s how it currently is and depending on your input, we may remove this co-requisite so that especially the transfer students don’t have to take orgo and micro in their first semester.

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Monika
Hi Monika and Uli,

I’m driving and won’t be able to join. But I would be okay with out org Chem co-requirement and happy to make it easier for transfer students.

Best regards,
Willm

---

Oli, Monika

To: Martens-Habben, Willm
Cc: Uli Stingl <ulistingl@gmail.com>

Excellent, thanks. They will take it but later. Hope all is well with you and your family.

Monika

Monika Oli, PhD (she/her/hers)
Master Lecturer and Undergraduate Coordinator
Teaching Lab Supervisor
Department of Microbiology and Cell Science, University of Florida
1355 Museum Rd. PO BOX 110700, Gainesville, FL 32611-0700
Phone: 352-3928434
eMail: moli@ufl.edu
Follow us on FB.
Microbiology: Because LITTLE things make BIG things happen.........

Microbiology: Because little things make BIG things happen.........
I have no issues with this. By removing Orgo pre-req you allow students to take MCB3020 in their first year!? Right?

Sent from my iPhone

On Mar 29, 2023, at 2:02 PM, Oli,Monika <moli@ufl.edu> wrote:

Hi Karim and Jo,
We are discussing to remove organic chemistry as co-requisite for MCB3023. It’s also a co-requisite for MCB3020. If we change it for 3023 we should also change it for 3020. Do you think that organic chemistry is an important prerequisite to do well in your MCB3020 class or are you OK if we uncouple the requisite and don’t have orgo in the catalog as co-requisite?

Looking forward to hearing from you.
Monika

Monika Oli, PhD (she/her/hers)
Master Lecturer and Undergraduate Coordinator
Teaching Lab Supervisor
Department of Microbiology and Cell Science, University of Florida
1355 Museum Rd. PO BOX 110700, Gainesville, FL 32611-0700
Phone: 352-3928434
eMail: moli@ufl.edu
Follow us on FB
Microbiology: Because LITTLE things make BIG things happen.........
MCB 3023: Principles of Microbiology, Fall 2023 (3 credits)

Preliminary Syllabus

Course description: (from the UF catalog) Introduces the principles and techniques of microbiology, genetics, taxonomy, biochemistry, and ecology of microorganisms. Required of all majors and students who will enroll in more advanced courses in the Department of Microbiology and Cell Science.

Webpage: Canvas (https://ufl.instructure.com). Please select MCB 3023, or follow this link: https://ufl.instructure.com/courses/487909

Communication: for questions regarding class and textbook content please use the Discussion Board, for issues on assignments and class organization please check first the syllabus, the assignment section and calendar on Canvas, then post your questions on the discussion board. For all other issues contact Willm Martens-Habbena or Ulrich Stingl.

Instructors:

This course is co-taught by two instructors:

Dr. Willm-Martens-Habbena, UF/IFAS Fort Lauderdale Research and Education Center
Responsible for modules 1.1 to 2.3

Office hours: - online through Canvas or via zoom; by appointment after email request (please send an email with three suggested times and I will choose one for us to meet.)

Dr. Willm-Martens-Habbena Contact Information
Canvas messaging (preferred): Follow this link: https://ufl.instructure.com/conversations?filter-type=inbox&course=course_487909, and select new message.
In the address field under Teacher select Willm Martens-Habbena and compose your message.
Email: w.martenshabbena@ufl.edu (If you don’t have access to the canvas platform and need to contact us for an emergency)
Phone: 954-577-6372 (by appointment, use Canvas messaging to schedule appointment)
Skype: willmmh (by appointment, use Canvas messaging to schedule appointment)

Dr. Ulrich Stingl, UF/IFAS Fort Lauderdale Research and Education Center
Responsible for modules 3.1 to 4.3, beginning February 27th, 2023.

Office hours: - online through Canvas or via skype; on Wednesday, 2pm-5pm, Thursday, 2-5pm, or by appointment (if you cannot make it to office hours, please send an email with three suggested times and I will choose one for us to meet.)

Canvas messaging (preferred): Follow this link: https://ufl.instructure.com/conversations?filter-type=inbox&course=course_487909, and select new message.
In the address field under Teacher select Ulrich Stingl and compose your message.
Email: ustingl@ufl.edu (If you don’t have access to the canvas platform and need to contact us for an emergency)
Phone: 954-577-6326 (by appointment, use Canvas messaging to schedule appointment)
Skype: ulistingl (by appointment, use Canvas messaging to schedule appointment)
Webpage: Canvas (https://ufl.instructure.com). Please select MCB 3023, or follow this link: https://ufl.instructure.com/courses/487990

Course description: (from the UF catalog) Introduces the principles and techniques of microbiology, genetics, taxonomy, biochemistry, and ecology of microorganisms. Required of all majors and students who will enroll in more advanced courses in the Department of Microbiology and Cell Science.

Further information: MCB3023 is an upper division course on Microbial Biology. The course is delivered asynchronously via Canvas. This course will cover prokaryotic and eukaryotic microbes and viruses but will emphasize bacteria. This course will provide students a conceptual background in microbiology enabling students to take more advanced courses in related fields.

Student Learning Outcomes: After successful completion of this course, students will be able to:

1) Compare and contrast morphology and physiology of basic groups of microbes, including Bacteria, Archaea, eukaryotic microbes and viruses.
2) Compare and contrast major pathways of energy conservation in microbes. List and explain their main features of each pathway.
3) Interpret Describe growth patterns and growth requirements for growth in regard to, and methods for cultivation and sterilization of microbes.
4) Describe major functions of microbes in global biogeochemical cycles.
5) Infer List different types of types of symbiotic interactions between microbes and other organisms, including commensalism, mutualism, and parasitism, and provide examples of each from morphological and physiological data.
6) Describe microbe-plant and microbe-animal interactions and explain their physiological basis.
7) Identify common features of microbial pathogens, and explain general mechanisms of infection, pathogenicity and virulence.
8) Judge whether organisms can be considered beneficial or pathogenic and define criteria for the categorization. Describe common features of microbial pathogens, and explain general mechanisms during infection, pathogenicity and virulence.
9) Describe and compare general principles of the innate and adaptive immune system.

Learning materials: Required Textbook: (The only required material for this course):

Weissner, Dupont, Charles, Neufeld:
Microbiology
OR: Available through UF ALL ACCESS/RedShelf
- All other materials will be made available online through Canvas

Online help with classroom technology: http://helpdesk.ufl.edu/

Prerequisites: BSC 2010 and BSC 2010L, or equivalent, with minimum grades of C; BSC 2011 and BSC 2011L, or equivalent, or AGR 3303, with minimum grade/s of C; CHM 2200 or CHM 2210 (can be taken during same semester, i.e. co-requisite), with minimum grade of C; microbiology majors only.

Contact Information:
Discussion Board: A general discussion board is available in Canvas. https://ufl.instructure.com/courses/487909/discussion_topics
It is very useful, please post and answer your questions on class content and organization there. Postings and answers are monitored by the instructors to make sure no mistakes get propagated. There are several discussion themes. Please post your questions in the adequate section. The discussion board is also used for certain graded assignments to prepare for lecture and for the group monograph assignment.

Assessment of learning:
Assignments (400 points total): Activities will be assigned by module. The activities include timed multiple-choice quizzes, and discussion boards in groups. Groups will be randomly generated at the beginning of the course. The activities are mandatory and count towards the final grade. They should be completed by the deadline indicated. There will be eight quizzes (each counting 30 points) with 15 questions for a total of 240 points. There will be six group activity assignments (counting 10-30 points each), totaling 160 points.

Exams (600 points total): Exams will assess your knowledge of the concepts covered in this class and your ability to apply them by solving problems that you will not have been previously exposed to. Exams will be proctored through Honorlock. To access quizzes and exams, click on Honorlock in the menu on the left and then select your quiz/exam (once it opens). Please note that you will need your student ID, provide a room scan, etc. There will be a recording of your audio and of the webcam. Please also note that you will need Google Chrome and have the Honorlock extension installed for this. After you setup the Honorlock extension in Chrome, you can take the quizzes and exam at any time (while they are open).

The assessment will be performed in four mandatory mid-term exams. The student will be given the option to take a final cumulative exam to improve the grade obtained through the mid-term exams.
Mid-term exams (600 points total): There will be four 50 minutes proctored mid-term exams (150 points each) with multiple choice questions. All exams are mandatory and will count towards the final grade. Exams will test learning and understanding of material presented in the textbook and supplied learning material as well as in assignments but will also assess integration and application skills.

Final (optional-600 points). The final exam is optional. It will be held during finals week. Questions will assess basic microbiology concepts and advanced comprehension. The final cannot be taken if the student missed any of the mid-term exams. The student will keep the highest grade (either the final’s grade or the sum of the points of all the four midterm tests).

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/ugrad/current/regulations/info/grades.aspx

Attendance and Make-Up exams:
Requirements for class attendance, 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/

Excused absences:
Documentation MUST be provided for absences caused by serious illness, accident, jury duty, or death in the immediate family. You must contact the instructors IN ADVANCE of the missed exam and we will arrange an alternative time for the exam.

After the exam:
The grades will be available on Canvas three days after the exam, unless notified by an announcement.

Grading Scale (Grading: Straight scale, total: 1,000 points)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>940-1,000</td>
</tr>
<tr>
<td>A-</td>
<td>900-939</td>
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<tr>
<td>B+</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>840-869</td>
</tr>
<tr>
<td>B-</td>
<td>800-839</td>
</tr>
<tr>
<td>C+</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>740-769</td>
</tr>
<tr>
<td>C-</td>
<td>700-739</td>
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<tr>
<td>D+</td>
<td>670-699</td>
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<tr>
<td>D</td>
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<tr>
<td>D-</td>
<td>610-639</td>
</tr>
<tr>
<td>F</td>
<td>609 or below</td>
</tr>
</tbody>
</table>

Academic Honesty:
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”
It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

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

Accommodations for Students with Disabilities:
Students requesting classroom accommodation must first register with the Dean of Students Office. This office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

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

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/

UF Counseling Services: (www.counseling.ufl.edu) available on-campus for students having personal problems or lacking clear seeking help with career and academic goals including:

• University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
• Student Mental Health, Student Health Care Center, 392-1171, personal counseling.
• Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling
Course Schedule:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Module # and Name</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module 1.1</td>
<td>Graded assignment A1: Group discussion – Which microorganisms have you encountered? (opens 08/23/2023, closes 08/28/2023 at 1pm)</td>
</tr>
<tr>
<td>08/23/2023</td>
<td>Introduction to the Microbial World</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 1.2</td>
<td>Graded quiz Q1: (Module 1.1 – 1.2; opens 08/28/2023, closes 09/05/2023 at 1pm)</td>
</tr>
<tr>
<td>08/28/2023</td>
<td>Introduction to Bacteria</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 1.3</td>
<td>Graded assignment A2: Group discussion: The enigmatic domain Archaea. (opens 09/04/2023, closes 09/11/2023 at 1pm)</td>
</tr>
<tr>
<td>09/04/2023</td>
<td>Introduction to Archaea &amp; Eukaryotic Microbes</td>
<td></td>
</tr>
<tr>
<td>(Monday Labor Day)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 1.4</td>
<td>Graded quiz Q2 (Module 1.3 + 1.4; opens 09/11/2023, closes 09/18/2023 at 1pm)</td>
</tr>
<tr>
<td>09/11/2023</td>
<td>Introduction to Viruses &amp; Cultivating Microorganisms</td>
<td>Midterm Exam M1 (opens 09/13/2023, closes 09/19/2023 at 1pm)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 2.1</td>
<td>Graded assignment A3: Group activity: Genomics and Gene expression (opens 09/18/2023, closes 09/25/2023 at 1pm)</td>
</tr>
<tr>
<td>09/18/2023</td>
<td>DNA Replication and Gene Expression</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Module 2.2</td>
<td>Graded quiz Q3 (Module 2.1 + 2.2; opens 09/25/2023, closes 10/03/2023 at 1pm)</td>
</tr>
<tr>
<td>09/25/2023</td>
<td>Genetic and Genomic Analysis of Microbes</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Module</td>
<td>Grade Assignment/Exam</td>
</tr>
<tr>
<td>---------</td>
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<td>--------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>2.3</td>
<td>Graded quiz Q4 (Module 2.3); open 10/02/2023, closes 10/09/2023 at 1pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Midterm Exam M2 (opens 10/04/2023, closes 10/10/2023 at 1pm)</strong></td>
</tr>
<tr>
<td>8</td>
<td>3.1</td>
<td>Graded quiz Q5 (Module 3.1; open 10/09/2023, closes 10/16/2023 at 1pm)</td>
</tr>
<tr>
<td>9</td>
<td>3.2</td>
<td>Graded assignment A4: (open 10/16/2023, closes 10/23/2023 at 1pm)</td>
</tr>
<tr>
<td>10</td>
<td>3.3</td>
<td>Graded quiz Q6 (Modules 3.2 and 3.3; open 10/23/2023, closes 10/30/2023 at 1pm)</td>
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<tr>
<td>11</td>
<td>3.4</td>
<td>No Assignment (midterm study)</td>
</tr>
<tr>
<td>12</td>
<td>3.5</td>
<td>Graded quiz Q7 (Modules 3.4 and 3.5; open 11/06/2023, closes 11/13/2023 at 1pm)</td>
</tr>
<tr>
<td>13</td>
<td>4.1</td>
<td>Graded assignment A5: Human Genome Editing (open 11/13/2023, closes 11/20/2023 at 1pm)</td>
</tr>
<tr>
<td>14</td>
<td>4.2</td>
<td>Graded quiz Q8 (modules 4.1 and 4.2; open 11/20/2023, closes 11/27/2023 at 1pm)</td>
</tr>
</tbody>
</table>
| 15      | 4.3    | **Midterm Exam 4 (opens 11/26/2023, closes 12/02/2023 at 1pm)**  
|         |        | Graded assignment A 6: Vaccines (open 11/27/2023, closes 12/04/2023 at 1pm)  
| Finals  | Optional Final Exam | (open 12/09/2023, closes 12/15/2023 at 1pm) |
MCB 3023: Principles of Microbiology, Spring 2023 (3 credits)

Preliminary Syllabus

Instructors:
This course is co-taught by two instructors:

Dr. Willm-Martens-Habbena, UF/IFAS Fort Lauderdale Research and Education Center
Responsible for modules 1.1 to 2.3

Office hours: - online through Canvas or via skype:
Wednesday, 2pm-5pm, Thursday, 2-5pm, or by appointment (if you cannot make it to office hours, please send an e-mail with three suggested times and I will choose one for us to meet.)

Dr. Ulrich Stingl, UF/IFAS Fort Lauderdale Research and Education Center
Responsible for modules 3.1 to 4.3, beginning March 1st, 2023.

Office hours: - online through Canvas or via skype:
Wednesday, 2pm-5pm, Thursday, 2-5pm, or by appointment (if you cannot make it to office hours, please send an e-mail with three suggested times and I will choose one for us to meet.)

Webpage: Canvas (https://ufl.instructure.com). Please select MCB 3023, or follow this link: https://ufl.instructure.com/courses/472185

Course description: (from the UF catalog) Introduces the principles and techniques of microbiology, genetics, taxonomy, biochemistry, and ecology of microorganisms. Required of all majors and students who will enroll in more advanced courses in the Department of Microbiology and Cell Science.

Further information: MCB3023 is an upper division course on Microbial Biology. This course will cover prokaryotic and eukaryotic microbes and viruses, but will emphasize bacteria. This course will provide students a conceptual background in microbiology enabling students to take more advanced courses in related fields.

Student Learning Outcomes: After successful completion of this course, students will be able to:

1) Compare and contrast morphology and physiology of basic groups of microbes, including Bacteria, Archaea, eukaryotic microbes and viruses.
2) Compare and contrast major pathways of energy conservation in microbes. List the main features of each pathway.
3) Describe growth patterns, requirements for growth, and methods for cultivation and sterilization of microbes.
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5) List different types of symbiotic interactions between microbes and other organisms, including commensalism, mutualism, and parasitism, and provide examples of each.
6) Describe microbe-plant and microbe-animal interactions and explain their physiological basis.
7) Compare and contrast beneficial organisms, including those involved in food preparation and biotechnology.
8) Describe common features of microbial pathogens, and explain general mechanisms during infection, pathogenicity and virulence.
9) Describe and compare general principles of the innate and adaptive immune system.

Learning materials:  
- Required Textbook: (The only required material for this course):
  
  Wessner, Dupont, Charles, Neufeld: Microbiology
  OR: Available through UF ALL ACCESS/RedShelf

- All other materials will be made available online through Canvas

Online help with classroom technology: http://helpdesk.ufl.edu/

Prerequisites: BSC 2010 and BSC 2010L, or equivalent, with minimum grades of C; BSC 2011 and BSC 2011L, or equivalent, or AGR 3303, with minimum grade/s of C; CHM 2200 or CHM 2210 (can be taken during same semester, i.e. co-requisite), with minimum grade of C; microbiology majors only.

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Contact Information:

Dr. Willm Martens-Habbena
  Canvas messaging (preferred): Follow this link:
  https://ufl.instructure.com/conversations - filter=type=inbox&course=course_472185
  and select new message.
  In the address field under Teacher select Willm Martens-Habbena and compose your message.
  Email: w.martenshabbena@ufl.edu (If you don’t have access to the canvas platform and need to
Dr. Ulrich Stingl:

Canvas messaging (preferred): Follow this link:
https://ufl.instructure.com/conversations-filter=type=inbox&course=course_472815
and select new message.

In the address field under Teacher select Ulrich Stingl and compose your message.

Email: ustingl@ufl.edu (If you don’t have access to the canvas platform and need to contact us for an emergency)

Phone: 954-577-6326 (by appointment, use Canvas messaging to schedule appointment)

Skype: ulistingl (by appointment, use Canvas messaging to schedule appointment)

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</tr>
</tbody>
</table>

**Academic Honesty:** As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that 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.

**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.
**Accommodations for Students with Disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. This office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

**UF Counseling Services:** available on-campus for students having personal problems or lacking clear career and academic goals includes:

- **University Counseling Center,** 301 Peabody Hall, 392-1575, personal and career counseling
- **Student Mental Health,** Student Health Care Center, 392-1171, personal counseling.
- **Sexual Assault Recovery Services (SARS),** Student Health Care Center, 392-1161, sexual assault counseling
- **Career Resource Center,** Reitz Union, 392-1601, career development assistance and counseling

**Student assessment of instruction:** 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).

**Student Complaints:** See: [https://distance.ufl.edu/getting-help/](https://distance.ufl.edu/getting-help/)

---

**Course Schedule:**

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<tr>
<th>Weeks</th>
<th>Module # and Name</th>
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<tr>
<td>Week 1 Monday</td>
<td>Module 1.1</td>
<td>Graded assignment A1: Group discussion – Which microorganisms have you encountered? (opens 01/09/2023, closes 01/16/2023 at 1pm)</td>
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<td>01/09/2023</td>
<td>Introduction to the Microbial World</td>
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<td>Module 1.2</td>
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<td>01/16/2023</td>
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<td>Graded assignment A2: Group discussion: The enigmatic domain Archaea. (opens 01/23/2023, closes 01/30/2023 at 1pm)</td>
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<td>Microbial Physiology and Ecology: Microbial Symbionts</td>
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<td>03/06/2023</td>
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<td>Microbes and Disease: Introduction to Infectious Diseases and Immune Responses</td>
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<td>04/24/2023</td>
<td>Microbes and Disease: Control of Infectious Diseases</td>
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### ALTERNATIVE ROUTE FOR ORGANIC CHEMISTRY

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Major|Modify_Curriculum for request 18969

Info

Request: ALTERNATIVE ROUTE FOR ORGANIC CHEMISTRY
Description of request: Alternative pathways for student completion of the organic chemistry/biochemistry degree requirements
Submitter: Leandro Dias Teixeira leandroteixeira@ufl.edu
Created: 10/4/2023 10:12:05 AM
Form version: 1

Responses
Major Name Microbiology and Cell Science
Major Code MCB
Degree Program Name Microbiology and Cell Science
Undergraduate Innovation Academy Program No
Effective Term Earliest Available
Effective Year Earliest Available
Current Curriculum for Major Current, the students take the chemistry path below:

CHM 2210 (Organic chemistry 1) -> CHM 2211/L (Organic chemistry 2/Lab) -> BCH 4024 (Introduction to Biochemistry and Molecular Biology) or CHM 3218 (Organic Chemistry / Biochemistry 2)

Proposed Curriculum Changes Students can take either one of the paths below:
CHM 2210 (Organic chemistry 1) -> CHM 2211/L (Organic chemistry 2/Lab) -> BCH 4024 (Introduction to Biochemistry and Molecular Biology) or CHM 3218 (Organic Chemistry / Biochemistry 2)
OR
CHM2200 (Fundamentals of Organic Chemistry) (UTC5) -> CHM 3217 (Organic Chemistry/Biochemistry 1) and CHM2211L (organic chemistry 2 lab) (UTC6 or UTC7) -> CHM 3218 (Organic Chemistry / Biochemistry 2) (UTC7 or 8)

Notes:
1. The proposed changes have been discussed and approved with the chemistry department (see letter).
2. There will be a note that pre-professional students are advised to take the CHM2210/2211 sequence.
3. The program is already offered through UF online. We just want the changes to be applied to the Microbiology and Cell Science UF online program as well.

UF Online Curriculum Change Yes
Pedagogical Rationale/Justification Supporting non-professional students and transfer students to have an easier transition to organic chemistry and biochemistry. The CHM2200 is an introductory course that helps non-professional students and transfer students to acquire base knowledge in chemistry that will increase their chances to succeed in organic chemistry.

Impact on Enrollment, Retention, Graduation For many students, the most challenging classes are organic chemistry. Not doing well in organic chemistry does not necessarily mean that the students are not qualified or smart enough, there are main problems. Organic chemistry 221/2212 are considered weed out classes, have few high stakes exams, are not taught with an emphasis of biological sciences and are at a level where it's challenging to success without any prior knowledge of the field.
Providing alternative courses for organic chemistry at a lower, more applied level, these courses will prepare them for a successful MCS related career. Pre-professional students will remain in the original CHM2210, 2211 sequence.
This change will be immensely beneficial for enrollment and retention, especially for our transfer and non-professional students.

Assessment Data Review We have data and historic evidence that many of our students struggle with Organic Chemistry and Physics. We are trying to increase the options of courses and add a bridge course for our students to increase retention and graduation rates and avoid students having to leave the major.
See attached document in the approval system.

**Academic Learning Compact and Academic Assessment Plan** Not applicable organic chemistry is not assessed. We will watch and monitor the reapproval rates from our students taking the alternate path to ensure success of our students.

**Catalog Copy** Yes
Hi Jay,

The CHM2200 course is a survey-level course that covers most of the same topics of CHM2210/2211, but not in as great of depth. It is definitely a less challenging course than the traditional 2-semester sequence, but it does still require students to have a gain a good understanding of the topics presented. The CHM2200L lab covers approximately half of the content of CHM2211L, with a focus on fundamental laboratory skills. You can find examples of the syllabi for all of these courses on our website. It is important to note that CHM2200/2200L does not meet the prerequisite for BCH4024 or CHM3218, so if your students need to take a biochemistry course, they would need BCH3025 instead.

Our main concern here in Chemistry will be with the potential increase in the number of students who will be taking these courses, and how that will impact our teaching assignments going forward. Please let us know as soon as you have made a decision so that we can begin planning.

Tammy

From: De,Jaysankar
Sent: Thursday, February 2, 2023 4:41 PM
To: Davidson,Tammy A <davidson@chem.ufl.edu>
Subject: Re: Request for suggestion for non-pre-professional MCB program

Good evening Dr. Davidson,

At the moment we are trying to find out if we can swap CHM2210/2211 with CHM2200. We are planning to do a survey to check out what portion of the students would like to have CHM2200. Too many students want to opt for pre-professional but struggle with Org. Chem. (and some with Physics as well). So, it’s really hard to gauge what fraction of the students would like to declare non-pre-professional at the start of the program and opt for CHM2200. But we are trying to figure that out and will update you accordingly. Meanwhile, we wait for response from you and your colleagues. We are mainly trying to understand how different the courses are beside CHM2210/2211 being more extensive and deeper. Once this is understood, we can present that information to the UCC and our departmental chair for approval.

Regards,

Jay

--

Jaysankar (Jay) De, PhD
Undergraduate Advisor (UF Online) and Adjunct Lecturer
Department of Microbiology & Cell Science | UF/IFAS
1355 Museum Dr. | Bldg. 981 | POB 110700 | Gainesville, FL 32611-0700
(352)-273-4206 | jde@ufl.edu | https://microcell.ufl.edu/people/advising/

Explore: MCB Major Online Program | UF Online Student Handbook | UF Online OneStop
Join/Follow: MCS Alumni Society | MCS on Facebook
Hi Jay,
I just realized that I did not copy my colleagues as originally stated, so I forwarded the message to them directly. Sorry about that!
Tammy

Hello Jay,
Thank you for your message. I have copied two of my colleagues here, our Organic Division Head, Dr. Ron Castellano, and our Associate Chairman, Dr. Steve Miller, since this proposed change to your curriculum will have an impact on the number of students in our CHM2200/2200L courses and will require some adjustment to our course offerings.

How many students do you anticipate will choose to take CHM2200/2200L each year rather than the CHM2210/2211/2211L sequence? And would the course need to be available both fall and spring to meet your tracking requirements? At the present time, we only offer CHM2200/2200L in spring semesters, and have space for approximately 75 students in the lecture and lab. The courses usually fill to that capacity, so if we have a significant increase in demand, we would need to find a larger classroom for the lecture and also set aside more space in the lab for CHM2200L. We may also need to consider offering CHM2200/2200L in fall term as well. We are too short staffed right now to be able to offer these courses in both fall and spring, but we may be able to come up with a solution if we have time to plan.

Tammy

Tammy A. Davidson, Ph.D.
Instructional Professor | Experiential Learning Coordinator
USA Coordinator, TASSEP Exchange Program
Department of Chemistry
University of Florida
a: PO Box 117200, Gainesville, FL 32611-7200
p: (352)392-9134 | f: (352)846-0296
e: davidson@chem.ufl.edu
pronouns: she/her/hers

NOTE: This communication may contain information that is legally protected from unauthorized disclosure. If you are not the
From: De, Jaysankar  
Sent: Thursday, February 2, 2023 12:35 PM  
To: Davidson, Tammy A <davidson@chem.ufl.edu>  
Subject: Request for suggestion for non-pre-professional MCB program

Good afternoon Dr. Davidson,
We are trying to propose a modified version of our existing UGRD program, targeting students who are not pre-professional. For this, we are proposing that the students take CHM2200/L instead of CHM2210+2211+labs. We plan to add more data science (AI related) course to this line of program. Right now, CALS-Biology do use CHM2200L for their Natural Science. We have contacted the Physics Dept. requesting their opinion about substituting PHY2053/2054 with PHY2004/2005. It appears that our plan with changing Physics courses is agreeable by the Physics Dept. So, I would like to have your suggestion/opinion about switching Chemistry courses. A lot of the MCS students struggle with Org. Chem. and most of them are non-pre-professional. So, we are trying to help students succeed in the program, without getting blocked by the Org. Chem. course loads. Please advise us in this regard.

Regards,
Jay

--

Jaysankar (Jay) De, PhD  
Undergraduate Advisor (UF Online) and Adjunct Lecturer  
Department of Microbiology & Cell Science | UF/IFAS  
1355 Museum Dr. | Bldg. 981 | POB 110700 | Gainesville, FL 32611-0700  
(352)-273-4206 | jde@ufl.edu | https://microcell.ufl.edu/people/advising/

Explore: MCB Major Online Program | UF Online Student Handbook | UF Online OneStop  
Join/Follow: MCS Alumni Society | MCS on Facebook

Find me@ Linkedin; Google Scholar; ORCID
Providing alternative courses for orgo and physics at a lower, more applied level, these courses will prepare them for a successful MCS related career – not necessarily professional or graduate school. Students provided feedback on the challenges they face (survey)

This is especially important option for students who want to enter the STEM career field on a BSc level, which does not require a high level of these foundational classes. The approach is not to “dilute” the major requirements rather provide our students with more and current opportunities for those who are less privileged and/or have other career trajectories.

We have data and historic evidence that many of our students struggle with Organic Chemistry and Physics. We are trying to increase the options of courses and add a bridge course for our students to increase retention and graduation rates and avoid students having to leave the major.

Reproval rate for organic chemistry and physics: MCB and MCY
Why do students struggle? (Survey data)

- Many reasons

What barriers or challenges do you face that don't allow you to perform at your best academically? (check all that apply)  

- Health problems
- Mental health problems
- Financial worries
- Food insecurity
- Family problems
- Relationship problems
- Spending too much time on other things and activities
- Other, explain...
Critical Tracking records each student’s progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

SEMESTER 1
Complete CHM 1025 or CHM 2045/CHM 2045L
2.5 GPA required for all critical-tracking courses
2.0 UF GPA required

SEMESTER 2
Complete CHM 2045/CHM 2045L and MAC 2311
2.5 GPA required for all critical-tracking courses
2.0 UF GPA required

SEMESTER 3
Complete CHM 2046/CHM 2046L and BSC 2010/BSC 2010L
2.5 GPA required for all critical-tracking courses
2.0 UF GPA required

SEMESTER 4
Complete BSC 2011/BSC 2011L
2.5 GPA required for all critical-tracking courses
2.0 UF GPA required

SEMESTER 5
Complete CHM2200, CHM2210, or CHM3217CHM 2210
2.5 GPA required for all critical-tracking courses
2.0 UF GPA required

SEMESTER 6
Complete MCB 3023
2.5 GPA required for all critical-tracking courses
2.0 UF GPA required

SEMESTER 7
Complete MCB 4203 (Fall) or PCB 4233 (Spring) or PCB 3134 (Fall/Spring) or MCB 4403 (Fall)

2.5 GPA required for all critical-tracking courses
2.0 UF GPA required

SEMESTER 8
Complete MCB 4034L

2.5 GPA required for all critical-tracking courses
2.0 UF GPA required
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<td>MCB 4203</td>
<td>Bacterial Pathogens (Critical Tracking)</td>
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<td>MCB 4304</td>
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<td>State Core Gen Ed Humanities</td>
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ENC 1101 recommended.
MCB 4203 is taught only in the Fall. PCB 4233 is taught only in the Spring.

Choice depends on courses taken in Semesters 3 and 4.

MCB 4304 is taught only in the Fall. PCB 4522 is taught only in the Spring.

A 2.5 GPA with minimum grades of C in the bolded science and math courses listed above is required to continue in the major after Semester 4.

*** This is the point where we suggest beginning the organic chemistry/biochemistry series of courses. This model semester plan highlights the most common pathway through these courses. There are alternative routes to satisfy this requirement.


2) Alternative 1 (suggested for students who have a strong chemistry background) – CHM3217 Bioorganic Chemistry I, CHM2211L Organic Chemistry Laboratory, CHM3218 Bioorganic Chemistry II

3) Alternative 2 (suggested for students who were not as successful or are less confident in previous chemistry courses) – CHM2200 Organic Chemistry (without the lab course), then complete either Alternative 1 (recommended) or the Traditional route

Meeting with your major advisor can help you determine which path may be the best for you.
Critical Tracking records each student’s progress in courses that are required for progress toward each major. Please note the critical-tracking requirements below on a per-semester basis.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

### SEMESTER 1
- Complete CHM 1025 or CHM 2045/CHM 2045L
- 2.5 GPA required for all critical-tracking courses
- 2.0 UF GPA required

### SEMESTER 2
- Complete CHM 2045/CHM 2045L and MAC 2311
- 2.5 GPA required for all critical-tracking courses
- 2.0 UF GPA required

### SEMESTER 3
- Complete CHM 2046/CHM 2046L and BSC 2010/BSC 2010L
- 2.5 GPA required for all critical-tracking courses
- 2.0 UF GPA required

### SEMESTER 4
- Complete BSC 2011/BSC 2011L
- 2.5 GPA required for all critical-tracking courses
- 2.0 UF GPA required

### SEMESTER 5
- Complete CHM 2210 OR CHM 2200 OR CHM 3217
- 2.5 GPA required for all critical-tracking courses
- 2.0 upper division GPA required
- 2.0 UF GPA required

### SEMESTER 6
- Complete MCB 3023
- 2.0 upper division GPA required
- 2.0 UF GPA required

**SEMESTER 7**

- Complete MCB 4203 (Fall) or PCB 4233 (Spring) or PCB 3134 (Fall/Spring) or MCB 4403 (Fall)
- 2.0 upper division GPA required
- 2.0 UF GPA required

**SEMESTER 8**

- Complete MCB 4034L
- 2.0 upper division GPA required
- 2.0 UF GPA required
Cover Sheet: Request 19009

Curriculum Changes for Leadership Minor & UF Online Leadership Minor

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Original file: Cover sheet.pdf
Minor|Modify for request 19009

Info

Request: Curriculum Changes for Leadership Minor & UF Online Leadership Minor
Description of request: We are requesting to drop an ethics elective course no longer offered and add two ethics elective courses now offered. We are also requesting the correction of several inconsistencies between the SIS degree audit and the catalog copy.
Submitter: Rebekah Raulerson beckyraulerson@ufl.edu
Created: 10/20/2023 4:19:39 PM
Form version: 1

Responses

Name Leadership Minor (both residential and UF Online)
Code LDR
Effective Term Earliest Available
Effective Year Earliest Available
Proposed Changes The minor's curriculum in the undergraduate catalog as currently listed for the residential minor can be found here: https://catalog.ufl.edu/UGRD/colleges-schools/UGAGL/LDR_UMN/
The minor’s curriculum in the undergraduate catalog as currently listed for the UF Online minor can be found here: https://catalog.ufl.edu/UGRD/colleges-schools/UGAGL/LDR_UMN_UFO/

1. JOU 4700 will be removed from the list of approved ethics electives for the minor. (This course is no longer being taught by JOU faculty.)

2. MMC 3203 – Ethics and Problems in Mass Communication and MMC 3210 – Sports Media Law and Ethics will be added to the list of approved ethics electives for the minor. (These courses replace JOU 4700.)

3. AEC 3322 will be added to the approved list of ethics electives for the minor in the UF Undergrad catalogue (although it is already listed in the degree audit, so not sure why it isn't correct in the catalog).

4. AEC 3414 (For some reason, this course is listed on the degree audit in SIS as an approved elective course. It is correct in the catalog though, and not listed incorrectly in the catalog. Obviously, it's the main required course, but this incorrect listing in the degree audit has confused some students, so this change is being requested to correct the SIS degree audit.)

Pedagogical Rationale/Justification The JOU 4700 course is no longer being offered and was replaced by MMC 3203 and MMC 3210. The other two changes are updates to discrepancies between SIS degree audit and the catalog copy.

Impact on Other Programs These requested changes affect both the residential leadership minor and the UF Online leadership minor. The changes are the same for both.

Catalog Copy Yes
LEADERSHIP MINOR & LEADERSHIP MINOR UF ONLINE

Because the minor is interdisciplinary, it draws on the expertise of faculty and staff in colleges across campus, which may include Agricultural and Life Sciences, Business, Health and Human Performance, Journalism and Communications, and Liberal Arts and Sciences.

The minor is open to all students, although admission is by application. A cumulative 3.0 GPA is necessary and the minor must be added before a student completes 90 credits. Students must earn a minimum grade of B in AEC 3414 to continue in the minor.

**Required Courses**

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<td>AEC 3413</td>
<td>Working with People: Interpersonal Leadership Skills</td>
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<td>AEC 4417</td>
<td>Leadership for Personal and Organizational Change</td>
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<td>AEC 4434</td>
<td>Communication and Leadership in Groups and Teams</td>
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<td>AEC 4465</td>
<td>Global Leadership</td>
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<td>FYC 4408</td>
<td>Organizational Leadership for Nonprofits</td>
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**Approved Electives**

**Communications Elective**

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<td>AEC 3033C</td>
<td>Research and Business Writing in Agricultural and Life Sciences</td>
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<td>AEC 3073</td>
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<td>COM 4930</td>
<td>Special Topics in Communication (Organizational Communication)</td>
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<td>COM 4930</td>
<td>Special Topics in Communication (Nonverbal Communication)</td>
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<td>ENC 2210</td>
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### Course List

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<td>Agricultural and Natural Resource Ethics</td>
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<td>Ethical Issues in Family, Youth and Community Sciences</td>
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<td>Problems and Ethics of Journalism in Society</td>
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<td>Problems in Mass Communication</td>
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<td>MMC3210</td>
<td>Sports Media Law and Ethics</td>
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<td>Contemporary Moral Issues</td>
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<td>RTV 3432</td>
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### Cover Sheet: Request 18973

**Stop assessment for MCB 4203 or PCB 4233 and MCB 4304 or PCB 4522**

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SLO-AAP|Modify for request 18973

Info

Request: Stop assessment for MCB 4203 or PCB 4233 and MCB 4304 or PCB 4522
Description of request: We are proposing to NOT assess MCB 4203 or PCB 4233 and MCB 4304 or PCB 4522 due to the fact that there are many students in the class that are not microbiology and cell science majors and it is challenging to sort through the major from the export of grades we receive from the instructors. We do not want to skew the analysis of our students.
Submitter: Monika Oli moli@ufl.edu
Created: 10/24/2021 3:41:19 PM
Form version: 1

Responses

Name of MajorMicrobiology
CollegeAgricultural and Life Sciences
Effective TermEarliest Available
Effective YearEarliest Available
Request TypeModify Undergraduate Academic Assessment Plan

Plan ComponentModify SLO Assessment Method
Academic Assessment Plan Modifications Rationale, Mission Alignment, Methods and Procedures, Curriculum Map
ALC ModificationsDoes not apply
SLO ModificationsDoes not apply
What Types of Assessments Are or Will Be Used? Final Paper/Project/Presentation, Course-related Exam

What Assessment Methods Will Be Used? Rubric, Exam

Who Applies the Assessment Method? Single Faculty Member
Individual Student Assessments Current assessment
MCB 4203 or PCB 4233 I, R, A I, R I, R I, R I, R I, R
MCB 4304 or PCB 4522 I, R, A I, R R, A R R R

We are proposing to NOT assess MCB 4203 or PCB 4233 and MCB 4304 or PCB 4522

Description and Rationale We are proposing to NOT assess MCB 4203 or PCB 4233 and MCB 4304 or PCB 4522 due to the fact that there are many students in the class that are not microbiology and cell science majors and it is challenging to sort through the major from the export of grades we receive from the instructors. We do not want to skew the analysis of our students.
Cover Sheet: Request 18721

Credit hour increase ENY 6206

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<td>Nathan Burkett-Cadena <a href="mailto:nburkettcadena@ufl.edu">nburkettcadena@ufl.edu</a></td>
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**Description of request**

This request is to increase the credit hours from 2 (current) to 3 (requested) to better reflect the contact hours for ENY 6206.

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Course|Modify for request 18721

Info
Request: Credit hour increase ENY 6206
Description of request: This request is to increase the credit hours from 2 (current) to 3 (requested) to better reflect the contact hours for ENY 6206.
Submitter: Nathan Burkett-Cadena nburkettcadena@ufl.edu
Created: 10/19/2023 2:01:22 PM
Form version: 3

Responses
Current Prefix ENY
Course Level 6

Lab Code None
Number 206
Course Title Ecology of vector-borne disease
Effective Term Fall
Effective Year 2023
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes
Current Credit Hours 2
Proposed Credit Hours 3
Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Course Type Lecture

Change Rotating Topic Designation? No
Change Repeatable Credit? No

Multiple Offerings in a Single Semester No
Change Course Description? No
Change Course Objectives Yes
Current Course Objectives COURSE GOALS: By the end of this course, students will:
1. Understand the distinctions between ecology of vector-borne and directly transmitted pathogens.
2. Have a working understanding of concepts of epidemiological models.
3. Understand the factors that limit, initiate, maintain and spread the transmission of vector-borne pathogens.
4. Gain knowledge about varied pathogens transmitted by diverse vector groups.
5. Graduate students will review, understand and synthesize scientific literature pertinent to the ecology of vector-borne diseases including emergent pathogens, climate change, host selection and biological diversity.

Proposed Course Objectives Course Objectives: By the end of this course, students will be able to:
1. Compare and contrast between ecology of vector-borne and directly transmitted pathogens.
2. Apply the basic concepts of epidemiological models.
3. Delineate the factors that initiate, maintain, and spread the transmission of vector-borne pathogens.
4. Differentiate the varied pathogens transmitted by diverse vector groups.
5. Critique, synthesize and discuss scientific literature pertinent to the ecology of vector-borne diseases including emergent pathogens, climate change, host selection and biological diversity.

Change Prerequisites? Yes
Current Prerequisites Graduate standing
Proposed Prerequisites None (graduate level course)
Change Co-requisites? No

Rationale ENY 6206 (Ecology of vector-borne disease) began as a two-hour course with 15 weeks of lecture, a graduate review article, and 2 exams. In response to peer teaching assessment recommendations, additional instructional and interactive content was added, including 5 interactive discussions, weekly quizzes (n=15), and one additional analytical / writing assignment. Additional lecture content was added as well, increasing the total number of contact/commitment hours for students enrolled in the course. The addition of new material added (graded and interactive assignments) necessitates an additional contact hour and, thus, the change.
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.

NB 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/.

NB 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.

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

NB 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.

NB 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.

NB 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)
ENY 4202 / 6206 ECOLOGY OF VECTOR-BORNE DISEASE

SHORT TITLE – Ecol Vect-Borne Dis  2 credit hours   Fall, 2018

INSTRUCTOR
Nathan Burkett-Cadena, PhD
UF Entomology and Nematology Department
Email: nburkettcadena@ufl.edu
Office: Florida Medical Entomology Laboratory, Vero Beach, FL 32962 (772) 226-6617
Office hours: Tue, Thu (9:00 - 10:00 a.m.)

DISTANCE DELIVERY - CANVAS

TEXTBOOKS - No required textbook
Recommended texts:
Disease Ecology: Community Structure and Pathogen Dynamics, by S. Collinge & C. Ray
Medical and Veterinary Entomology, 2nd edition by G. Mullen & L. Durden

LECTURE MATERIAL - Provided by instructor

PREREQUISITES: General Biology

Course Purpose and Description
Vector-borne pathogens affect humans, wildlife and agriculture more than any other group of infectious disease. Researchers, policy makers, and public health workers need a firm understanding of the ecology of vector-borne pathogens to effectively predict and interrupt epidemics.

This course begins with an introduction to the components inherent to vector-borne disease systems and the basic concepts of disease ecology. The course then focuses on various pathogens and how aspects of the environment, host and vector biology influence pathogen transmission. Some of the questions that we will address include: Why do epidemics occur where and when they do? Why are some pathogens, such as dengue, re-emerging? Why do most vector-borne pathogens have limited geographic ranges?

DATES, LECTURE TOPICS, EXAMS & ASSIGNMENTS – Fall Semester 2018

Week 1 (Aug 20 - 24) - Introduction: What is a vector? What is a parasite? What is a pathogen?
Week 2 (Aug 27 - 31) - Arthropod vectors: Biology of Insects and mites
Week 3 (Sep 3 - 7) - Non-arthropod-vectors: Biology of vertebrates
Week 4 (Sep 10 - 14) - Ecology; Pathogen environmental adaptation (guest lecture)
Week 5 (Sep 17 - 21) - Zoonoses and Anthroponoses
Week 6 (Sep 24 - 28) - SIR Models (with guest lecture)
Week 7 (Oct 1 - 5) - Exam 1 (Oct. 2); Rabies, hantavirus and Ebola
Week 8 (Oct 8 - 12) - Dengue fever, yellow fever, and chikungunya
Week 9 (Oct 15 - 19) - Bluetongue virus (guest lecture) and eastern equine encephalitis virus
Week 10 (Oct 22 - 26) - West Nile virus
Week 11 (Oct 29 – Nov 2) - Plague and tularemia
Week 12 (Nov 5 - 9) - Huanglongbing / citrus greening (guest lecture)
Week 13 (Nov 12 - 16) - Lyme disease
Week 14 (Nov 19 - 23) - Chagas Disease (Thanksgiving week)
Week 15 (Nov 26 - 30) - Malaria & river blindness; Review article due (ENY 6206 only)
Week 16 (Dec 3 - 7) – Exam 2 (Dec. 4)

Critical dates:
Exam 1: Oct. 2, 2018
Exam 2: Dec. 4, 2018
Review article: Nov. 30, 2018
COURSE GOALS: By the end of this course, students will:

1. Understand the distinctions between ecology of vector-borne and directly transmitted pathogens.
2. Have a working understanding of concepts of epidemiological models.
3. Understand the factors that limit, initiate, maintain and spread the transmission of vector-borne pathogens.
4. Gain knowledge about varied pathogens transmitted by diverse vector groups.
5. Graduate students will review, understand and synthesize scientific literature pertinent to the ecology of vector-borne diseases including emergent pathogens, climate change, host selection and biological diversity.

COURSE WEBSITE: Canvas login at http://lss.at.ufl.edu

GRADING: Letter grades are assigned on a ten-point scale. 90.00-100=A; 80-89.99=B; 70-79.99=C; 60-69.99=D; <59.99=E.

For students enrolled in 4202, the overall grade is based upon 2 exams, on-line discussion participation, and 15 quizzes (one quiz per lecture week). Each exam constitutes 30% of the final grade. Quiz scores are averaged across all quizzes and constitute 20% of the total grade.

Exam 1=30%; Exam 2=30%; On-line Discussion Participation=20%; Quizzes=20%.

For students enrolled in 6206, the overall grade is based upon 2 exams, on-line discussion participation, a review paper and 15 quizzes (one quiz per lecture week).

Exam 1=20%; Exam 2=20%; On-line Discussion Participation=20%; Review paper=20%; Quizzes=20%.

Review article (ENY 6206 only)
Students enrolled in the graduate course, ENY 6206, are expected to submit a review article on the ecology of a vector-borne disease of their choosing. The topic must be approved by the instructor. The format is flexible, although the article must focus on Ecology. The review should summarize relevant scientific literature (not books or websites), must include appropriate citations, and use scientific writing. The article should be between 2,500-3,500 words (not including literature cited).

COURSE COMMUNICATIONS: General questions should be posted on the course discussion board. Private questions about grades and course difficulties should be sent to nburkettcadena@ufl.edu.

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

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

Grades cannot be provided over the telephone or by email, but will be available on Canvas in the Gradebook tab.

Very important information on UF grading policies, including Withdrawal, Incomplete grades, and assigning grade points may be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

FEEDBACK:
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 10 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.

UF students are bound by The Honor Pledge, which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the university, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The 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. https://archive.catalog.ufl.edu/ugrad/1617//advising/info/student-honor-code.aspx

LECTURES:
Lectures can be accessed in Canvas, by going to the Canvas login- https://lss.at.ufl.edu. The student’s UF Gatorlink username and password are necessary to log into the system. Tutorials are available in Canvas under “Help,” if needed.

TECHNOLOGY REQUIREMENTS:
Students must have access to a computer that can view PowerPoint, Flash, and .pdf files, has adequate memory and speed, and meets the minimum standards for UF computer use is needed. The following website explains the University of Florida computer hardware and software policy: http://dell.techhub.ufl.edu/computer_requirement.html. Contact the UF Computing Help Desk (352-392-4357; helpdesk@ufl.edu) with any technology problems.

COMPLAINTS
The instructor will work with you to resolve complaints, however each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See http://www.distance.ufl.edu/student-complaint-process for more details.

STUDENTS WITH DISABILITIES:
Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

GETTING HELP:
For issues with technical difficulties for Canvas, please contact the UF Help Desk at: Learning-support@ufl.edu, (352) 392-HELP - select option 2, or https://lss.at.ufl.edu/help.shtml
Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources (352) 392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

In case of emergency, contact University Police (352) 392-1111 or dial 911

NETIQUETTE:
It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

**SECURITY**
Remember that your password is the only thing protecting you from pranks or more serious harm.
- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always logout when you are finished using the system

**GENERAL GUIDELINES**
When communicating online, you should always:
- Treat instructor with respect, even in email or in any other online communication
- Always use your professors’ proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or 😊
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other's)
- Do not send confidential patient information via e-mail

**EMAIL**
When you send an email to your instructor, teaching assistant, or classmates, you should:
- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

**MESSAGE BOARD**
When posting on the Discussion Board in your online class, you should:
- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don’t repeat someone else’s post without adding something of your own to it
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
- Always be respectful of others’ opinions even when they differ from your own
• When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
• Do not make personal or insulting remarks
• Be open-minded

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1

ENY6206 REQUIRED READINGS (PROVIDED)

Burkett-Cadena, ND (2009) Morphological adaptations of parasitic arthropods, in Medical and Veterinary Entomology (Mullen GR and Durden L, eds.), Elsevier, Inc.


Course Description: Vector-borne pathogens have enormous adverse effects on humans, wildlife, domestic animals and agriculture. Researchers, policy makers, and public health workers need a firm understanding of the ecology of vector-borne pathogens in order to manage vectors and/or interrupt transmission. This course begins with an introduction to basic concepts of ecology, the components inherent to vector-borne disease systems and common frameworks for understanding disease ecology. The course then focuses on various pathogens and how aspects of the environment, host and vector biology influence pathogen transmission.

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

1. Compare and contrast between ecology of vector-borne and directly transmitted pathogens.
2. Apply the basic concepts of epidemiological models.
3. Delineate the factors that initiate, maintain, and spread the transmission of vector-borne pathogens.
4. Differentiate the varied pathogens transmitted by diverse vector groups.
5. Critique, synthesize and discuss scientific literature pertinent to the ecology of vector-borne diseases including emergent pathogens, climate change, host selection and biological diversity.

Materials and Supply Fees: None

Required Textbooks and Software: None

Course lecture materials are derived from various published sources, information on these is provided at the end of the syllabus. All required and optional readings are provided through Canvas.

Lecture frequency: Pre-recorded, on-line lectures (does not meet in person) and live online discussions

Course Schedule

Week 1 - Vectors, pathogens, parasites and diseases
Week 2 - Arthropods: Diversity, biology, life cycle, morphological adaptations
Week 3 – Vertebrates: Diversity, hosts, migration, reproduction and immunity
Week 4 – Ecology, niche, energy pathways, biological interactions
Week 5 – Zoonoses, anthroponoses, diversity and disease, host and vector competence
Week 6 – Blood meal analysis, host preference, amplification fraction, vectorial capacity
Week 7 – Periodicity of populations, Lotka-Volterra models, SIR models
Week 8 – Exam 1 (October 10); Space and time | Rabies
Week 9 - Malaria | onchocerciasis
Week 10 - Plague | tularemia
Week 11 - Dengue fever, yellow fever, chikungunya and Zika | Biology of Aedes | Dengue ecology
Week 12 - Lyme disease
Week 13 - West Nile virus | Biology of Culex
Week 14 - Eastern equine encephalitis virus
Week 15 - Summary and conclusions
Week 16 – Exam 2 (December 5)
Attendance Policy, Class Expectations, and Make-Up Policy
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/.

Students are strongly advised to stay current on lecture material. Graded quizzes for each lecture week are available for a limited period during the lecture week and the following week. Students that stay current with lectures and quizzes generally perform well in the course.

Evaluation of Grades – ENY 6206

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<td>Review article</td>
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Critical dates – important graded assessments

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Grading Policy
Letter grades for ENY 6206 are assigned using the following scale which follows grading recommendations of the Entomology and Nematology Department.

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<td>&lt;60.0</td>
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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 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.”

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/

Use of Artificial Intelligence
Artificial Intelligence or chatbots, such as Chat-GPT, is not allowed on any graded writing assignment.
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/

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 feedback in a professional and respectful manner is available at: https://gatoreval.aa.ufl.edu. 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.bluerca.com/ufl/. Summaries of course evaluation results are available to students at: https://gatoreval.aa.ufl.edu/public-results/.

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

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

Campus Resources:

Health and Wellness

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

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.
Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
On-Line Students Complaints

Class Demeanor or Netiquette: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY
Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

GENERAL GUIDELINES
When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don’t refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Arial, Calibri or Times new Roman and use a size 10 or 12 point font.
- Avoid using the caps lock feature as it can be interpreted as yelling.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other’s).
- Do not send confidential information via e-mail.

**EMAIL NETIQUETTE**

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before sending the e-mail to more than one person.
- Be sure you REALLY want everyone to receive your response when you click, “reply all.”
- Be sure that the message author intended for the information to be passed along before you reply.

**MESSAGE BOARD NETIQUETTE AND GUIDELINES**

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others’ opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

**Getting Help:**

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

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

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

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

- Counseling and Wellness resources
Should you have any complaints with your experience in this course please visit https://flexible.dce.ufl.edu/student-complaints/ to submit a complaint.

REQUIRED READING LIST (PROVIDED BY INSTRUCTOR)


Ogden NH. (2017) Climate change and vector-borne diseases of public health significance. FEMS microbiology letters.


Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.
## Cover Sheet: Request 18862

### Credit hour increase ENY 4202

#### Info

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<tr>
<td>Submitter</td>
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<td></td>
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#### Actions

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<td>Student Academic Support System</td>
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No document changes
Course|Modify for request 18862

Info

Request: Credit hour increase ENY 4202
Description of request: This request is to increase the credit hours from 2 (current) to 3 (requested).
Submitter: Nathan Burkett-Cadena nburkettcadena@ufl.edu
Created: 10/19/2023 2:19:08 PM
Form version: 2

Responses

Current Prefix ENY
Course Level 4

Rationale for 5000 level course request: This request is to increase the credit hours from 2 (current) to 3 (requested) to better reflect the contact hours and assignments for ENY 4202.
Lab Code: None
Number: 202
Course Title: Ecology of Vector-Borne Disease
Effective Term: Fall
Effective Year: 2024
Requested Action: Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes
Current Credit Hours: 2
Proposed Credit Hours: 3
Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Course Type: Lecture

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Multiple Offerings in a Single Semester: No
Change Course Description? No
**Change Course Objectives** Yes  
**Current Course Objectives** COURSE GOALS: By the end of this course, students will:
1. Understand the distinctions between ecology of vector-borne and directly transmitted pathogens.
2. Have a working understanding of concepts of epidemiological models.
3. Understand the factors that limit, initiate, maintain and spread the transmission of vector-borne pathogens.
4. Gain knowledge about varied pathogens transmitted by diverse vector groups.
5. Graduate students will review, understand and synthesize scientific literature pertinent to the ecology of vector-borne diseases including emergent pathogens, climate change, host selection and biological diversity.

**Proposed Course Objectives** Course Objectives: By the end of this course, students will be able to:
1. Compare and contrast between ecology of vector-borne and directly transmitted pathogens.
2. Apply the basic concepts of epidemiological models.
3. Delineate the factors that initiate, maintain, and spread the transmission of vector-borne pathogens.
4. Differentiate the varied pathogens transmitted by diverse vector groups.

**Change Prerequisites?** Yes  
**Current Prerequisites** General Biology  
**Proposed Prerequisites** Junior or senior standing  
**Change Co-requisites?** No

**Rationale** ENY 4202 (Ecology of vector-borne disease) began as a two-hour course with 15 weeks of lecture and 2 exams. In response to peer teaching assessment recommendations, additional instructional and interactive content was added, including 5 interactive discussions, weekly quizzes (n=15), and one additional analytical / writing assignment. Additional lecture content was added as well, increasing the total number of contact/commitment hours for students enrolled in the course. The addition of new material, graded assessments and live discussions necessitates an additional contact hour and, thus, the change.
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.

NB 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/.

NB 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.

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

NB 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.

NB 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.

NB 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)
# ENY 4202 / 6206 ECOLOGY OF VECTOR-BORNE DISEASE

## SHORT TITLE – Ecol Vect-Borne Dis

2 credit hours

## Course Purpose and Description

Vector-borne pathogens affect humans, wildlife and agriculture more than any other group of infectious disease. Researchers, policy makers, and public health workers need a firm understanding of the ecology of vector-borne pathogens to effectively predict and interrupt epidemics.

This course begins with an introduction to the components inherent to vector-borne disease systems and the basic concepts of disease ecology. The course then focuses on various pathogens and how aspects of the environment, host and vector biology influence pathogen transmission. Some of the questions that we will address include: Why do epidemics occur where and when they do? Why are some pathogens, such as dengue, re-emerging? Why do most vector-borne pathogens have limited geographic ranges?

## INSTRUCTOR

Nathan Burkett-Cadena, PhD  
UF Entomology and Nematology Department  
Email: nburkettcadena@ufl.edu  
Office: Florida Medical Entomology Laboratory, Vero Beach, FL 32962 (772) 226-6617  
Office hours: Tue, Thu (9:00 - 10:00 a.m.)

## DISTANCE DELIVERY - CANVAS

## TEXTBOOKS - No required textbook

Recommended texts:

- *Disease Ecology: Community Structure and Pathogen Dynamics*, by S. Collinge & C. Ray
- *Medical and Veterinary Entomology, 2nd edition*, by G. Mullen & L. Durden

## LECTURE MATERIAL - Provided by instructor

## PREREQUISITES: General Biology

## DATES, LECTURE TOPICS, EXAMS & ASSIGNEMENTS – Fall Semester 2018

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 20 - 24</td>
<td>Introduction: What is a vector? What is a parasite? What is a pathogen?</td>
</tr>
<tr>
<td>2</td>
<td>Aug 27 - 31</td>
<td>Arthropod vectors: Biology of Insects and mites</td>
</tr>
<tr>
<td>3</td>
<td>Sep 3 - 7</td>
<td>Non-arthropod-vectors: Biology of vertebrates</td>
</tr>
<tr>
<td>4</td>
<td>Sep 10 - 14</td>
<td>Ecology; Pathogen environmental adaptation (guest lecture)</td>
</tr>
<tr>
<td>5</td>
<td>Sep 17 - 21</td>
<td>Zoonoses and Anthroponoses</td>
</tr>
<tr>
<td>6</td>
<td>Sep 24 - 28</td>
<td>SIR Models (with guest lecture)</td>
</tr>
<tr>
<td>7</td>
<td>Oct 1 - 5</td>
<td><strong>Exam 1 (Oct. 2)</strong>; Rabies, hantavirus and Ebola</td>
</tr>
<tr>
<td>8</td>
<td>Oct 8 - 12</td>
<td>Dengue fever, yellow fever, and chikungunya</td>
</tr>
<tr>
<td>9</td>
<td>Oct 15 - 19</td>
<td>Bluetongue virus (guest lecture) and eastern equine encephalitis virus</td>
</tr>
<tr>
<td>10</td>
<td>Oct 22 - 26</td>
<td>West Nile virus</td>
</tr>
<tr>
<td>11</td>
<td>Oct 29 – Nov 2</td>
<td>Plague and tularemia</td>
</tr>
<tr>
<td>12</td>
<td>Nov 5 - 9</td>
<td>Huanglongbing / citrus greening (guest lecture)</td>
</tr>
<tr>
<td>13</td>
<td>Nov 12 - 16</td>
<td>Lyme disease</td>
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<tr>
<td>14</td>
<td>Nov 19 - 23</td>
<td>Chagas Disease (Thanksgiving week)</td>
</tr>
<tr>
<td>15</td>
<td>Nov 26 - 30</td>
<td>Malaria &amp; river blindness; <strong>Review article due (ENY 6206 only)</strong></td>
</tr>
<tr>
<td>16</td>
<td>Dec 3 - 7</td>
<td><strong>Exam 2 (Dec. 4)</strong></td>
</tr>
</tbody>
</table>

Critical dates:  
Exam 1: Oct. 2, 2018  
Exam 2: Dec. 4, 2018  
Review article: Nov. 30, 2018
COURSE GOALS: By the end of this course, students will:

1. Understand the distinctions between ecology of vector-borne and directly transmitted pathogens.
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4. Gain knowledge about varied pathogens transmitted by diverse vector groups.
5. Graduate students will review, understand and synthesize scientific literature pertinent to the ecology of vector-borne diseases including emergent pathogens, climate change, host selection and biological diversity.

COURSE WEBSITE: Canvas login at http://lss.at.ufl.edu

GRADING: Letter grades are assigned on a ten-point scale. 90.00-100=A; 80-89.99=B; 70-79.99=C; 60-69.99=D; <59.99=E.

For students enrolled in 4202, the overall grade is based upon 2 exams, on-line discussion participation, and 15 quizzes (one quiz per lecture week). Each exam constitutes 30% of the final grade. Quiz scores are averaged across all quizzes and constitute 20% of the total grade.

Exam 1=30%; Exam 2=30%; On-line Discussion Participation=20%; Quizzes=20%.

For students enrolled in 6206, the overall grade is based upon 2 exams, on-line discussion participation, a review paper and 15 quizzes (one quiz per lecture week).

Exam 1=20%; Exam 2=20%; On-line Discussion Participation=20%; Review paper=20%; Quizzes=20%.

Review article (ENY 6206 only)

Students enrolled in the graduate course, ENY 6206, are expected to submit a review article on the ecology of a vector-borne disease of their choosing. The topic must be approved by the instructor. The format is flexible, although the article must focus on Ecology. The review should summarize relevant scientific literature (not books or websites), must include appropriate citations, and use scientific writing. The article should be between 2,500-3,500 words (not including literature cited).

COURSE COMMUNICATIONS: General questions should be posted on the course discussion board. Private questions about grades and course difficulties should be sent to nburkettcadena@ufl.edu.

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

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

Grades cannot be provided over the telephone or by email, but will be available on Canvas in the Gradebook tab.

Very important information on UF grading policies, including Withdrawal, Incomplete grades, and assigning grade points may be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

FEEDBACK:
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 10 university and college criteria. These evaluations are
conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to
come 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.

UF students are bound by The Honor Pledge, which states “We, the members of the University of
Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and
integrity. On all work submitted for credit by students at the university, the following pledge is either
required or implied: On my honor, I have neither given nor received unauthorized aid in doing this
assignment.” The 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.

LECTURES:
Lectures can be accessed in Canvas, by going to the Canvas login- https://lss.at.ufl.edu. The
student’s UF Gatorlink username and password are necessary to log into the system. Tutorials are
available in Canvas under “Help,” if needed.

TECHNOLOGY REQUIREMENTS:
Students must have access to a computer that can view PowerPoint, Flash, and .pdf files, has
adequate memory and speed, and meets the minimum standards for UF computer use is needed.
The following website explains the University of Florida computer hardware and software policy:
http://dell.techhub.ufl.edu/computer_requirement.html. Contact the UF Computing Help Desk (352-
392-4357; helpdesk@ufl.edu) with any technology problems.

COMPLAINTS
The instructor will work with you to resolve complaints, however each online distance learning
program has a process for, and will make every attempt to resolve, student complaints within its
academic and administrative departments at the program level.

STUDENTS WITH DISABILITIES:
Students requesting accommodation for disabilities must first register with the Dean of Students
Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the
student who must then provide this documentation to the instructor when requesting
accommodation. You must submit this documentation prior to submitting assignments or taking the
quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office
as soon as possible in the term for which they are seeking accommodations.

GETTING HELP:
For issues with technical difficulties for Canvas, please contact the UF Help Desk at: Learning-
support@ufl.edu, (352) 392-HELP - select option 2, or https://lss.at.ufl.edu/help.shtml
Other resources are available at http://www.distance.ufl.edu/getting-help for:
  • Counseling and Wellness resources (352) 392-1575
  • Disability resources
  • Resources for handling student concerns and complaints
  • Library Help Desk support
In case of emergency, contact University Police (352) 392-1111 or dial 911

NETIQUETTE:
It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY
Remember that your password is the only thing protecting you from pranks or more serious harm.
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- Change your password if you think someone else might know it
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- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or 😊
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other's)
- Do not send confidential patient information via e-mail

EMAIL
When you send an email to your instructor, teaching assistant, or classmates, you should:
- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

MESSAGE BOARD
When posting on the Discussion Board in your online class, you should:
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- Always be respectful of others’ opinions even when they differ from your own
• When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
• Do not make personal or insulting remarks
• Be open-minded

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1

ENY6206 REQUIRED READINGS (PROVIDED)

Burkett-Cadena, ND (2009) Morphological adaptations of parasitic arthropods, in Medical and Veterinary Entomology (Mullen GR and Durden L, eds.), Elsevier, Inc.


INSTRUCTOR: Nathan Burkett-Cadena, PhD; Florida Medical Entomology Laboratory, Vero Beach, FL 32962, (772) 226-6617, nburkettcadena@ufl.edu

OFFICE HOURS: Tue, Thu (9:00 - 10:00 a.m.) by email, phone, or videoconference.

COURSE TEACHING ASSISTANT: Amy Bauer, Florida Medical Entomology Laboratory, Vero Beach, FL, amelybauer@ufl.edu

Course Description: Vector-borne pathogens have enormous adverse effects on humans, wildlife, domestic animals and agriculture. Researchers, policy makers, and public health workers need a firm understanding of the ecology of vector-borne pathogens in order to manage vectors and/or interrupt transmission. This course begins with an introduction to basic concepts of ecology, the components inherent to vector-borne disease systems and common frameworks for understanding disease ecology. The course then focuses on various pathogens and how aspects of the environment, host and vector biology influence pathogen transmission.

Course Pre-Requisites: Junior or Senior standing.

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

1. Compare and contrast between ecology of vector-borne and directly transmitted pathogens.
2. Apply the basic concepts of epidemiological models.
3. Delineate the factors that initiate, maintain, and spread the transmission of vector-borne pathogens.
4. Differentiate the varied pathogens transmitted by diverse vector groups.
5. Critique, synthesize and discuss scientific literature pertinent to the ecology of vector-borne diseases including emergent pathogens, climate change, host selection and biological diversity.

Materials and Supply Fees: None

Required Textbooks and Software: None
Course lecture materials are derived from various published sources, information on these is provided at the end of the syllabus. All required and optional readings are provided through Canvas.

Lecture frequency: Pre-recorded, on-line lectures (does not meet in person)

Course Schedule
Week 1 - Vectors, pathogens, parasites and diseases
Week 2 - Arthropods: Diversity, biology, life cycle, morphological adaptations
Week 3 – Vertebrates: Diversity, hosts, migration, reproduction and immunity
Week 4 – Ecology, niche, energy pathways, biological interactions
Week 5 – Zoonoses, anthroponoses, diversity and disease, host and vector competence
Week 6 - Blood meal analysis, host preference, amplification fraction, vectorial capacity
Week 7 – Periodicity of populations, Lotka-Volterra models, SIR models
Week 8 – Exam 1 (October 10); Space and time | Rabies
Week 9 - Malaria | onchocerciasis
Week 10 - Plague | tularemia
Week 11 - Dengue fever, yellow fever, chikungunya and Zika | Biology of Aedes | Dengue ecology
Week 12 - Lyme disease
Week 13 - West Nile virus | Biology of Culex
Week 14 - Eastern equine encephalitis virus
Week 15 - Summary and conclusions
Week 16 – Exam 2 (December 5)
Attendance Policy, Class Expectations, and Make-Up Policy
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/.

Students are strongly advised to stay current on lecture material. Graded quizzes for each lecture week are available for a limited period during the lecture week and the following week. Students that stay current with lectures and quizzes generally perform well in the course. Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

Evaluation of Grades – ENY 4202

<table>
<thead>
<tr>
<th>Graded assessment</th>
<th>Number</th>
<th>Points each</th>
<th>Total points</th>
<th>Percentage of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>15</td>
<td>10</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td>On-line Discussion Participation</td>
<td>5</td>
<td>10</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>20%</td>
</tr>
</tbody>
</table>

Critical dates – important graded assessments

<table>
<thead>
<tr>
<th>Graded assessment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>October 10</td>
</tr>
<tr>
<td>Exam 2</td>
<td>December 5</td>
</tr>
<tr>
<td>Current outbreaks assignment</td>
<td>October 31</td>
</tr>
</tbody>
</table>

Grading Policy

Letter grades for ENY 4202 are assigned using the following scale which follows grading recommendations of the Entomology and Nematology Department.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.0 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90.0 - 92.99</td>
<td>A-</td>
</tr>
<tr>
<td>87.0 - 89.99</td>
<td>B+</td>
</tr>
<tr>
<td>83.0 - 86.99</td>
<td>B</td>
</tr>
<tr>
<td>80.0 - 82.99</td>
<td>B-</td>
</tr>
<tr>
<td>77.0 - 79.99</td>
<td>C+</td>
</tr>
<tr>
<td>73.0 - 76.99</td>
<td>C</td>
</tr>
<tr>
<td>70.0 - 72.99</td>
<td>C-</td>
</tr>
<tr>
<td>60.0 - 69.99</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60.0</td>
<td>E</td>
</tr>
</tbody>
</table>

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

Academic Honesty

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

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.

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

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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/](https://disability.ufl.edu/)

**Online Course Evaluation Process**
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on feedback in a professional and respectful manner is available at: [https://gatorevals.aa.ufl.edu](https://gatorevals.aa.ufl.edu). 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/).

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

**Student 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](https://disability.ufl.edu/).

**Campus Resources:**

**Health and Wellness**

<table>
<thead>
<tr>
<th>U Matter, We Care: If you or a friend is in distress, please contact <a href="mailto:umatter@ufl.edu">umatter@ufl.edu</a> or 352 392-1575 so that a team member can reach out to the student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.</td>
</tr>
</tbody>
</table>

**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](https://police.ufl.edu).

**Academic Resources**

<table>
<thead>
<tr>
<th>E-learning technical support, 352-392-4357 (select option 2) or e-mail to <a href="mailto:Learning-support@ufl.edu">Learning-support@ufl.edu</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.</td>
</tr>
<tr>
<td>Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.</td>
</tr>
<tr>
<td>Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.</td>
</tr>
<tr>
<td>Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.</td>
</tr>
</tbody>
</table>

| On-Line Students Complaints |

**Class Demeanor or Netiquette:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

**SECURITY**
Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

**GENERAL GUIDELINES**
When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.

- Unless specifically invited, don’t refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Arial, Calibri or Times new Roman and use a size 10 or 12 point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ð.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other’s).
- Do not send confidential information via e-mail.

**EMAIL NETIQUETTE**

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before sending the e-mail to more than one person.
- Be sure you REALLY want everyone to receive your response when you click, “reply all.”
- Be sure that the message author intended for the information to be passed along before you reply.

**MESSAGE BOARD NETIQUETTE AND GUIDELINES**

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others’ opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

Getting Help:

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

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

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

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

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

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

REQUIRED READING LIST (PROVIDED BY INSTRUCTOR)


Ogden NH. (2017) Climate change and vector-borne diseases of public health significance. FEMS microbiology letters.


Use of Artificial Intelligence
Artificial Intelligence or chatbots, such as Chat-GPT, is not allowed on any graded writing assignment.

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