CALS Curriculum Committee Meeting
March 22, 2024
McCarty Hall D Rm. 1044/1045
1:00 p.m.

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

Members: S. Ahn, D. Coenen (Chair), J. Czipulis, T. Easterly, K. Fogarty, D. Gabriel, V. Hull, P. Inglett, B. Kassas, R. Koenig J. Larkin, T. Martin, A. Mathews, H. McAuslane, G. Nunez, A. Orr, J. Scheffler, B. Schutzman, A. Watson, J. Weeks, A. Wysocki

Agenda and Index for Materials

Approve Minutes from the February 16, 2024 meeting

Dr. Mathews: Update from UCC

Graduate New Course Proposal

1. ANS 6XXXL – Dairy Farm Evaluation (req. #19658)

Undergraduate New Course Proposals

2. AEB 2XXX – How Do We End Poverty (req. #19111)

3. AEB 2XXX – Agritourism and Food Systems (req. #19119)

4. ANS 4XXXL – Dairy Farm Evaluation (req. #19660)

Undergraduate Course Change Proposal

5. HUN 4445 – Nutrition and Disease: Part 1 (req. #19503)

Certificate

6. Proposed Forest Health Management Undergraduate Certificate (req. #19568)

Curriculum

7. Proposed Update to the Nutritional Sciences 8-Semester Plan (req. #19524)

8. Proposed Update to the Dietetics 8-Semester Plan (req. #19521)

9. Proposed Update to the Nutritional Sciences Minor (req. #19526)

CALS Curriculum Committee Meeting
Minutes from February 16, 2024
Submitted by James Fant

Members Present: S. Ahn, D. Coenen, K. Fogarty, D. Gabriel, V. Hull, R. Koenig, J. Larkin, T. Martin, A. Mathews, H. McAuslane, G. Nunez, J. Scheffler, B. Schutzman, A. Watson

Substitutes: R. Baldwin for J. Weeks, M. Sharp for B. Kassas

Visitor: Albert De Vries

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met in McCarty Hall D Rm. 1044/1045 on February 16, 2024. Dr. Coenen 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. Larkin to approve the minutes from the January 19, 2024, meeting of the CALS CC. The motion was approved.

All items approved by the committee will be forwarded to either the Graduate Curriculum Committee (GCC), Graduate Council (GC) or the University Curriculum Committee (UCC) once any changes requested are made and the submission is complete.

Links: Grades – https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/
For Graduate Grades – https://catalog.ufl.edu/graduate/regulations/#text
Syllabus Statements – https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf
Absences & Make-Ups – https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
Writing Learning Objectives - https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf.

Update from UCC: The UCC did not meet since the last CCC meeting. Scheduled to meet on Feb 20, 2024.

Other updates from CALS Dean's office:

- Reminder that all updates must be made by Feb 23rd to make it on the March UCC agenda and considered for 2-24 catalog.
- FYC modified 8 semester plan to remove SYG2000 as a State Core Gen Ed was approved by Dr. Mathews to ensure it was included in the March UCC meeting.
- Post tenure review: Please share with units that all teaching faculty should be undergoing peer review of teaching evaluations even after tenure/promotion as will be needed for post tenure review.
- Dr. Sarah Lynne is leading an ad hoc committee on General Education at the request of Dr. Sasse. Please participate in discussions if possible.

Graduate New Course Proposal

1. WIS 6XXX – Stakeholder Engagement in Natural Resources (req. #19467)
A motion was made by Dr. Martin to approve tis item as submitted. The motion was approved.

Undergraduate Course Change Proposal

2. VEC 3221C – Vegetable Production (req. #19501)
Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Larkin to approve this item with an edit required. The motion was approved. Remove the "C" from BSC2010 in the proposed prerequisites. Consider, if possible, changing lecture classes to Tuesday and Thursday instead of Wednesday and Thursday.

Curriculum

3. Proposed Update to the Curriculum Map for FRE specialization Food and Agribusiness Marketing and Management (req. #19136)
This item was reviewed along with item #4. A motion was made by Dr. Larkin to approve these items as submitted. The motion was approved.

4. Proposed Update to the Academic Learning Compact for FRE specialization International Food and Resource Economics (req. #19135)
See item #3.

5. Proposed Change to the Animal Sciences specialization Integrative Animal Sciences (req. #19468)
A motion was made by Dr. Martin to approve this item as submitted. The motion was approved.

Recycled Item

6. SWS 6722 – Soil-Landscape Modeling (req. #18500)
Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Sharp to approve this item with edits required. Replace the "F" on the grading scale with an "E." The whole numbers on the grading scale need to be adjusted. The numbers shown indicate they count for different letter grades. For example, as currently indicated 90 points could be an A or a B+. No number should be repeated, and the ranges should be listed consistently high to low or low to high. The proposed course schedule must include proposed dates.

Discussion Items

7. Campus Resources Boilerplate language on syllabus

A motion was made by Dr. Larkin to approve the wording of the proposed boilerplate statement. The motion was approved.

8. Syllabus template

It was suggested to use color coding so the template can be used for both online and in person courses. The colors would designate required items for each format.

The meeting was adjourned at **2:10** p.m.

Cover Sheet: Request 19658

Request permanent course number for ANS 6932 Dairy Farm Evaluation

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Izabella Toledo izatol@ufl.edu
Created	3/4/2024 2:27:22 PM
Updated	3/18/2024 12:13:10 PM
Description of request	This is a joint course being offered to both undergraduate and graduate students. We are requesting a permanent number for the undergraduate course. The ANS 6932 Dairy Farm Evaluation Course has been offered for several semester as a special topic and now we are requesting a permanent course number. The graduate course has an additional learning outcome and >20% differentiation compared to the undergraduate ANS 4932 course. We have uploaded a document titled Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses".

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Albert De Vries		3/4/2024
Dairy Farm Evaluation Course Syllabus ANS4XXX.docx Dairy Farm Evaluation Course Syllabus ANS6XXX.docx Differences in assignments between ANS4XXX and ANS6XXX.docx Dairy Farm Evaluation Course Syllabus ANS4932 ANS6932 FALL2023.docx					3/4/2024 3/4/2024 3/4/2024 3/4/2024
College	Pending	CALS - College of Agricultural and Life Sciences			3/4/2024
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|New for request 19658

Info

Request: Request permanent course number for ANS 6932 Dairy Farm Evaluation
Description of request: This is a joint course being offered to both undergraduate and graduate students.
We are requesting a permanent number for the undergraduate course.
The ANS 6932 Dairy Farm Evaluation Course has been offered for several semester as a special topic and now we are requesting a permanent course number. The graduate course has an additional learning outcome and >20% differentiation compared to the undergraduate ANS 4932 course.
We have uploaded a document titled Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses".

Submitter: Izabella Toledo izatol@ufl.edu
Created: 3/4/2024 2:37:23 PM
Form version: 3

Responses

Recommended Prefix ANS
Course Level 6

Course Number 932
Lab Code L
Category of Instruction Joint (Ugrad/Grad)
Course Title Dairy Farm Evaluation
Transcript Title Dairy Farm Evaluation
Degree Type Graduate

Delivery Method(s) On-Campus
Co-Listing Yes
Co-Listing Explanation This is a joint course being offered to both undergraduate and graduate students.
We are requesting a permanent number for the undergraduate course.
The ANS 6932 Dairy Farm Evaluation Course has been offered for several semester as a special topic and now we are requesting a permanent course number. The graduate course has an additional learning outcome and >20% differentiation compared to the undergraduate ANS 4932 course.
We have uploaded a document titled "Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses".

Effective Term Fall
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 4
Course Description The course is designed to enable students to learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout the course, the students should be able to analyze, present and discuss case studies, and by the end, students should be able to

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present a summary of a dairy farm's weaknesses and be able to present opportunities for improvement with a budget.
Co-requisites None
Prerequisites ANS 3006 Introduction to Animal Science.
Rationale and Placement in Curriculum The course is designed to enable students to learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout the course, the students should be able to analyze, present and discuss case studies, and by the end, students should be able to present a summary of a dairy farm's weaknesses and be able to present opportunities for improvement with a budget.

This is a joint course being offered to both undergraduate and graduate students.
We are requesting a permanent number for the undergraduate course.
The ANS 6932 Dairy Farm Evaluation Course has been offered for several semester as a special topic and now we are requesting a permanent course number. The graduate course has an additional learning outcome and >20% differentiation compared to the undergraduate ANS 4932 course.
We have uploaded a document titled Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses".

Course Objectives Upon completion of this course, students will be able to
- Develop a hands-on understanding of the fundamentals of evaluating dairy farm performance.
-
- Discuss important concepts in dairy cattle management, including facilities, nutrition, lactation, genetics, and economics.

- Retrieve, analyze and interpret data from the Dairy Comp software.

- Propose ways to improve dairy management systems.

Graduate Students:

Upon completion of this course, students will be able to
- Develop a hands-on understanding of the fundamentals of evaluating dairy farm performance.

- Discuss important concepts in dairy cattle management, including facilities, nutrition, lactation, genetics, and economics.

- Retrieve data from the Dairy Comp software.

- Propose ways to improve dairy management systems.

- Read, interpret and discuss peer reviewed scientific articles related to dairy farm management.

Course Textbook(s) and/or Other Assigned Reading There is no assigned textbook for this class. The following reading materials are required for Graduate students' consultation:
- Large Dairy Herd Management. C.J. Wilcox and H.H. Van Horn
- Cow Signals: A practical guide for dairy farm management. RoodBond Publishers
- Dairy Production Medicine. Carlos Risco and Pedro Melendez Retamal. Wiley 2011.
- Economic value of pregnancy in dairy cattle. A. De Bries. 2006. Doi https://doi.org/10.3168/jds.S0022-0302(06)72430-4
- Economic evaluation of dairy cow stocking density. A. De Vries, H. Dechassa and H. Hogeveen. 2018. https://edis.ifas.ufl.edu/publication/AN346
- Economic feasibility of cooling dry cows: Findings and spreadsheet. F. Ferreira, G. Dahl and A. De Vries. 2018. https://edis.ifas.ufl.edu/publication/AN342

Weekly Schedule of Topics
Monday 6th period (12:50 – 1:40 PM) - Classroom 201
Wednesday 5-7th period (11:45- 02:45PM)- Dairy Unit or TBA

Original file: Submitted form version 3.pdf

Lectures Schedule

Week 1
- Introduction to dairy farm evaluation: Overall view of dairy farm operations
- Introduction to evaluation of farm financials/Partial budget
- Partial budget hands on practice
- Project Assignment

Week 2
- Introduction to DairyComp: Key performance indicators
- DairyComp hands on practice

Week 3
- Cow facilities
- Visit to the Dairy Unit: Cow facilities observation and evaluation.
- Case study 1 assignment

Week 4
- Case study 1 presentation
- Reproduction protocols and key performance indicators*
- Evaluating reproduction on DairyComp: genetics and beef on dairy

Week 5
- Nutrition
- Visit to the Dairy Unit: Nutrition lab
- Case study 2 assignment

Week 6
- Case study 2 presentation
- Visit to the Dairy Unit: BCS and lameness evaluation

Week 7
- No Class/ ANS Symposium

Week 8
- Calf and heifer management
- Visit to the Dairy Unit: Calf unit
- Case study 3 assignment

Week 9
- Case study 3 presentation
- Milk production, milking parlor, milking equipment, milking procedures, SCC and mastitis
- Evaluating milk production, parlor performance, SCC and mastitis on DairyComp

Week 10
- Visit to a commercial dairy farm.

Week 11
- Graduate students project presentations

Week 12
- No Class- HOLIDAY

Week 13
- Graduate students' presentations

Week 14
- No class- HOLIDAY

Week 15
- Project Presentations

*Guest Lecturer
Schedule subject to change.

Important dates

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- August 25 - First day of class
- September 15 – Case study 1 presentation
- September 29 – Case study 2 presentation
- October 27 – Case study 3 presentation
- November 3- Commercial dairy farm visit and evaluation
- November 17- Graduate student presentation
- December 1- Project presentations

Grading Scheme Graduate Students:

- 45% - Case Studies: Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- 25% - Final Presentation: Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.
- 30%- Graduate Project: Topics to be arranged. Student will be asked to develop a paper/project using information gathered during the course with scientific emphasis. This is an individual project that will be presented at the end of the semester.

Grading Scale
A= 90.0-100% B= 80.0-89.9% C= 70.0-79.9% D= 60.0-69.9% F= < 59.9%

Undergraduate Students:

- 45% - Case Studies: Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- 55% - Final Presentation: Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.

Grading Scale
A= 90.0-100% B= 80.0-89.9% C= 70.0-79.9% D= 60.0-69.9% F= < 59.9%

Instructor(s) Izabella M. Michelon Toledo
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

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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.

I.T. 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/.

I.T. 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.

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

I.T. 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.

I.T. 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.

I.T. 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.

Original file: CheckList.pdf

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

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

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

I.T. 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.

I.T. 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.

I.T. 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.

I.T. 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)

Original file: CheckList.pdf

Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses

Graduate Syllabus

Required reading material and textbooks:

There is no assigned textbook for this class. The following reading materials are required for the students' consultation:

- Large Dairy Herd Management. C.J. Wilcox and H.H. Van Horn
- Cow Signals: A practical guide for dairy farm management. RoodBond Publishers
- Dairy Production Medicine. Carlos Risco and Pedro Melendez Retamal. Wiley 2011.
- Economic value of pregnancy in dairy cattle. A. De Bries. 2006. Doi https://doi.org/10.3168/jds.S0022-0302(06)72430-4
- Economic evaluation of dairy cow stocking density. A. De Vries, H. Dechassa and H. Hogeveen. 2018. https://edis.ifas.ufl.edu/publication/AN346
- Economic feasibility of cooling dry cows: Findings and spreadsheet. F. Ferreira, G. Dahl and A. De Vries. 2018. https://edis.ifas.ufl.edu/publication/AN342

Grading

- **45% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **25% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.
- **30%- Graduate Project:** Topics to be arranged. Student will be asked to develop a paper/project using information gathered during the course with scientific emphasis. This is an individual project that will be presented at the end of the semester.

Undergraduate Syllabus

Grading

- **45% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **55% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.

Course Syllabus 2023

ANS 4932 – Special Topics in Animal Sciences: Dairy Farm Evaluation

ANS 6932 - Special Topics in Animal Science: Dairy Farm Evaluation

2 credits

Friday 7-9th period (1:55 – 4:55 PM) - Classroom 155, Dairy Unit or TBA

https://one.uf.edu/soc/?category=%22CWSP%22&term=%222238%22&course-code=%22ans%22

Instructors

Dr. Izabella Toledo. Extension Scientist. Office is room 204F in the Dairy Science building. Office hours are when mutually convenient. Office phone number (352) 294-6987.

Dr. Albert De Vries. Professor. Office is room 100C in the Animal Science building. Office hours are the hour after each class or when mutually convenient. Office phone number (352) 294-6983.

When the course has started, all communication with the instructors must be through Canvas. We are here to help students learn and grow, and the course will be fun with everyone's engagement and effort.

Teaching Assistant

Anna Hanson. M.S. Student. Located in room 104C in the Dairy Science building. Office hours when mutually convenient. Cell number (563) 419-7423. Email ahanson2@ufl.edu

Course Description

Dairy Farm Evaluation is designed to enable students to learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout the course, the students should be able to analyze, present and discuss case studies, and by the end of the course, students should be able to present a summary of a dairy farm's weaknesses and be able to present opportunities for improvement with a budget. This class is not only a dairy management course, but also training for the National Dairy Challenge Contest and Academy event planned to be held in November of 2023. See https://www.dairychallenge.org/. Participation in the National Dairy Challenge Contest or Academy does not affect your final grade.

Prerequisite

We expect that the student has taken ANS 3006 Introduction to Animal Science in order to have some familiarity with dairy cattle. It is preferable (but not required) that the student is a member of the UF Dairy Science Club or has some previous dairy experience or has taken ANS 3251 Biology and

Management of Dairy Cattle. Contact an instructor if you are uncertain if this class is a good fit for you. We do not assume much basic dairy knowledge, but the class is fast paced.

Course Goals and Risks

Students will develop a hands-on understanding of the fundamentals of evaluating dairy farm performance. To effectively evaluate the farms, we will walk behind the cows and heifers in their manure. Students may get dirty and should bring rubber boots. Plastic boots will not be provided for everyone, except for farm visits.

We will be working with dairy young stock and cows, including touching and moving. Working with livestock is inherently risky. Many of these animals are capable of (but not likely to) injuring people, especially when they are in the fight or flight mode inspired by a stressful situation. The instructors will work to provide students with the ability to manage livestock with minimal stress, thus lowering the risk of injury to people and animals. The University of Florida is not liable for illness or injuries to students participating in coursework per university policy.

We will provide a van to drive from the Animal Sciences Building to the Dairy Unit and to farm visits. Students are allowed to drive their own vehicles to the Dairy unit but not to the farm visits. However, UF is not assuming any responsibility for accidents or damages to your vehicles associated with this course.

Class Attendance

This is a hands-on class, and your physical participation is important for learning. Requirements for class attendance and make-up work, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. Class attendance from start to finish each week is required. It is the student's responsibility to sign the attendance sheet at the beginning of each class. Every student is allowed to miss 1 class unexcused. If a student misses (part of) a class, either excused or unexcused, it is the responsibility of the student to catch up on the material covered. Talk with your classmates or find the handouts on the course website. Use of cell phones is not allowed during class time, unless permission is given. These policies are in place to make learning as successful and pleasant as possible for everybody. Exceptions to these rules are unlikely granted and should not be expected.

Course Website and Communication

The course website is through http://elearning.ufl.edu. We will use the website to primarily to post materials and announcements. All electronic communication between students and instructors should occur through Canvas.

Text and Material Covered

No text is assigned for this course. Students may be asked to read assigned readings posted on the website and turn in assignments.

Guidelines on scoring will be shared with students.

Grading

Undergraduate Students

- **25% - Class participation:** Students need to sign in at the start of each practicum. Participation means being engaged during the entire class period. Unsatisfactory participation or unsatisfactory assignment may result in a loss of points.
- **45% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **30% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.

Graduate Students

- **25% - Class participation:** Students need to sign in at the start of each practicum. Participation means being engaged during the entire class period. Unsatisfactory participation or unsatisfactory assignment may result in a loss of points.
- **25% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **25% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.
- **25%- Graduate Project:** Topics to be arranged. Student will be ask to develop a paper/project using information gathered during the course with scientific emphasis. This is an individual project that will be presented at the end of the semester.

Grading Scale

A= 90-100% **B**= 80-89.9% **C**= 70-79.9% **D**= 60-69.9% **F**= < 60.9%

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

Online Course Evaluation Process

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

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

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/cwc/ o Counseling Services, Groups and Workshops, Outreach and Consultation, SelfHelp Library, Training Programs, Community Provider Database.
- U Matter We Care, www.umatter.ufl.edu
- Career Resource Center, First Floor JWRU, 352-392-1601, www.crc.ufl.edu
- Contact an Animal Sciences undergraduate advisor in room 100

Students with Disabilities

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

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in

preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

ANS 4932 – Special Topics in Animal Sciences: Dairy Farm Evaluation
ANS 6932 - Special Topics in Animal Science: Dairy Farm Evaluation

Friday 7-9th period (1:55 – 4:55 PM) - Classroom 155, Dairy Unit or TBA – Fall 2023 - 2 credits

Week	Date	Time	Topic	Location	Instructor	Due
1	**8/25**	**1:55**	Introduction to dairy farm evaluation: Overall view of dairy farm operations	**155**	Toledo De Vries Hanson	
		2:50	Break			
		3:00	Introduction to evaluation of farm financials/Partial budget			
		3:50	Break			
		4:00	Partial budget hands on practice			
		4:30	**Project Assignment**			
2	**9/1**	**1:55**	Introduction to DairyComp: Key performance indicators	**155**	Toledo Hanson	
		2:50	Break			
		3:00	DairyComp hands on practice			
		3:50	Break			
		4:00	DairyComp hands on practice			
3	**9/8**	**1:55**	Cow facilities **Case study 1 assignment**	**155**	Toledo De Vries Hanson	
		2:55	Drive to the Dairy Unit			
		3:25	Cow facilities: observation and evaluation	**Dairy Unit**		
4	**9/15**	**1:55**	**Case study 1 presentation**	**155**	Toledo De Vries Hanson	**Case study 1**
		2:25	Break			
		2:30	Reproduction protocols and key performance indicators*			
		3:25	Evaluating reproduction on DairyComp, genetics and beef on dairy			
5	**9/22**	**1:55**	Nutrition **Case study 2 assignment**	**155**	Toledo De Vries	
		2:45	Drive to the Dairy Unit			
		3:15	Nutrition Lab	**Dairy Unit**		

6	**9/29**	**1:55**	**Case study 2 presentation**	**155**	De Vries Hanson	**Case study 2**
		2:45	Break			
		2:50	Graduate student presentation introduction			
		3:15	Drive to the Dairy Unit			
		3:45	BCS and lameness evaluation	**Dairy Unit**		
7	**10/6**		*NO CLASS- Homecoming*			
8	**10/13**		*NO CLASS- Graduate Student Symposium*			
9	**10/20**	**1:55**	Calf and heifer management **Case study 3 assignment**	**155**	Toledo Hanson	**Case study 3**
		3:00	Drive to the Calf Unit			
		3:30	Calf and heifer management evaluation	**Calf Unit**		
10	**10/27**	**1:55**	**Case study 3 presentation**	**155**	De Vries Hanson	
		2:45	Break			
		2:55	Milk production, milking parlor, milking equipment, milking procedures, SCC and mastitis			
		3:30	Evaluations on Dairy Comp			
11	**11/3**	**1:55-4:55**	**Visit to a commercial dairy farm**	**TBA**	Toledo De Vries Hanson	
12	**11/10**		*NO CLASS, Holiday*			
13	**11/17**	**1:55**	**Graduate student presentation**	**155**		
14	**11/24**		*NO CLASS, Thanksgiving*			
15	**12/1**	**1:55**	**Project presentations**	**155**		

*Guest Lecturer

Schedule subject to change.

Course Syllabus

ANS 6XXX- Dairy Farm Evaluation

Monday 6th period (12:50 – 1:40 PM) - Classroom 201

Wednesday 5-7th period (11:45- 02:45PM)- Dairy Unit or TBA

2 Credits

Instructor

Dr. Izabella Toledo. Office : room 204F in the Dairy Science building.

Student hours : Mondays (11 :50Am- 12 :50PM)

The instructor decides in all cases not covered in this syllabus. Guest instructors may present some of the material. Email only through e-Learning.

Course Description

Dairy Farm Evaluation is designed to enable students to learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout the course, the students should be able to analyze, present and discuss case studies, and by the end of the course, students should be able to present a summary of a dairy farm's weaknesses and be able to present opportunities for improvement with a budget.

Prerequisite

ANS 3006 Introduction to Animal Science.

Course Learning Objectives

Upon completion of this course, students will be able to

- Develop a hands-on understanding of the fundamentals of evaluating dairy farm performance.
- Discuss important concepts in dairy cattle management, including facilities, nutrition, lactation, genetics, and economics.
- Retrieve data from the Dairy Comp software.
- Propose ways to improve dairy management systems.

- Read, interpret and discuss peer reviewed scientific articles related to dairy farm management.

Risks

To effectively evaluate the farms, we will walk behind the cows and heifers in their manure. Students may get dirty and should bring rubber boots. Plastic boots will not be provided for everyone, except for farm visits.

We will be working with dairy young stock and cows, including touching and moving. Working with livestock is inherently risky. Many of these animals are capable of (but not likely to) injuring people, especially when they are in the fight or flight mode inspired by a stressful situation. The instructors will work to provide students with the ability to manage livestock with minimal stress, thus lowering the risk of injury to people and animals. The University of Florida is not liable for illness or injuries to students participating in coursework per university policy.

We will provide a van to drive from the Animal Sciences Building to the Dairy Unit and to farm visits. Students are allowed to drive their own vehicles to the Dairy unit but not to the farm visits. However, UF is not assuming any responsibility for accidents or damages to your vehicles associated with this course.

Class Attendance

This is a hands-on class, and your physical participation is important for learning. Requirements for class attendance and make-up work, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. Class attendance from start to finish each week is required. It is the student's responsibility to sign the attendance sheet at the beginning of each class. Every student is allowed to miss 1 class unexcused. If a student misses (part of) a class, either excused or unexcused, it is the responsibility of the student to catch up on the material covered. Talk with your classmates or find the handouts on the course website. Use of cell phones is not allowed during class time, unless permission is given. These policies are in place to make learning as successful and pleasant as possible for everybody. Exceptions to these rules are unlikely granted and should not be expected.

Course Website and Communication

The course website is through http://elearning.ufl.edu. We will use the website to primarily to post materials and announcements. All electronic communication between students and instructors should occur through Canvas.

Required reading material and textbooks:

There is no assigned textbook for this class. The following reading materials are required for the students' consultation:

- Large Dairy Herd Management. C.J. Wilcox and H.H. Van Horn

- Cow Signals: A practical guide for dairy farm management. RoodBond Publishers
- Dairy Production Medicine. Carlos Risco and Pedro Melendez Retamal. Wiley 2011.
- Economic value of pregnancy in dairy cattle. A. De Bries. 2006. Doi https://doi.org/10.3168/jds.S0022-0302(06)72430-4
- Economic evaluation of dairy cow stocking density. A. De Vries, H. Dechassa and H. Hogeveen. 2018. https://edis.ifas.ufl.edu/publication/AN346
- Economic feasibility of cooling dry cows: Findings and spreadsheet. F. Ferreira, G. Dahl and A. De Vries. 2018. https://edis.ifas.ufl.edu/publication/AN342

Monday 6th period (12:50 – 1:40 PM) - Classroom 201

Wednesday 5-7th period (11:45- 02:45PM)- Dairy Unit or TBA

2 Credits

Lectures Schedule

Week 1

- Introduction to dairy farm evaluation: Overall view of dairy farm operations
- Introduction to evaluation of farm financials/Partial budget
- Partial budget hands on practice
- **Project Assignment**

Week 2

- Introduction to DairyComp: Key performance indicators
- DairyComp hands on practice

Week 3

- Cow facilities
- Visit to the Dairy Unit: Cow facilities observation and evaluation.
- **Case study 1 assignment**

Week 4

- **Case study 1 presentation**
- Reproduction protocols and key performance indicators*
- Evaluating reproduction on DairyComp: genetics and beef on dairy

Week 5

- Nutrition
- Visit to the Dairy Unit: Nutrition lab
- **Case study 2 assignment**

Week 6

- **Case study 2 presentation**
- Visit to the Dairy Unit: BCS and lameness evaluation

Week 7

- **No Class/ ANS Symposium**

Week 8

- Calf and heifer management
- Visit to the Dairy Unit: Calf unit
- **Case study 3 assignment**

Week 9

- **Case study 3 presentation**
- Milk production, milking parlor, milking equipment, milking procedures, SCC and mastitis
- Evaluating milk production, parlor performance, SCC and mastitis on DairyComp

Week 10

- Visit to a commercial dairy farm.

Week 11

- **Graduate students project presentations**

Week 12

- **No Class- HOLIDAY**

Week 13

- **Graduate students' presentations**

Week 14

- **No class- HOLIDAY**

Week 15

- **Project Presentations**

*Guest Lecturer

Schedule subject to change.

Important dates

- August 25 - First day of class
- September 15 – Case study 1 presentation
- September 29 – Case study 2 presentation
- October 27 – Case study 3 presentation
- November 3- Commercial dairy farm visit and evaluation
- November 17- Graduate student presentation
- December 1- Project presentations

Grading

- **45% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **25% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.
- **30%- Graduate Project:** Topics to be arranged. Student will be asked to develop a paper/project using information gathered during the course with scientific emphasis. This is an individual project that will be presented at the end of the semester.

Grading Scale

A= 90.0-100% **B**= 80.0-89.9% **C**= 70.0-79.9% **D**= 60.0-69.9% **F**= < 59.9%

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

*Guidelines on scoring will be shared with students.

Attendance and Make-Up Work

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

Online Course Evaluation Process

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

Academic Honesty

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Services for Students with Disabilities

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

to the student who must then provide this documentation to the Instructor when requesting accommodation.

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

Campus Helping Resources

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

• *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,*

www.counseling.ufl.edu

Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Wellness Coaching

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

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

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

Student Complaints:

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

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

Additional information

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

Cover Sheet: Request 19111 2

AEB2XXX: How Do We End Poverty (Quest 2 Permanent)

Info

Process	Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Xumin Zhang xumzxm@ufl.edu
Created	11/20/2023 6:26:19 PM
Updated	3/6/2024 9:17:13 AM
Description of request	Quest 2, Social & Behavioral Sciences, Diversity

Actions

Step	Status	Group	User	Comment	Updated
Quest Director	Commented	PV - Quest Director	Kendall Kroger	Please provide a narrative letter of changes made to the course during temporary status and the course evaluation scores.	11/21/2023
No document changes					
Quest Director	Approved	PV - Quest Director	Kendall Kroger		2/6/2024
IDS2935 Spring 2024 Quest 2 How Do We End Poverty Syllabus_v0.docx Narrative Letter - Summary of Changes to Syllabus and Course.docx CALS CC Checklist_XZ.pdf					11/21/2023 11/21/2023 11/21/2023
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		3/6/2024
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			3/6/2024
No document changes					
Quest Director					
No document changes					
University Curriculum Committee					
No document changes					
General Education Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					

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Step	Status	Group	User	Comment	Updated
No document changes					
Catalog Notified					
No document changes					
College Notified					
No document changes					
Quest Director Notified					
No document changes					

Original file: Cover sheet.pdf

Course|Gen_Ed|New-Close-Modify|Quest-Perm for request 19111

Info

Request: AEB2XXX: How Do We End Poverty (Quest 2 Permanent)
Description of request: Quest 2, Social & Behavioral Sciences, Diversity
Submitter: Kendall Kroger kendalll@ufl.edu
Created: 11/21/2023 8:18:38 AM
Form version: 2

Responses

Recommended Prefix AEB
Course Level 2
Course Number XXX
Category of Instruction Introductory
Lab Code None
Course Title How Do We End Poverty
Transcript Title How Do We End Poverty
Degree Type Baccalaureate
Delivery Method(s) On-Campus
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit No
Amount of Credit 3 credits
S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description This course invites students to a pressing question, how can we end poverty? Although decreasing the global poverty rate has been made since 2000, new challenges, such as the COVID-19 pandemic and climate change, require us to look for creative solutions to achieve the goal of poverty eradication.
Prerequisites any Quest 1 course with a minimum grade of C
Co-requisites N/A
Rationale and Placement in Curriculum The course “How Do We End Poverty” is designed to address the pressing question of poverty reduction. Despite significant strides in reducing poverty rates, contemporary issues such as the COVID-19 pandemic and climate change necessitate innovative solutions. This course aims to provide students with a comprehensive understanding of the multifaceted nature of poverty and poverty traps and equip them with the knowledge and skills to contribute to poverty reduction strategies. Also, it encourages students to explore how factors such as race, ethnicity, gender, and socio-economic status intersect with poverty, fostering an inclusive understanding of the issue.

Placed within the curriculum, it serves as a bridge between theoretical knowledge (economics) and real-world application, providing students with a robust foundation for poverty reduction. The course "How Do We End Poverty" is placed to offer students a holistic understanding of poverty and equip them with the knowledge and skills necessary to contribute to the global agenda of poverty eradication.

Course Objectives This course presents the current progress, economic growth policies, and global commitment to poverty reduction. Students are introduced to the importance of the integration of economic, social, and environmental aspects of poverty reduction and sustainable development. Relying on the interdisciplinary efforts of agricultural economics, education and communication, food science and human nutrition, and natural resource and environment sciences, this course investigates poverty, hunger, health, education, and other poverty eradication goals. This course will encourage students to ask questions about how to integrate economics, the environment, and humanity together to reduce poverty around the world.
Course Textbook(s) and/or Other Assigned Reading The End of Poverty: Economic Possibilities for Our Time. By Jeffrey D. Sachs. Penguin Books, copyright 2006. Paperback ISBN: 978-0143036586; Hardcover ISBN: 978-1594200458

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Principles of Economics, 2nd edition, by Steven A. Greenlaw and David Shapiro, XanEdu Publishing Inc. Original publication year 2017. Hardcover ISBN: 978-1947172364; Paperback ISBN: 978-1506699868; Digital ISBN: 978-1947172371; iBooks ISBN: 978-1947172487. Textbook content produced by OpenStax is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

Weekly Schedule of Topics MODULE 1: Introduction to Poverty and Economic Development
Week 1
- Topic: Getting Started and Introduction to Poverty
- Summary: Introduce what poverty is and the cause of poverty across the world.
- Required Readings/Works: Poverty and Economic Inequality (Economics p353-p360); The End of Poverty: Economic Possibilities for Our Time (pp5-25); Global poverty: Facts, FAQs, and how to help (world vision) [Online Resource]; The SDGs Report 2022 (pp2-7).
- Additional Recommended Resources: The MDGs Report 2015; Global Extreme Poverty [Online Resource].
- Assignments: Student Engagement Quiz (2 extra credit points); Practice Quiz 1.

Week 2
- Topic: Poverty in the U.S.
- Summary: Introduce poverty in the US and Government Policies to Reduce Poverty.
- Required Readings/Works: Poverty and Economic Inequality (Economics pp360-371); UN Expert Reveals Shocking Facts about Poverty in the U.S. (Online Resource)
- Additional Recommended Resources: Poverty in the U.S. 2021 (US Census, pp1-6)
- Assignment: Practice Quiz 2; Self Reflection 1 (Prior knowledge and experience of poverty reduction).

Week 3
- Topic: Economic Systems and Poverty
- Summary: Introduce the circular flow model and the economic system, laissez-faire Capitalism, Command system, and Market System; understand the economic systems to address poverty issues; introduction to comparative advantages.
- Required Readings/Works: An Overview of Economic System / International Trade (Economics pp18-26, pp785-796); The End of Poverty: Economic Possibilities for Our Time (pp26-50, pp51-73).
- Assignment: Practice Quiz 3
- Assessment Quiz 1

Week 4
- Topic: Economic Growth
- Summary: Discuss economic growth; Ineffective legal systems in low-income countries; Components of economic growth; Low-income countries' economic convergence.
- Required Readings/Works: Economic Growth (Economics pp473-493); The End of Poverty: Economic Possibilities for Our Time (pp74-89); The SDGs Report 2022 (Goal 1, pp26-27).
- Additional Recommended Resources: Countries with Risks of Political Violence In 2015 [Online Resource]; Poverty Reduction and Economic Growth (Econofact) [Online Resource].
- Assignment: Practice Quiz 4; Self Reflection 2 (Sri-Lanka's Economic Crisis).

MODULE 2: Basic Needs and Poverty Reduction
Week 5
- Topic: No Hunger
- Summary: Discuss approaches to eradicate extreme poverty and hunger; reflection of agricultural production issues and distribution issues
- Required Readings/Works: SDGs Report 2022 (Goal 2, pp28-29); The End of Poverty: Economic Possibilities for Our Time (pp188-209).
- Additional Recommended Resources: The MDGs Report 2015 [Online Resource]; How Technology Can Reduce Hunger and Improve Food Security [Online Resource].
- Assignment: Self-Reflection 3 (Bread of the Mighty*).

Week 6
- Topic: Improving Health and Well-being
- Summary: Discuss approaches to promote public health and improve health conditions.
- Required Readings/Works: The SDGs Report 2022 (Goal 3); The World Bank: Poverty and Health [Online Resource]; Can insurance and telemedicine revolutionize healthcare in Africa [Online Resource].
- Additional Recommended Resources: The MDGs Report 2015 [Online Resource].

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- Assignment: Self-Reflection 4 (UNDP Story).

Week 7

- Topic: Rapid population growth affecting economic outcome
- Summary: Discuss birth rate contribution to economic development and how individuals and families escape from poverty; policies and programs to reduce high fertility in the economic development strategies
- Required Readings/Works: Population, poverty, and economic development, 2009 [Online Resource]; Poverty and fertility in less developed countries: a comparative analysis, 2005 [Online Resource]; Fertility and Poverty in Developing Countries, 1988 [Online Resource].
- Additional Recommended Resources: World Fertility and Family Planning Report 2020, pp9-12 [Online Resource].
- Assignment: Self-Reflection 5 (Volunteer Services*).

Week 8

- Topic: Ensuring sustainable development
- Summary: Discuss development strategies and government policies to ensure environmental sustainability and responsible consumption and production
- Required Readings/Works: Environmental Protection and Negative Externalities (Economics, pp275-280; pp288-290); The SDGs Report 2022 (Goal 6, pp38-39); Why a Healthy Environment is Essential to Reducing Poverty [Online Resource].
- Additional Recommended Resources: Sustaining the Environment to Fight Poverty [Online Resource].
- Assignment: Practice Quiz 5.
- Assessment Quiz 2

Module 3: Human Development and Poverty Reduction

Week 9

- Topic: Developing human capital
- Summary: Explain the Human Capital approach and Human Capabilities approach; Labor Productivity and Economic Growth; Government policies to deepen human capital

Required Readings/Works: Labor Productivity and Economic Growth (Economics pp477-488); Poverty Perspectives: basic needs approach vs. capability approach [Online Resource]; What is Poverty Mindset [Online Resource].

- Additional Recommended Resources: A Comparison of Four Poverty Approach [Online Resource]; Understanding Poverty: the human development approach [Online Resource].
- Assignment: Practice Quiz 6; Self-Reflection 6 (Poverty Mindset).

Week 10&11

- Topic: Achieving primary education
- Summary: Discussion of encouraging school participation and achieving primary education; young people's participation as students and teachers.
- Required Readings/Works: The End of Poverty: Economic Possibilities for Our Time (pp148-169); The SDGs Report 2022 (Goal 4); United Nations: Reducing Poverty Through Education - and How [Online Resource]; The End of Chinese Prosperity | Scott Rozelle [Online Resource].
- Additional Recommended Resources: The MDGs Report 2015 [Online Resource].
- Assignment: Self-Reflection 7 (UNDP Stories or Case Study).

Week 12

- Topic: Empower women and promote gender equality
- Discussion: Discuss supporting the education of young women and girls and promoting gender equality.
- Required Readings/Works: The End of Poverty: Economic Possibilities for Our Time (pp170-187); The SDGs Report 2022 (Goal 5); United Nations: Female Empowerment and Extreme Poverty Reduction [Online Resource]; Gender equality UNICEF India [Online Resource].
- Additional Recommended Resources: The MDGs Report 2015 [Online Resource].
- Assignment: Self-Reflection 8 (Women equality or empowerment);
- Assessment Quiz 3

Module 4: Employment and Poverty Reduction

Week 13

- Topic: Employment and decent work for all
- Summary: Explain the labor market, employment discrimination, and the link between unemployment and poverty.
- Required Readings/Works: Labor Market (Economics pp84-92; pp338-346); The End of Poverty: Economic Possibilities for Our Time (pp109-130); The SDGs Report 2022 (Goal 8). Small

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business growth in Yemen [Online Resource].
- Additional Recommended Resources: The MDGs Report 2015 [Online Resource].
- Assignment: Practice Quiz 7.

Week 14-15
- Topic: Microfinance to reduce poverty
- Summary: Discussion of what is micro-finance and how micro-finance reduces poverty
- Required Readings/Works: Financial Market (Economics, pp401-422). The End of Poverty: Economic Possibilities for Our Time (pp90-108); The SDGs Report 2022 (part of Goal 5).
- Additional Recommended Resources: Micro Finance and Poverty Reduction of Selected Households [Online Resource].
- Assignment: Practice Quiz 8.

Week 15
- Topic: Poster Symposium
- Summary: YEP Project Poster Symposium – students in groups present their posters - Youth ending poverty and proposals for action
- Required Readings/Works: N/A
- Assignment: Poster Presentation and Evaluation

Week 16
- Topic: International capital flows, foreign aid, and global partnership.
- Summary: Foreign aid works to low-income countries, and effects on jobs, wages, and working conditions. Discussion of special needs of the least developed countries and incorporation with developing countries to develop and implement strategies for decent and productive work.
- Required Readings/Works: International Capital Flows (Economics pp562-569); The End of Poverty: Economic Possibilities for Our Time (p226-p265); The SDGs Report 2022 (Goal 17).
- Additional Recommended Resources: A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development [Online Resource].
- Assignment: YEP Poster Due
- Assessment Quiz 4

Grading Scheme Student Evaluation: the grade scale is at the discretion of the professor.
UF does not have an A+ option. You must provide percentages, total points, and grade points in a table such as this:

A	93 – 100%	C	73 – 75.9%
A-	90 – 92.9%	C-	70 – 72.9%
B+	86 – 89.9%	D+	66 – 69.9%
B	83 – 85.9%	D	63 – 65.9%
B-	80 – 82.9%	D-	60 – 62.9%
C+	76 – 79.9%	E	<60

Instructor(s) Xumin Zhang, Lecturer (Food and Resource Economics)
Permanent Quest and General Education Approval Yes
Previous Temporary Approval 17100
Which level of Quest will this course be offered under? Quest 2

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

Quest 2 Objectives Yes
Quest 2 Student Learning Outcomes Yes

Requested GE Classification for Quest 2 S - Social and Behavioral Sciences, D - Diversity
Requested Writing Requirement Classification None

Course Updates: Temporary vs Permanent requests After the temporary Quest approval, the course has been taught for two semesters. I made substantive changes to enhance the effectiveness of the course, involving refining learning objectives, developing more engaging course content, designing more thought-evoking assignments, and streamlining experiential learning opportunities.

Learning Outcomes and Learning Objectives:

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The learning objectives are more specific, measurable, and aligned with desired outcomes. For example, instead of a general objective like "understand poverty," specify measurable outcomes to "Identify and explain the potential causes of poverty and analyze the impact of structural and systemic economic traps on poverty."

Emphasize the application of knowledge by including objectives that require students to apply theories and concepts to real-world poverty reduction. For example, the experiential learning activity includes food bank voluntary service and post-volunteer service reflection. Also, in the revised Youth Ending Poverty project, the project management knowledge and skills, poster development, and poster symposium are improved to better assess the learning outcomes.

Course Content:

The revised course integrated real-world examples and case studies to make the content more relatable and applicable. This helps students connect theoretical concepts to practical situations, fostering a deeper understanding of poverty reduction. For example, I share my own experience regarding how to lift myself out of poverty through a long poverty reduction journey by analyzing different poverty traps. Also, I invited guest speakers to share first-hand, real-life poverty reduction examples and stories involving education reforming in Nigeria, employment programs in India, and microfinance programs in Bangladesh.

I also included the diversity components in the course by explicitly addressing the understanding of diverse perspectives on poverty. For example, I added one section to discuss poverty across race, ethnicity, gender, age, etc. In another chapter, discussing employment and poverty connections, I emphasized gender inequality and women empowerment (module 4).

Experiential Learning Activities:

The experiential learning activities are a vital part of the course. The experiential learning activities have been streamlined. I arranged the food bank visits and volunteer services (food bank and mobile pantry) earlier. I allocate more weeks for students to work on the YEP project by splitting it into smaller YEP assignments. Also, the project management knowledge and poster development skills are shared throughout the semester. The final poster symposium then becomes smoother and reinforces students' learning. Exposing students to real-world poverty reduction efforts enhances students' understanding and provides valuable insights. Also, volunteering service in food banks and mobile pantries and attending poster symposiums simulate students' decision-making processes related to poverty reduction. This hands-on approach also helps students develop problem-solving skills in a controlled environment.

Assessments and Assignments:

I started to offer a variety of assessment formats, in-class activities (quiz and drawing), Canvas quizzes, Peruall readings, self-reflection on readings, experiential learning activities, YEP projects, poster development, and poster symposiums. The variety of assessment formats prompts students to analyze their learning experiences critically, connects theoretical concepts to their evolving perspectives on poverty and its complexities, and allows students to demonstrate their understanding in multiple ways.

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

Original file: Submitted form version 2.pdf

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.

XZ__ 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/.

XZ__ 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.

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

XZ__ 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.

XZ__ 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.

XZ__ 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.

Original file: CALS CC Checklist_XZ.pdf

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

XZ___ 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.

XZ___ 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/.

XZ___ 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.

XZ___ 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.

XZ___ 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.

XZ___ 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)

Original file: CALS CC Checklist_XZ.pdf

AEB2XXX: How Do We End Poverty (Quest 2 Permanent) [Request Number 19111]

The course “How Do We End Poverty” is designed to address the pressing question of poverty reduction. Despite significant strides in reducing poverty rates, contemporary issues such as the COVID-19 pandemic and climate change necessitate innovative solutions. This course aims to provide students with a comprehensive understanding of the multifaceted nature of poverty and poverty traps and equip them with the knowledge and skills to contribute to poverty reduction strategies. Also, it encourages students to explore how factors such as race, ethnicity, gender, and socio-economic status intersect with poverty, fostering an inclusive understanding of the issue.

Summary of Changes to Syllabus and Course

After the temporary Quest approval, the course has been taught for two semesters. I made substantive changes to enhance the effectiveness of the course, involving refining learning objectives, developing more engaging course content, designing more thought-evoking assignments, and streamlining experiential learning opportunities. The changes reflected in the syllabus mainly involve learning outcomes, module content, experiential learning activities, and assignments.

Module Learning Objectives

The learning objectives are more specific, measurable, and aligned with desired outcomes. For example, instead of a general objective like "understand poverty," specify measurable outcomes to "Identify and explain the potential causes of poverty and analyze the impact of structural and systemic economic traps on poverty."

Emphasize the application of knowledge by including objectives that require students to apply theories and concepts to real-world poverty reduction. For example, the experiential learning activity includes food bank voluntary service and post-volunteer service reflection. Also, in the revised Youth Ending Poverty project, the project management knowledge and skills, poster development, and poster symposium are improved to better assess the learning outcomes.

Course Content

The revised course integrated real-world examples and case studies to make the content more relatable and applicable. This helps students connect theoretical concepts to practical situations, fostering a deeper understanding of poverty reduction. For example, I share my own experience regarding how to lift myself out of poverty through a long poverty reduction journey by analyzing different poverty traps. Also, I invited guest speakers to share first-hand, real-life poverty reduction examples and stories involving education reforming in Nigeria, employment programs in India, and microfinance programs in Bangladesh.

I also included the diversity components in the course by explicitly addressing the understanding of diverse perspectives on poverty. For example, I added one section to discuss poverty across race, ethnicity, gender, age, etc. In another chapter, discussing employment and poverty connections, I emphasized gender inequality and women empowerment (module 4).

Experiential Learning Activity

The experiential learning activities are a vital part of the course. The experiential learning activities have been streamlined. I arranged the food bank visits and volunteer services (food bank and mobile pantry) earlier. I allocate more weeks for students to work on the YEP project by splitting it into smaller YEP assignments. Also, the project management knowledge and poster development skills are shared throughout the semester. The final poster symposium then becomes smoother and reinforces students' learning. Exposing students to real-world poverty reduction efforts enhances students' understanding and provides valuable insights. Also, volunteering service in food banks and mobile pantries and attending poster symposiums simulate students' decision-making processes related to poverty reduction. This hands-on approach also helps students develop problem-solving skills in a controlled environment.

Assessments and Assignments

I started to offer a variety of assessment formats, in-class activities (quiz and drawing), Canvas quizzes, Peruall readings, self-reflection on readings, experiential learning activities, YEP projects, poster development, and poster symposiums. The variety of assessment formats prompts students to analyze their learning experiences critically, connects theoretical concepts to their evolving perspectives on poverty and its complexities, and allows students to demonstrate their understanding in multiple ways.

In summary, substantive changes have been made to enhance the effectiveness of the course. Although the main structure of the course has slight changes, the specific module content, assignments, experiential learning activities, and YEP project have specific changes. The narrative was also added to the appendix of the syllabus.

Summary of the instructor's quantitative scores on the Gator evaluations of the course.

*The evaluation is for Spring 2023.

University Core Instructor Evaluation Questions.

	Response Rate	Mean	M	DPT Mean	DPT M	College Mean	College M
The instructor was enthusiastic about the course.	45.3%	4.91	4.95	4.58	4.78	4.48	4.73
The instructor explained material clearly and in a way that enhanced my understanding.	45.3%	4.26	4.73	4.35	4.64	4.23	4.57
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	45.3%	4.79	4.87	4.42	4.68	4.40	4.67
The instructor fostered a positive learning environment that engaged students.	45.3%	4.71	4.89	4.44	4.71	4.35	4.66
The instructor provided prompt and meaningful feedback on my work and performance in the course.	45.3%	4.68	4.89	4.29	4.63	4.17	4.55
The instructor was instrumental to my learning in the course.	45.3%	4.50	4.85	4.22	4.61	4.11	4.54
Overall	45.3%	4.64	-	4.38	-	4.29	-

University Core Course Evaluation Questions.

	Response Rate	Mean	M	DPT Mean	DPT M	College Mean	College M
Course content (e.g., readings, activities, assignments) was relevant & useful.	45.3%	4.18	4.26	4.03	4.17	4.19	4.30
The course fostered regular interaction between student and instructor.	45.3%	4.38	4.50	4.13	4.32	3.98	4.18
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	45.3%	4.18	4.35	4.00	4.19	4.15	4.29
Overall, this course was a valuable educational experience.	45.3%	4.29	4.50	4.01	4.23	4.18	4.35
Overall	45.3%	4.26	-	4.04	-	4.12	-

Appendix – Student Comments on Gator Evaluations

Free Response Section

Please identify the instructor's strengths that contributed to your learning in the course (selected).

- very enthusiastic and easy going
- Ability to bring in real world problems and his own experiences for perspective
- Professor Zhang is a very hands–on professor. He was always providing interactive learning/team–building activities for us to participate in class. He does not focus the entire course on exams, instead, he focuses on actions, understanding, and learning the material.
- he was enthusiastic and engaged the whole class every time he lectured. the way he spoke of the topic really made all students interested and curious. I really hope he is teaching other Economic classes, I really enjoyed learning from him and hope he teaches me again.
- Very enthusiastic and kind. Was excited to teach and created an environment where the students were excited to learn.
- Xumin is very enthusiastic about the course which made attending class very enjoyable
- Passionate about the subject and cares about his students.
- The instructor was very knowledgable about the material, was able to answer any questions, and made use of plenty of helpful graphics and supplemental materials that aided my learning in the course. Also, the instructor organized the course material in a way that made it easier to learn.
- He was so passionate and knowledgeable, I loved his teaching.
- Professor Zhang was extremely passionate about the topic of poverty and this made the class engaging. He had creative assignments and would be very helpful when you had a question. He emphasized the importance of taking our skills into the real world and I think that was very helpful. Zhang didn't overwhelm us with work and assignments and was flexible with dates which was refreshing. I would recommend this instructor/course to others and thoroughly enjoyed my experience.
- Enthusiastic, Forgiving, Kind. Sometimes really fun activities during class. Also advocating for learning and applying in own life
- Professor Zhang is probably one of the most enthusiastic professors I have had at UF. He made a required Quest class very endurable. I genuinely learned quite a bit more about poverty and how deep of a problem it is. He really encouraged us to have a growth mindset not only for the class but for the rest of our lives and to learn rather than memorize.
- my favorite professor this semester! Always was there to help out, provided good feedback on assignments, made the class interactive, always had a smile!
- His ability to combine his own experience with the content we learned in class made the class more enjoyable.
- He was very enthusiastic and very nice. I thought he was an amazing teacher and his passion radiated to the rest of the class.
- Dr. Zhang is very nice and friendly. He always provide feedback to the student on all the assignments which I am really appreciate.
- The instructor was highly enthusiastic and very responsive. I believe that he is a great professor and that many students in the future will continue to like him as a teacher.

- Xumin was really passionate about the subject matter and created a lot of unique assignments + learning experiences.
- Very enthusiastic and knowledgeable about the course material. He is lenient.
- Professor Zhang was AWESOME! Always so nice and passionate and trying to keep everyone engaged! I learned so much and he always kept it interesting.
- He was very passionate about the subject and truly wanted his students to learn about poverty.

What additional constructive feedback can you offer the instructor that might help improve the course?

- Class lectures could be more structured and less sporadic, but overall I enjoyed the professor and his point of view.
- none it was awesome
- I would say to make assignments a little bit more clear
- A lot of times the directions for assignments were very confusing and seemed repetitive.
- In the future, inviting more guest speakers and adding more supplemental videos on core economics concepts to the course would help improve the course.
- Sometimes, it's difficult to keep up during lectures because its early in the morning and some topics might go on for too long.
- I would recommend that be more direct in his lectures.
- I think that the volunteer assignment should be done in larger groups.
- During the class lecture, Dr. Zhang sometimes get off topic and start talking about something else then resume to the class lecture.
- There is nothing wrong with this but I would be really appreciate it if he go with the flow of the lecture and then mention about
- whatever he wanted to say at the end.
- I want to suggest that he holds more in–class activities to incentivize coming to class more.

What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?

- I like less flexible deadlines because I like to know exactly when I should get started on assignments. I do appreciate that this flexibility was meant to help balance the course with other classes.
- more hw
- I would suggest making assignments more clear
- Making the directions more clear.
- I would suggest adding more supplemental videos on core economics concepts and making a set of review slides for every module.
- Great overall
- Less drawn–out lectures, please. A few more activities in class to better understand the material would be helpful.

- I would say to make the YEP project rubric a bit more specific, I feel as though they were up for interpretation and then we would get
- points off thinking that we were doing the project correctly.
- Nothing since I liked the layout of the class.
- I think there should be less practice quizzes and more conceptual questions.
- All the course materials are relevant.
- Something to get the class engaged besides just lectures
- more in–class group work
- I think it should be less concept–heavy and more about why it is important and how to apply it to the real–world.

IDS 2935:
Special Topics: How Do We End Poverty? Quest 2

I. General Information

Class Meetings

- Semester: Spring 2024
- Time: Tuesday, Period 4 (10:45-11:30 am) MAEB 0211
- Thursday, Period 4-5 (10:45-12:35 am) MAEB 0211

Instructor

- Lead Instructor: Xumin Zhang, Lecturer (Food and Resource Economics)
- Office: Food and Resource Economics, McCarty A 1177
- Office Hours: Tuesday – Thursday, 2-4 pm, or by appointment (Zoom conference: https://ufl.zoom.us/j/3310373641
- Contact: xumzxm@ufl.edu
- Teaching Assistant, TBD | Tuesday and Thursday, 3-4pm| MCCB 1088

Course Description

This course invites students to a pressing question - how can we end poverty? Although unprecedented progress in decreasing the global poverty rate has been made since 2000, new challenges, such as the COVID-19 pandemic and climate change, require us to look for creative solutions to achieve the goal of poverty eradication.

This course presents the current progress, economic growth policies, and global commitment to poverty reduction. Students are introduced to the importance of the integration of economic, social, and environmental aspects of poverty reduction and sustainable development. Relying on the interdisciplinary efforts of agricultural economics, education and communication, food science and human nutrition, and natural resource and environment sciences, this course investigates poverty, hunger, health, education, and other poverty eradication goals. This course will encourage students to ask questions about how to integrate economics, the environment, and humanity together to reduce poverty around the world.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences (S)
- Diversity (D)

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

Required Readings and Works

The End of Poverty: Economic Possibilities for Our Time. By Jeffrey D. Sachs. Penguin Books, copyright 2006. Paperback ISBN: 978-0143036586; Hardcover ISBN: 978-1594200458

Principles of Economics, 2nd edition, by Steven A. Greenlaw and David Shapiro, XanEdu Publishing Inc. Original publication year 2017. Hardcover ISBN: 978-1947172364; Paperback ISBN: 978-1506699868; Digital ISBN: 978-1947172371; iBooks ISBN: 978-1947172487. Textbook content produced by OpenStax is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).
The free ebook can be downloaded https://openstax.org/details/books/principles-economics-2e
The economic textbook (e.g., Principles of Economics by OpenStax) serves as a supplemental.

Articles, videos, etc. will be made available through the class Canvas page.

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

Graded Activity	*Points*	*Percentage of Grade*
Practice Quizzes	100 points	18.2%
Attendance and In-Class Activity	50 points	9%
Assessment Quizzes (4)	200 points	36.4%
Experiential learning Reflection	100 points	18.2%
Youth Ending Poverty (YEP) Project Poster Symposium (1)	100 points	18.2%
Total	**550 points**	**100%**

Assignments and Quizzes: (300 points):

There are 4 modules in the course. For each module, there are practice quizzes and 4 assessment quizzes. Each assessment quiz is worth 50 points with multiple-choices and free-response questions. Free response question examples include economic analysis (benefit/cost analysis) of human capital development, design of a supply chain system for hunger elimination and suggestions on a poverty reduction program.

Attendance and In-Class Activity (50 points):

Attendance and In-Class activities are essential components of this class. Regular attendance fosters a dynamic learning environment where you can engage with peers, ask questions, and grasp complex concepts more effectively. The in-class activities, on the other hand, are a method to assess your understanding of course material. There will be random attendance taking and self-assessment quizzes, each ranging from 2.5 to 5 points throughout the semester.

Youth Ending Poverty (YEP) Project (100 points):

Students in groups (3-4 students) act as youth advisers to develop a poverty reduction proposal centered around a specific poverty issue (at the community, regional, or country level). The proposal aims to focus on a particular issue of poverty, review existing programs, and propose actions to improve and sustain the existing solutions. More importantly, the proposal outlines how young people can contribute and take responsibility in the future.

The UN and SDGs provide guidelines for countries to develop poverty reduction policies and programs. Since they are GOALS, they are not directly actionable. The YEP project is to develop a plan to achieve the goals (project initialization and design phase). Our YEP project aims to develop a project/program to have the goals achieved and focus on how to improve and make the existing program sustainable and how youth can contribute.

The proposal must include an overview, background summary, why it matters, review of existing programs and current progress, proposal of actions to improve, how youth can directly involve and contribute, and what are the expected outcomes.

After evaluating and analyzing the strengths and weaknesses, students are also required to provide recommendations for rollout to other communities, regions, or developing countries, when applicable. All citations, links to websites, and tables and figures must be properly cited. More details will be provided in the project.

The YEP project will be split into several tasks throughout the semester with the team member participation evaluation at the end of the semester:

- Task #1: Organize YEP teams (3-4 students) (5 points).
  Task #2: Identify a poverty-related issue (hunger, healthcare, education, etc.) from reliable sources and discuss why it matters (10 points).
- Task #3: Collect information and review existing solutions and programs, including background summary, goals, actions, and status (10 points).
- Task #4: Evaluate and analyze the outcomes and provide a proposal for improvement (10 points)
- Task #5: Propose how youth can engage and contribute and how to roll out (15 points).
- Task #6: Develop a poster, print, and present the poster in the Poster Symposium (25 points).
- Task #7: Individually evaluate posters in the poster symposium (5 points).
- Task #8: Team member evaluation for Individual participation and contribution (20 points).

The instructor will evaluate and provide feedback in each step. Rubrics will be provided for each of the assignments. The deliverable (poster) will be presented in a mocked Poster Symposium at the semester's end and assessed by peer students. Poster Presentation Rubrics will be provided. The poster evaluation form will be provided.

Experiential Learning and Self-Reflection: (100 points):

There are experiential learning opportunities and reflections as part of the course. Students first reflect on prior experience with poverty reduction organizations and events. After the volunteer service in Bread of The Mighty, students reflect on their new experience with further knowledge and experience. Lastly, students attend a poster symposium to summarize the course (presenting and evaluating).

- Experiential learning opportunities are offered as part of this course. Students can sign up for volunteer service (two options). Attending both or more than once will gain you 10 extra points.
  1. Organized local food bank volunteer service (in the first half of the semester) (10 points for participation).
  2. Organized Bronson Mobile Pantry volunteer services (throughout the semester, every fourth Friday of the month) (10 points for participation).

- Two reflections (match up for the experiential learning).
  1. Self-Reflection on students' prior experience with poverty reduction programs and organizations (10 points).
  2. Reflection on volunteer service with Bread of The Mighty Food Bank (10 points).

Students must provide written reflections on these experiential learnings. The reflection must answer the following questions. Reflection rubrics will be provided for each of the assignments. More details about these will be provided in class.

- Describe the organization and operation.
- Reflect on your experiences.
- Evaluate the experience.
- Develop a marketing statement.

- Five self-reflections on assigned readings (Writing or Perusall) (10 points each).

Grading Scale

Student Evaluation: the grade scale is at the discretion of the professor. UF does not have an A+ option. You must provide percentages, total points, and grade points in a table such as this:

A	93 – 100%		C	73 – 75.9%
A-	90 – 92.9%		C-	70 – 72.9%
B+	86 – 89.9%		D+	66 – 69.9%
B	83 – 85.9%		D	63 – 65.9%
B-	80 – 82.9%		D-	60 – 62.9%
C+	76 – 79.9%		E	<60

Please note that grades are not 'rounded' or 'adjusted' at the end of the term.

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

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
	MODULE 1: Introduction to Poverty and Economic Development
Week 1	• **Topic:** Getting Started and Introduction to Poverty • **Summary:** Introduce what poverty is and the cause of poverty across the world. • **Required Readings/Works**: Poverty and Economic Inequality (Economics p353-p360); The End of Poverty: Economic Possibilities for Our Time (pp5-25); Global poverty: Facts, FAQs, and how to help (world vision) [Online Resource]; The SDGs Report 2022 (pp2-7). • **Additional Recommended Resources:** The MDGs Report 2015; Global Extreme Poverty [Online Resource]. • **Assignments:** Student Engagement Quiz (2 extra credit points); Practice Quiz 1.
Week 2	• **Topic:** Poverty in the U.S. • **Summary:** Introduce poverty in the US and Government Policies to Reduce Poverty. • **Required Readings/Works**: Poverty and Economic Inequality (Economics pp360-371); UN Expert Reveals Shocking Facts about Poverty in the U.S. (Online Resource) • **Additional Recommended Resources:** Poverty in the U.S. 2021 (US Census, pp1-6) • **Assignment:** Practice Quiz 2; Self Reflection 1 (Prior knowledge and experience of poverty reduction).
Week 3	• **Topic:** Economic Systems and Poverty • **Summary:** Introduce the circular flow model and the economic system, laissez-Faire Capitalism, Command system, and Market System; understand the economic systems to address poverty issues; introduction to comparative advantages. • **Required Readings/Works**: An Overview of Economic System / International Trade (Economics pp18-26, pp785-796); The End of Poverty: Economic Possibilities for Our Time (pp26-50, pp51-73). • **Assignment:** Practice Quiz 3
Week 4	• **Topic:** Economic Growth • **Summary:** Discuss economic growth; Ineffective legal systems in low-income countries; Components of economic growth; Low-income countries' economic convergence. • **Required Readings/Works**: Economic Growth (Economics pp473-493); The End of Poverty: Economic Possibilities for Our Time (pp74-89); The SDGs Report 2022 (Goal 1, pp26-27). • **Additional Recommended Resources:** Countries with Risks of Political Violence In 2015 [Online Resource]; Poverty Reduction and Economic Growth (Econofact) [Online Resource]. • **Assignment:** Practice Quiz 4; Self Reflection 2 (Sri-Lanka's Economic Crisis). • Assessment Quiz 1 (Tue, Feb.13th)

Week	Topics, Homework, and Assignments
	MODULE 2: Basic Needs and Poverty Reduction
Week 5	• **Topic**: No Hunger • **Summary**: Discuss approaches to eradicate extreme poverty and hunger; reflection of agricultural production issues and distribution issues • **Required Readings/Works**: SDGs Report 2022 (Goal 2, pp28-29); The End of Poverty: Economic Possibilities for Our Time (pp188-209). • **Additional Recommended Resources**: The MDGs Report 2015 [Online Resource]; How Technology Can Reduce Hunger and Improve Food Security [Online Resource]. • **Assignment:** Self-Reflection 3 (Bread of the Mighty*).
Week 6	• **Topic**: Improving Health and Well-being • **Summary**: Discuss approaches to promote public health and improve health conditions. • **Required Readings/Works**: The SDGs Report 2022 (Goal 3); The World Bank: Poverty and Health [Online Resource]; Can insurance and telemedicine revolutionize healthcare in Africa [Online Resource]. • **Additional Recommended Resources**: The MDGs Report 2015 [Online Resource]. • **Assignment:** Self-Reflection 4 (UNDP Story).
Week 7	• **Topic:** Rapid population growth affecting economic outcome • **Summary:** Discuss birth rate contribution to economic development and how individuals and families escape from poverty; policies and programs to reduce high fertility in the economic development strategies • **Required Readings/Works**: Population, poverty, and economic development, 2009 [Online Resource]; Poverty and fertility in less developed countries: a comparative analysis, 2005 [Online Resource]; Fertility and Poverty in Developing Countries, 1988 [Online Resource]. • **Additional Recommended Resources**: World Fertility and Family Planning Report 2020, pp9-12 [Online Resource]. • **Assignment:** Self-Reflection 5 (Volunteer Services*).
Week 8	• **Topic:** Ensuring sustainable development • **Summary:** Discuss development strategies and government policies to ensure environmental sustainability and responsible consumption and production • **Required Readings/Works**: Environmental Protection and Negative Externalities (Economics, pp275-280; pp288-290); The SDGs Report 2022 (Goal 6, pp38-39); Why a Healthy Environment is Essential to Reducing Poverty [Online Resource]. • **Additional Recommended Resources**: Sustaining the Environment to Fight Poverty [Online Resource]. • **Assignment:** Practice Quiz 5. • **Assessment Quiz 2 (Tue, Mar.12th)**

Week	Topics, Homework, and Assignments
	Module 3: Human Development and Poverty Reduction
Week 9	• **Topic:** Developing human capital • **Summary:** Explain the Human Capital approach and Human Capabilities approach; Labor Productivity and Economic Growth; Government policies to deepen human capital **Required Readings/Works**: Labor Productivity and Economic Growth (Economics pp477-488); Poverty Perspectives: basic needs approach vs. capability approach [Online Resource]; What is Poverty Mindset [Online Resource]. • **Additional Recommended Resources**: A Comparison of Four Poverty Approach [Online Resource]; Understanding Poverty: the human development approach [Online Resource]. • **Assignment:** Practice Quiz 6; Self-Reflection 6 (Poverty Mindset).
Week 10&11	• **Topic:** Achieving primary education • **Summary:** Discussion of encouraging school participation and achieving primary education; young people's participation as students and teachers. • **Required Readings/Works**: The End of Poverty: Economic Possibilities for Our Time (pp148-169); The SDGs Report 2022 (Goal 4); United Nations: Reducing Poverty Through Education - and How [Online Resource]; The End of Chinese Prosperity | Scott Rozelle [Online Resource]. • **Additional Recommended Resources**: The MDGs Report 2015 [Online Resource]. • **Assignment:** Self-Reflection 7 (UNDP Stories or Case Study).
Week 12	• **Topic:** Empower women and promote gender equality • **Discussion:** Discuss supporting the education of young women and girls and promoting gender equality. • **Required Readings/Works**: The End of Poverty: Economic Possibilities for Our Time (pp170-187); The SDGs Report 2022 (Goal 5); United Nations: Female Empowerment and Extreme Poverty Reduction [Online Resource]; Gender equality UNICEF India [Online Resource]. • **Additional Recommended Resources:** The MDGs Report 2015 [Online Resource]. • **Assignment:** Self-Reflection 8 (Women equality or empowerment); • **Assessment Quiz 3 (Tue, Apr.2nd)**
	Module 4: Employment and Poverty Reduction
Week 13	• **Topic:** Employment and decent work for all • **Summary:** Explain the labor market, employment discrimination, and the link between unemployment and poverty. • **Required Readings/Works**: Labor Market (Economics pp84-92; pp338-346); The End of Poverty: Economic Possibilities for Our Time (pp109-130); The SDGs Report 2022 (Goal 8). Small business growth in Yemen [Online Resource]. • **Additional Recommended Resources:** The MDGs Report 2015 [Online Resource]. • **Assignment:** Practice Quiz 7.

Week	Topics, Homework, and Assignments
Week 14-15	• **Topic:** Microfinance to reduce poverty • **Summary:** Discussion of what is micro-finance and how micro-finance reduces poverty • **Required Readings/Works**: Financial Market (Economics, pp401-422). The End of Poverty: Economic Possibilities for Our Time (pp90-108); The SDGs Report 2022 (part of Goal 5). • **Additional Recommended Resources:** Micro Finance and Poverty Reduction of Selected Households [Online Resource]. • **Assignment:** Practice Quiz 8.
Week 15	• **Topic:** Poster Symposium • **Summary:** YEP Project Poster Symposium – students in groups present their posters - Youth ending poverty and proposals for action • **Required Readings/Works**: N/A • **Assignment**: **Poster Presentation and Evaluation (Apr.18th)**
Week 16	• **Topic:** International capital flows, foreign aid, and global partnership. • **Summary:** Foreign aid works for low-income countries and effects on jobs, wages, and working conditions. Discussion of special needs of the least developed countries and incorporation with developing countries to develop and implement strategies for decent and productive work. • **Required Readings/Works**: International Capital Flows (Economics pp562-569); The End of Poverty: Economic Possibilities for Our Time (p226-p265); The SDGs Report 2022 (Goal 17). • **Additional Recommended Resources:** A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development [Online Resource]. • **Assessment Quiz 4 (Tue, Apr.23rd)**

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

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

IV. Student Learning Outcomes (SLOs)

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

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s)*.	
• Identify, describe, and explain the cross-disciplinary dimensions of the pressing societal issue or challenge, that is, extreme hunger and poverty within the US and around the world, as incorporated into the course (Quest 2, S, D). Assessment: Module Assessment, Reflections. • Identify and explain the potential causes of poverty and analyze the impact of structural and systemic economic traps on poverty. Discuss the policies of government and strategies of international organizations. Assessment: Module Assessment, Reflections.	**S, D**
Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*	
• Critically analyze the government and international organization policies implemented for reducing poverty. Assessment: Reflections, Presentation, Essay • Critically evaluate the potential outcomes and propose options for action for poverty reduction. Assessment: Module assessment, Reflections, Poster symposium	**S, D**
Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*	
• Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges (Quest 2, S). Assessment: Reflection, Poster Symposium.	**S**
Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*	
• Propose potential options for action for poverty alleviation in an economically feasible, environmentally sustainable way to implementing solutions (Quest 2, S). Assessment: Poster Symposium, Reflection.	**S, D**
S – Social and Behavioral Sciences Designation -- Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.	
N – International Designation -- this designation is always in conjunction with another program area. Courses with International should demonstrate that a majority of the course addresses international content and engagement and it should be a substantial, defining	

feature of the course. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.	
D-Diversity Designation - Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage you to recognize how social roles and status affect different groups and impact U.S. society. These courses guide you to analyze and to evaluate your own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.	

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Students must participate in all 3 experiential learning activities by signing up to the organized groups. The instructor will formally host all three events.

1: Organized tour to Bread of The Might Food Bank. (10 points for participation)

To understand the operation of a local food bank and its distribution system and to identify its role in hunger elimination and poverty reduction. As the follow-up evaluation, a reflection must be submitted within 7 days of experience.

325 NW 10th Avenue, Gainesville, FL 32601.
The organization has confirmed the capacity of a tour with a group of 10 students each working day.

2. Organized volunteer service for Bread of The Mighty or Bronson Mobile Pantry (10 points for participation)

To acquire experience in poverty reduction-related non-profit organizations. Students will be able to answer questions about how to make the operation more effective and sustainable at the local level. As the follow-up evaluation, a reflection must be submitted within 7 days of experience.

- Bread of The Mighty, 325 NW 10th Avenue, Gainesville, FL 32601.

Volunteers work to support our warehouse staff. The main tasks that will be asked of volunteers include sorting, packing, and cleaning.

- Gainesville Free Grocery Store, Civic Media Center, 433 S Main St, Gainesville, FL 32601

Volunteers pack and deliver free groceries every Tuesday out of the Civic Media Center. Help out as a sorter, packer, driver, or facilitator with shifts starting between 2-6 pm

3. Youth Ending Poverty Project (YEP) and Poster Symposium (in class) (100 points)

To develop, propose, and present the YEP project on a poverty reduction program on local, domestic, or international level.

During the semester's end, students will have the opportunity to research, analyze, and propose, and present their research findings, interact with peers, learn from one another, inspire each other by sharing their work of learning poverty reduction programs.

Students in groups (3-4 students as a working group), act as youth advisers to develop a project proposal, which is centered around a poverty reduction program (at community, domestic, or international level). The proposal aims to provide recommendations how to improve / sustain the current program and outline the ways in which young people can contribute.

The proposal must include an introduction, why it matters, goals of targets the program and current progress, actions to improve the program, how youth can directly involve and contribute, and what are

the expected outcomes. Students are also required to evaluate and analyze the strengths and weaknesses to provide recommendation for rollout to other communities, regions, or other developing countries. All citation, links to websites, and table and figures must be properly cited.

The poster will be presented in a Poster Symposium at the semester's end.
The poster will be evaluated by other groups in the symposium (individually). Students are required to evaluate at least 6 posters, and the evaluation are due 2 days of symposium. Individual member's participation/contribution will be evaluated by team members.

Poster Evaluation Rubric for Poster (draft)

Poster #	Visual appeal (1-5)	Content quality (1-5)	Poster presentation (1-5)	Response to questions (1-5)	Overall (1-5)
	Overall visually appealing	Text content is clearly arranged. Cites all obtained from other sources. APA citation style	Presents main points of introduction, methods, results, and conclusions	Narration and/or answering of questions	Overall assessment
1					
2					
3					
4					
5					
6					

2. Details of Self-Reflection Component

Students reflect on experiences with poverty reduction organization/program/agency within one week of the experience. The instructor will evaluate and provide feedback on all of the student's written assignments.

The reflections will include the following questions.

- Describe the organization and operation: what organization did you go and what they are servicing for? What did you do? Define a poverty reduction component to the activity.
- Reflect on your experiences: How did you feel about the operation? What sorts of activities were there in the organization? Is it an effective operation/program? What do you think they did good and what they could improve?
- Evaluate the experience: Compared to your prior knowledge about poverty reduction, how does the experience change your understanding, perception, attitude toward poverty reduction? Do you think the experience was worth to you and have value to others? What are the benefits other may acquire to accessing the experience?

- Develop a marketing statement: after capturing the value of the program, you should try to promote the organization, get more support, and engage more people to contribute to poverty reduction.

1. Self-Reflection on prior experience (10 points)

To link students' previous experience of poverty reduction programs/events with the content in class.

In the first week, students are required to reflect on prior experience with poverty reduction organizations or events, with focus on prior knowledge and experience. It is helpful for course delivery and work with students. A Reflection Writing Assessment Rubric is provided.

2. Reflection on the tour to Bread of The Mighty (10 points)

To describe the food bank operation and distribution system and to evaluate the effectiveness of the program.

In the first half of the semester, students have acquired some knowledge and information about poverty reduction. After the tour of the Bread of The Mighty, students will be able to summarize the role of the food bank in poverty reduction at the local level. Also, students evaluate the effectiveness of the operation, with a focus on the evaluation component. A Reflection Writing Assessment Rubric is provided.

3. Reflection on the volunteer service (10 points)

To identify the organization / agency's contribution to poverty reduction, and to propose how to make the program more effective and sustainable.

In the second half of the semester, after attending the volunteer service, students will be able to describe their volunteering experience, highlight how the service contributed to poverty reduction. Evaluate the program and develop a proposal for making the program more effective and sustainable, with focus on proposal.

A Reflection Writing Assessment Rubric is provided.

Reflection Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use an APA writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

VI. Required Policies

Plagiarism

The Student Honor Code and Student Conduct Code states that:
"A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

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

Attendance and Make-Up Work

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

UF Evaluation

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

University Honesty Policy

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold

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

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

Software Use

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

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students 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/

Student Privacy

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

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

Health and Wellness

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

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services. Address: 3190 Radio Road. Services provided:

- Counseling services
- Groups and workshops
- Outreach and consultation
- Self-help library
- Wellness coaching

Student Success Initiative: https://studentsuccess.ufl.edu/ Services provided:

- Advising
- Peer mentoring
- Coaching
- Peer tutoring

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.

Academic Resources

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

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

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

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

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

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

Lauren's Promise: I will listen and believe you if someone is threatening you.

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

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

Diversity, Equity, and Inclusion:

The University of Florida's College of Agricultural and Life Sciences (CALS) supports the University of Florida's commitment to diversity, equity, and inclusion. By fostering a sense of belonging for students, staff, and faculty, while leveraging the uniqueness of the people who study and work at the university, we believe our campus community is enriched and enhanced by diversity, including but not limited to, race, ethnicity, national origin, gender, gender identity, sexuality, class, and religion. This course will support an understanding of the diversity of our distance and campus communities as well as our agricultural and natural resource communities, locally and globally.
This course will strive to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. In this class we will take the following approaches to help achieve this:

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

Appendix

Rationale and Placement in Curriculum

The course “How Do We End Poverty” is designed to address the pressing question of poverty reduction. Despite significant strides in reducing poverty rates, contemporary issues such as the COVID-19 pandemic and climate change necessitate innovative solutions. This course aims to provide students with a comprehensive understanding of the multifaceted nature of poverty and poverty traps and equip them with the knowledge and skills to contribute to poverty reduction strategies. Also, it encourages students to explore how factors such as race, ethnicity, gender, and socio-economic status intersect with poverty, fostering an inclusive understanding of the issue.

Placed within the curriculum, it serves as a bridge between theoretical knowledge (economics) and real-world application, providing students with a robust foundation for poverty reduction. The course "How Do We End Poverty" is placed to offer students a holistic understanding of poverty and equip them with the knowledge and skills necessary to contribute to the global agenda of poverty eradication.

Course Updates: Temporary vs Permanent requests

After the temporary Quest approval, the course has been taught for two semesters. I made substantive changes to enhance the effectiveness of the course, involving refining learning objectives, developing more engaging course content, designing more thought-evoking assignments, and streamlining experiential learning opportunities.

Module Learning Objectives (Specific, Diverse, Applicable)

The learning objectives are more specific, measurable, and aligned with desired outcomes. For example, instead of a general objective like "understand poverty," specify measurable outcomes to "Identify and explain the potential causes of poverty and analyze the impact of structural and systemic economic traps on poverty."

Emphasize the application of knowledge by including objectives that require students to apply theories and concepts to real-world poverty reduction. For example, the experiential learning activity includes food bank voluntary service and post-volunteer service reflection. Also, in the revised Youth Ending Poverty project, the project management knowledge and skills, poster development, and poster symposium are improved to better assess the learning outcomes.

Course Content

The revised course integrated real-world examples and case studies to make the content more relatable and applicable. This helps students connect theoretical concepts to practical situations, fostering a deeper understanding of poverty reduction. For example, I share my own experience regarding how to lift myself out of poverty through a long poverty reduction journey by analyzing different poverty traps. Also, I invited guest speakers to share first-hand, real-life poverty reduction examples and stories involving education reforming in Nigeria, employment programs in India, and microfinance programs in Bangladesh.

I also included the diversity components in the course by explicitly addressing the understanding of diverse perspectives on poverty. For example, I added one section to discuss poverty across race, ethnicity, gender, age, etc. In another chapter, discussing employment and poverty connections, I emphasized gender inequality and women empowerment (module 4).

Experiential Learning Activity

The experiential learning activities are a vital part of the course. The experiential learning activities have been streamlined. I arranged the food bank visits and volunteer services (food bank and mobile pantry) earlier. I allocate more weeks for students to work on the YEP project by splitting it into smaller YEP assignments. Also, the project management knowledge and poster development skills are shared throughout the semester. The final poster symposium then becomes smoother and reinforces students' learning. Exposing students to real-world poverty reduction efforts enhances students' understanding and provides valuable insights. Also, volunteering service in food banks and mobile pantries and attending poster symposiums simulate students' decision-making processes related to poverty reduction. This hands-on approach also helps students develop problem-solving skills in a controlled environment.

Assessments and Assignments

I started to offer a variety of assessment formats, in-class activities (quiz and drawing), Canvas quizzes, Peruall readings, self-reflection on readings, experiential learning activities, YEP projects, poster development, and poster symposiums. The variety of assessment formats prompts students to analyze their learning experiences critically, connects theoretical concepts to their evolving perspectives on poverty and its complexities, and allows students to demonstrate their understanding in multiple ways.

Cover Sheet: Request 19119 3

AEB 2XXX: Agritourism and Food Systems (Quest 2 Permanent)

Info

Process	Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Misti Sharp mistisharp@ufl.edu
Created	11/21/2023 3:01:16 PM
Updated	3/18/2024 12:04:49 PM
Description of request	Quest 2, Social & Behavioral Sciences, International

Actions

Step	Status	Group	User	Comment	Updated
Quest Director	Commented	PV - Quest Director	Kendall Kroger	Please upload an updated syllabus.	3/6/2024
QuestLetter.pdf Quest2Evals.pdf					11/28/2023 11/28/2023
Quest Director	Approved	PV - Quest Director	Kendall Kroger		3/6/2024
CALS_Quest_Sharp_AgriEcotourism_Fall2023_Syllabus.pdf					3/6/2024
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		3/6/2024
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			3/6/2024
No document changes					
Quest Director					
No document changes					
University Curriculum Committee					
No document changes					
General Education Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog Notified					
No document changes					

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Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					
Quest Director Notified					
No document changes					

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Course|Gen_Ed|New-Close-Modify|Quest-Perm for request 19119

Info

Request: AEB 2XXX: Agritourism and Food Systems (Quest 2 Permanent)
Description of request: Quest 2, Social & Behavioral Sciences, International
Submitter: Kendall Kroger kendalll@ufl.edu
Created: 11/28/2023 10:33:21 AM
Form version: 2

Responses

Recommended Prefix AEB
Course Level 2
Course Number XXX
Category of Instruction Introductory
Lab Code None
Course Title Agritourism and Food Systems
Transcript Title Agritourism and Food Systems
Degree Type Baccalaureate
Delivery Method(s) On-Campus
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit No
Amount of Credit 3 credits
S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description This class explores the global disconnect between humans and the food, water, and natural resource systems on which we depend. This class draws on the fields of agribusiness, ecology, tourism, rural sociology, and economics to explore opportunities in agritourism across the world to reconnect humans with our agri-food-eco systems.
Prerequisites Any Quest 1 course with a minimum grade of C.
Co-requisites N/A
Rationale and Placement in Curriculum This course accomplishes the Quest and General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U
Course Objectives Content:
Define agritourism, ecotourism and gastro tourism domestically and internationally.
Identify characteristics of social ecological systems domestically and internationally.
Define a sustainable food system and identify challenges in achieving a sustainable food system
Create a budget for an agri-eco-gastro tourism excursion in an international context utilizing as many local resources as possible and minimizing environmental degradation.
Critical Thinking:
Create mental models that capture the complexity and hope within our social-ecological-systems to solve some of the biggest problems facing humanity.
Contribute to a roundtable discussion on a wicked problem related to our food and/or ecosystems.
Communication:
Communicate avenues of progress for a wicked problem and relate to diverse perspectives relevant to a problem in an international context.
Reflect on excursions and connect experiences to the course material in a written format.
Make presentations about experiences, phenomena, and plans in both formal (presentations) and informal (class discussion) ways.
Connection:
Engage with our natural and agri-food system by taking excursions and reflecting on these experiences.
Incorporate readings from the course into creative works and intellectual discourse.

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Course Textbook(s) and/or Other Assigned Reading While there is no required textbook, readings are provided in the pages of eLearning for each module. You are expected to read all assigned readings in preparation for class discussions and participation quizzes. Readings, lectures, and class discussions form the basis of module assessments.
Weekly Schedule of Topics Week 1: Introduction—Are we disconnected from our natural world?
Week 2: The urban/rural divide and regional economies
Week 3: How do we engage in agriculture?
Week 4: Market failures
Week 5: Wicked problems
Week 6: Issues of food security
Week 7: Food systems introduction
Week 8: From Field to Fork
Week 9: Market structures in agriculture
Week 10: Farm Profitability
Week 11: Food and agrarian culture
Week 12: Farm policy
Week 13: Development through tourism
Week 14: Ecotourism
Week 15 - 16: Bringing people together—solutions for wicked problems
Grading Scheme Module Assessments (500 points): There are 5 modules in this course and for each module there is an assessment that requires you to reflect on course content through True/False questions and creatively apply what you have learned in each module. Each of these assessments is worth 100 points. These assessments are described briefly in the schedule and fully on eLearning. Rubrics will be provided for each of these assignments in eLearning.

Cumulative Assignment (200 points): For the final course deliverable, you must plan an international excursion which is centered around agri-food-eco tourism. This must include a complete cost estimate including an environmental impact assessment. You must locally source all equipment, training, etc. required for a fulfilling experience. This excursion plan will be presented in the form of a report with a summary of all activities, links to websites, and all tables the figures must be properly cited. Within the plan, you should consider the needs of a typical American (bathroom access, 3 meals a day, etc) and market the excursion to Americans.

Experiential Learning/Field Trip Reflection Assignments (200 points): Each module there will be a required experiential learning or field trip activity that you will have to participate in, produce a creative work for, and reflect on. Each of these assignments will be worth 40 points. See rubric in eLearning for more details on how the 40 points are distributed for each of these reflection assignments.

Participation (100 points): The learning cycle has four components: experiencing, reflecting, thinking, and acting (Kolb 1984). As such, this course is designed to engage you all in four of those components each time we meet. You will read the readings each class, come to class to participate in discussions and activities, and at the end of each class, there will be an exit ticket to help you reflect on what we have learned. Participation (either through an activity or an exit ticket) will be graded based on the following rubric. There will be one grade assigned per module for this participation category (i.e. 20 points per module will be in participation).
Participation Rubric
High Quality-100% Average-75% Needs Improvement-50%
Informed: Shows evidence of having done the assigned work.
Thoughtful: Shows evidence of having understood and considered issues raised.

Considerate: Takes the perspective others into account.

Grade Composition
Component Points % of Grade
Module Assignments (1 assignment per module) 500 points (100 points each) 50%
Cumulative Assignment 200 points 20%
Experiential Learning/Field Trip Reflections (1 assignment per module) 200 points (40 points each) 20%
Participation (1 grade per module) 100 points (20 points each) 10%

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Total	1000 points	100%

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

A	94 – 100%	C	74 – 76.9%
A-	90 – 93.9%	C-	70 – 73.9%
B+	87 – 89.9%	D+	67 – 69.9%
B	84 – 86.9%	D	64 – 66.9%
B-	80 – 83.9%	D-	60 – 63.9%
C+	77 – 79.9%	E	<60

Instructor(s) Misti Sharp
Permanent Quest and General Education Approval Yes
Previous Temporary Approval 17086
Which level of Quest will this course be offered under? Quest 2

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

Quest 2 Objectives Yes
Quest 2 Student Learning Outcomes Yes

Requested GE Classification for Quest 2 S - Social and Behavioral Sciences, N - International
Requested Writing Requirement Classification None

Course Updates: Temporary vs Permanent requests The only changes from the initial syllabus was the format of the experiential learning reflections. Initially, this was the assignment:
Experiential Learning/Field Trip Reflections (200 points): Each week in the semester, there are suggested experiential learning opportunities. You must reflect on 5 of these experiential learning activities and produce an informational brochure (50 points each). If this is a virtual fieldtrip, imagine what you might have felt at this place given clues in the virtual experience. Your lowest reflection/brochure will be dropped. The reflection must answer the following questions:
1. Describe the operation: Where did you go and what did you do? How many other people were at the venue and what were they doing? Was there an educational component to the activity? If so, was this passive or active?
2. Reflect on your experience: How did you feel at the location? What sorts of natural amenities were there at the location and what was the quality of these amenities? Would this be an experience you would recommend to others? What do you think would be similar or different if this excursion took place in a different country? What role did “seasonality” play in the experience?
3. Assess the value of the experience: How much of your resources (time and money) did you spend at this venue? How does that compare to what the experience was worth to you? Do you think this experience would have value to others? What are the barriers that others may face to accessing this experience? How might this differ internationally?
4. Create an informational brochure: This informational brochure can be made using Canva or a similar application and must include pictures you took during your experience. You should try to capture the value of the experience, how it made you feel, and give the viewer an idea of what they can do at this place. If you have participated in a virtual experience, use stock images to create your informational brochure.
See rubric in eLearning for more details on how the 50 points are distributed for the assignment.

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I changed it to 5 separate experiences to reflect on:
1. Details of Experiential Learning Component
As mentioned above, you must participate in at least 5 experiential learning opportunities either independently or with a group. The following are the assignments and their associated due dates:

Module 1 Experiential Learning Reflection: Visit a local farmer's market and talk to a local farmer. In Gainesville there are several options that are fairly easy to get to: Shopping - Events in Gainesville and What's Good in Alachua County, FL (visitgainesville.com). You must ask each farmer at least 5 questions about 1) how long they have been farming 2) what kinds of goods do they produce 3) do they have any special farming practices or varieties that make their products unique 4) why they decided to get into farming 5) whether they ever host people on their farm or educate the public about agriculture and why or why not. After interviewing the farmer and taking pictures of the event and farm stands, reflect on that conversation and the experience of visiting the farmer's market. Finally, create a "map" of the farmer's market that reflects the character of the place and the market participants using canva or another program. More details will be provided on eLearning including a grading rubric.

Module 2 Experiential Learning Reflection: Visit the Springs (such as Ichetucknee, Boulware, Poe, etc), a beach or a local park and create a call to action Instagram post informing others of the ways that we can change our behavior to protect our natural resources. Take pictures of the location (including at least one photo with you in it) that illustrate the concerns that you have for the preservation of the resource. Reflect on the experience and why you think that the resource you accessed is worth preserving. More details will be provided on eLearning including a grading rubric.

Module 3 Experiential Learning Reflection: Visit the UF Field and Fork Gardens and create a self-guided tour of the garden that is oriented towards a special interest such as pollinators, sustainable production, global foods, mindfulness/mental health tour, bat tour (night), etc. Use canva or another visual platform to provide an overview of the tour and then go into details about each of the items that they will see/experience in the garden (see for example, the UF self-guided tour or Austin self-guided tours—although our bats are better than their bats!). Finally, reflect on the garden as a resource for the campus community and how it plays an important role in the sustainability of the UF food system. More details will be provided on eLearning including a grading rubric.

Module 4 Experiential Learning Reflection: Attend and reflect on a fall festival in Gainesville or elsewhere in Florida. Gainesville options include "Buy a Pumpkin, Feed a Child", Amber Brooks Farm, Coon Hollo, or Crossroads Farm and Apiary. Reflect on how the fall festival offerings display local culture, traditions, and agriculture. Create a brochure that highlights the opportunities available to you at this venue with pictures that you took at the event. More details will be provided on eLearning including a grading rubric.

Module 5 Experiential Learning Reflection: Given what you have learned through the semester about agriculture, nature, and sustainable tourism, reflect on the sustainability of one tourism venue that you are familiar with and how they help or hurt current and future generations. Using mind-mapping software/techniques (either in canva or plectica), map the reasons that the current operation is (or is not) sustainable. Next, describe how the business or entity could change their business, processes, or supply chain in order to have a more sustainable operation. More details will be provided on eLearning including a grading rubric.

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

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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.

_MS___ 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/.

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

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

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

_MS___ 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.

_MS___ 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.

Original file: CALS CC Checklist_Agritourism.pdf

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

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

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

_N/A___ 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.

_MS___ 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.

__MS__ 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.

_MS___ 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)

Original file: CALS CC Checklist_Agritourism.pdf

IDS 2935: Agritourism and Food Systems
Quest 2

I. General Information

Class Meetings

- Fall 2023
- MWF 8th period (3:00 - 3:50)
- Location: Larsen 310

Instructor

- Misti Sharp, PhD
- 1189 McCarty Hall A
- Office Hours: Mondays and Fridays from 10:00 am – 11:00 am and by appointment
- mistisharp@ufl.edu or 352-294-7632

Teaching Assistant

- Solomon Ajoseh
- Office Hours: Tuesdays from 10 am - Noon
- tbd

Course Description

This class explores the global disconnect between humans and the food, water, and natural resource systems on which we depend. Wicked problems such as food insecurity, climate change, and mass extinction abound leaving many hopeless about the future. Can we reconnect humanity with our natural world through international tourism? This class uses systems thinking and the fields of agribusiness, ecology, tourism, rural sociology, and economics to explore opportunities in agritourism across the world to reconnect humans with our agri-food-eco systems.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- International

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

Required Readings and Materials

- ***Readings:*** While there is no required textbook, readings are provided in the pages of eLearning for each module (e.g. Pages →View all Pages→Module 1: Introduction). You are expected to

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read all assigned readings in preparation for class discussions and participation quizzes. Readings, lectures, and class discussions form the basis of module assessments.

- ***E-learning:*** can be accessed via http://elearning.ufl.edu using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or email helpdesk@ufl.edu. This will be where you submit some of your work and where I will post grades on a regular basis.
- ***Canva Account***: Canva is a free online graphic design software. Some projects in this class may benefit from the design tools and templates in Canva. To sign up for Canva:
  – Open an internet browser and navigate to https://www.canva.com/.
  – Click on the Sign up for free and get started icon in the center of the page.
  – Sign in with Google or enter your email and create a password.
  – Click Agree and create my Account.
- ***Plectica Account:*** The Cabrera Research Lab at Cornell University provides Plectica as a free, online mind mapping app. Students will be expected to sign up for a Plectica Account to access the software app via the internet. This will be used for course projects. Sign up for Plectica:
  – Open an internet browser and navigate to https://www.plectica.com/.
  – Click on the Sign up for free and get started icon in the center of the page.
  – Sign in with Google or enter your email and create a password.
  – Click Agree and create my Account
- ***Office 365:*** More specifically, this class will use Microsoft forms, powerpoint, one-note, etc which are all freely available to UF students and Faculty. To Install Microsoft Teams:
  – Open an internet browser and navigate to https://cloud.it.ufl.edu/collaboration-tools/office-365/
  – Click on *Teams* and then *Get the Windows App* if you have sufficient space. If you don't have sufficient space, simply choose "Use the web app instead."

II. Graded Work

Description of Graded Work

Module Assessments (500 points): There are 5 modules in this course and for each module there is an assessment that requires you to reflect on course content through True/False questions and creatively apply what you have learned in each module. Each of these assessments is worth 100 points. These assessments are described briefly in the schedule and fully on eLearning. Rubrics will be provided for each of these assignments in eLearning.

Cumulative Assignment (200 points): For the final course deliverable, you must plan an international excursion which is centered around agri-food-eco tourism. This must include a complete cost estimate including an environmental impact assessment. You must locally source all equipment, training, etc. required for a fulfilling experience. This excursion plan will be presented in the form of a report with a summary of all activities, links to websites, and all tables the figures must be properly cited. Within the plan, you should consider the needs of a typical American (bathroom access, 3 meals a day, etc) and market the excursion to Americans.

Experiential Learning/Field Trip Reflection Assignments (200 points): Each module there will be a required experiential learning or field trip activity that you will have to participate in, produce a creative work for, and reflect on. Each of these assignments will be worth 40 points. See rubric in eLearning for more details on how the 40 points are distributed for each of these reflection assignments.

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Participation (100 points): The learning cycle has four components: experiencing, reflecting, thinking, and acting (Kolb 1984). As such, this course is designed to engage you all in four of those components each time we meet. You will read the readings each class, come to class to participate in discussions and activities, and at the end of each class, there will be an exit ticket to help you reflect on what we have learned. Participation (either through an activity or an exit ticket) will be graded based on the following rubric. There will be one grade assigned per module for this participation category (i.e. 20 points per module will be in participation).

Source: [Home | Experience Based Learning Systems, LLC (learningfromexperience.com)]

Participation Rubric

	High Quality-100%	Average-75%	Needs Improvement-50%
Informed: Shows evidence of having done the assigned work.			
Thoughtful: Shows evidence of having understood and considered issues raised.			
Considerate: Takes the perspective others into account.			

Grade Composition

Component	Points	% of Grade
Module Assignments (1 assignment per module)	500 points (100 points each)	50%
Cumulative Assignment	200 points	20%
Experiential Learning/Field Trip Reflections (1 assignment per module)	200 points (40 points each)	20%
Participation (1 grade per module)	100 points (20 points each)	10%
Total	1000 points	100%

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Grading Scale

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

A	94 – 100%		C	74 – 76.9%
A-	90 – 93.9%		C-	70 – 73.9%
B+	87 – 89.9%		D+	67 – 69.9%
B	84 – 86.9%		D	64 – 66.9%
B-	80 – 83.9%		D-	60 – 63.9%
C+	77 – 79.9%		E	<60

III. Annotated Weekly Schedule

See an up-to-date schedule online: https://docs.google.com/spreadsheets/d/1LJXwlHlxWniEM88VuvHpXKtmky_zyEpZlBl8f6i36zg/edit?usp=sharing

Week	Topics, Homework, and Assignments
Module 1: Introduction	
Week 1	• **Topic:** Introduction—Are we disconnected from our natural world? • **Summary:** There is a growing disconnect between humans and the natural systems on which we depend. This week we explore the drivers of this disconnect **locally and globally** and hypothesize about the potential long-term implications of this trend. We introduce ideas explored throughout the class including ecosystems, food systems, and tourism.
Week 2	• **Topic**: The Urban/Rural Divide and Regional Economies • **Summary**: Everyone eats food, lives in shelters, and wears clothing made from natural materials provided predominately by our rural communities. Nevertheless, our rural communities are troubled by poor access to services and struggle to make ends meet. This week explores what is meant by the term "family farm" or "subsistence farming" in the US and around the world. • **Experiential Learning Assignment**: Visit a farmer's market and talk to a real farmer! Due on **Friday, September 1st**.
Week 3	• **Topic:** How do we engage in agriculture? • **Summary:** Agriculture is all around us and yet there seems to be a disconnect between consumers and the food that they eat. In many ways, food has become polarized as we consider what, how, and how much food to eat. • **Assignment:** Module 1 Assignment due on **Friday, September 8th**. Using Canva or another creative program, create a mind map about food and your life (examples provided in class).
Module 2: Wicked Problems in Agriculture	
Week 4	• **Topic:** Market failures

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Week	Topics, Homework, and Assignments
	• **Summary:** Farming systems (including those in the ocean) are dependent on clean water, air, and adequate nutrients. At the same time, these are depleted as we continue to push at the carrying capacity of our natural world. This week, we are introduced to concepts about our social ecological systems where we must consider users, resource units, resource systems, and governance systems along with their interactions.
Week 5	• **Topic:** Wicked Problems • **Summary:** Wicked problems are those problems that are involve multiple competing dimensions including health, economics, and social systems where the solutions often lead to unintended consequences as other parts of the inter-connected system becomes disrupted. This week considers the finite nature of our earth systems and the implications for mankind. • **Experiential Learning Assignment:** Visit the Springs (such as Ichetucknee, Boulware, Poe, etc), a beach or a local park and create a brochure informing others of the ways that we can change our behavior to protect our natural resources. Due on **Friday, September 22nd**.
Week 6	• **Topic:** Issues of food security • **Summary:** We struggle locally and globally with feeding our growing population; to exacerbate this issue, the World Health Organization has declared obesity a global epidemic! Throughout the week we discuss the interactions between people and food and how we can work towards a future where no one is hungry. • **Assignment:** Consider potential solutions to wicked problems society faces (global hunger, climate change, disease, etc) and do a benefit-cost analysis for those solutions. Reflect on why society has not managed to address the problem. Due on **Friday, September 29th.**
Module 3: Food Systems	
Week 7	• **Topic:** Food Systems Introduction • **Summary:** All food systems begin in a local context but not all food is destined to stay in that community. When food is produced at scale, it becomes largely disconnected from this local context and yet, locally grown food provides an anchor for a community to thrive. This week differentiates between a food system and a sustainable food system and draws attention to more than just the supply chain.
Week 8	• **Topic**: From Field to Fork • **Summary**: This week, we take a closer look at the impacts of locally grown food and consider why our food system is the way that it is. Two of the three days this week will be spent visiting our school garden and reflecting on the impacts of a local food resource on the surrounding community. • **Experiential Learning Assignment**: Assignment co-created with Field and Fork due on **Monday, October 16th**.
Week 9	• **Topic:** Market structures in agriculture • **Summary:** To overcome the challenges for "small" or "local" agriculture, some market structures such as community supported agriculture (CSA), farmer's markets, and farm to table events have risen to increase the profitability of LGF. These unique market structures will be discussed in detail making comparisons in these market

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Week	Topics, Homework, and Assignments
	structures (short supply chain) to "traditional" food market structure (long supply chain). • **Assignment:** Module 3 Assignment (infographic of your meal using LGF) due on **Monday, October 22nd.**
Module 4: Agricultural Tourism	
Week 10	• **Topic:** Farm Profitability • **Summary:** Farm margins are small and shrinking every day. This week defines what is meant by "profitability" and looks at data related to farm profitability. We explore the experience economy, branding, and direct marketing opportunities as opportunities to improve farm profitability.
Week 11	• **Topic:** Food and agrarian culture • **Summary:** Food culture encompasses the way we cultivate, prepare, serve, and eat food. It truly brings people together in an way that is both educational but also spiritual. This week we explore how non-pecuniary things like heritage, culture, and diet influence our views on food and an agrarian society. • **Experiential Learning Assignment:** Attend and reflect on a fall festival in Gainesville or elsewhere in Florida. Gainesville options include "Buy a Pumpkin, Feed a Child", Amber Brooks Farm, Coon Hollo, or Roger's farm. The assignment is due on **Friday, November 3rd**.
Week 12	• **Topic:** Farm policy • **Summary:** Our agricultural policies can make or break an industry and create incentive structures that can either help or hurt the local food movement. This week explores more nuance in agricultural policies with case studies specific to breweries and alcohol taxation policies across US states. • **Assignments:** Module 4 Assignment due **Monday, November 13th** (presentation of an agritourism operation)
Module 5: Sustainable Eco and Agritourism	
Week 13 – Week 14	• **Topic:** Development through tourism • **Summary:** Many of the wicked problems that society faces boil down to the problems of inequality. How we define "sustainable" development is important because assuming that economic growth leads to universal benefits fails to recognize the challenges associated with meeting the needs of today balanced against the needs of tomorrow. This week begins to tie course topics together in this final module.
Week 15	• **Topic:** Ecotourism • **Summary**: Tiktok videos of catastrophe, celebrities making films about climate change, and a thirst for the "experience" economy bring to light ideas about environmental stewardship to the public eye. At the same time, there is degradation that occurs anytime someone visits a natural site. This week, we explore how to care for the environment as we degrade it. • **Experiential Learning Assignment:** Reflect on the sustainability of tourism venues that you are familiar with and how they help or hurt current and future generations. Due on **Wednesday, November 29th**.
Week 16	• **Topic:** Bringing people together—solutions for wicked problems

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Week	Topics, Homework, and Assignments
	• **Summary:** This week, we will discuss how we can create a better world through a reconnection of people to the environment. • **Assignment:** Module 5 assessment due on **Wednesday, December 6th**. In this assessment, you will need to evaluate different perspectives viewpoints on agri and eco-tourism as a solution to wicked problems.
Your final excursion presentations are due on eLearning on Monday, December 11th by noon.	

IV. Student Learning Outcomes (SLOs)

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

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*	
Define agritourism, ecotourism and gastro tourism domestically and internationally. Identify characteristics of social ecological systems domestically and internationally. Define a sustainable food system and identify challenges in achieving a sustainable food system Create a budget for an agri-eco-gastro tourism excursion in an international context utilizing as many local resources as possible and minimizing environmental degradation. Achieved through lectures, readings, weekly assignments, and the final excursion presentation.	N, S
Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*	
Create mental models that capture the complexity and hope within our social-ecological-systems to solve some of the biggest problems facing humanity. Contribute to a roundtable discussion on a wicked problem related to our food and/or ecosystems. Achieved through module assignments and class discussions/readings.	S
Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*	
Communicate avenues of progress for a wicked problem and relate to diverse perspectives relevant to a problem in an international context. Reflect on excursions and connect experiences to the course material in a written format Make presentations about experiences, phenomena, and plans in both formal (presentations) and informal (class discussion) ways.	N, S

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Achieved through module assignments, reflection journals, and final excursion report.	
Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*	
Engage with our natural and agri-food system by taking excursions and reflecting on these experiences. Incorporate readings from the course into creative works and intellectual discourse. Achieved through participating and reflecting on at least 4 of the experiential learning opportunities and participating in classroom discussions/assignments.	S

N – International Designation -- this designation is always in conjunction with another program area. Courses with International should demonstrate that a majority of the course addresses International content and engagement and it should be a substantial, defining feature of the course. International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

S – Social and Behavioral Sciences Designation -- Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

As mentioned above, you must participate in at least 5 experiential learning opportunities either independently or with a group. The following are the assignments and their associated due dates:

Module 1 Experiential Learning Reflection: Visit a local farmer's market and talk to a local farmer. In Gainesville there are several options that are fairly easy to get to: Shopping - Events in Gainesville and What's Good in Alachua County, FL (visitgainesville.com). You must ask each farmer at least 5 questions about 1) how long they have been farming 2) what kinds of goods do they produce 3) do they have any special farming practices or varieties that make their products unique 4) why they decided to get into farming 5) whether they ever host people on their farm or educate the public about agriculture and why or why not. After interviewing the farmer and taking pictures of the event and farm stands, reflect on that conversation and the experience of visiting the farmer's market. Finally, create a "map" of the farmer's market that reflects the character of the place and the market participants using canva or another program. More details will be provided on eLearning including a grading rubric.

Module 2 Experiential Learning Reflection: Visit the Springs (such as Ichetucknee, Boulware, Poe, etc), a beach or a local park and create a call to action Instagram post informing others of the ways that

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we can change our behavior to protect our natural resources. Take pictures of the location (including at least one photo with you in it) that illustrate the concerns that you have for the preservation of the resource. Reflect on the experience and why you think that the resource you accessed is worth preserving. More details will be provided on eLearning including a grading rubric.

Module 3 Experiential Learning Reflection: Visit the UF Field and Fork Gardens and create a self-guided tour of the garden that is oriented towards a special interest such as pollinators, sustainable production, global foods, mindfulness/mental health tour, bat tour (night), etc. Use canva or another visual platform to provide an overview of the tour and then go into details about each of the items that they will see/experience in the garden (see for example, the UF self-guided tour or Austin self-guided tours—although our bats are better than their bats!). Finally, reflect on the garden as a resource for the campus community and how it plays an important role in the sustainability of the UF food system. More details will be provided on eLearning including a grading rubric.

Module 4 Experiential Learning Reflection: Attend and reflect on a fall festival in Gainesville or elsewhere in Florida. Gainesville options include "Buy a Pumpkin, Feed a Child", Amber Brooks Farm, Coon Hollo, or Crossroads Farm and Apiary. Reflect on how the fall festival offerings display local culture, traditions, and agriculture. Create a brochure that highlights the opportunities available to you at this venue with pictures that you took at the event. More details will be provided on eLearning including a grading rubric.

Module 5 Experiential Learning Reflection: Given what you have learned through the semester about agriculture, nature, and sustainable tourism, reflect on the sustainability of one tourism venue that you are familiar with and how they help or hurt current and future generations. Using mind-mapping software/techniques (either in canva or plectica), map the reasons that the current operation is (or is not) sustainable. Next, describe how the business or entity could change their business, processes, or supply chain in order to have a more sustainable operation. More details will be provided on eLearning including a grading rubric.

2. Details of Self-Reflection Component

As described above, you must reflect on your experiential learning opportunities described above. With each reflection, you will do one creative work and provide a written reflection on your experience. While some of the experiences may have different questions for the reflection, most will follow this format:

1. Describe the operation: Where did you go and what did you do? How many other people were at the venue and what were they doing? Was there an educational component to the activity? If so, was this passive or active?
2. Reflect on your experience: How did you feel at the location? What sorts of natural amenities were there at the location and what was the quality of these amenities? Would this be an experience you would recommend to others? What do you think would be similar or different if this excursion took place in a different country? What role did "seasonality" play in the experience?
3. Assess the value of the experience: How much of your resources (time and money) did you spend at this venue? How does that compare to what the experience was worth to you? Do you think this experience would have value to others? What are the barriers that others may face to accessing this experience? How might this differ internationally?

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VI. Required Policies

Attendance Policy

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

Students Requiring Accommodation

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

UF Evaluations Process

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

University Honesty Policy

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

Counseling and Wellness Center

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

The Writing Studio

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

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In-Class Recordings

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

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

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

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Report Comments

INTRODUCTION

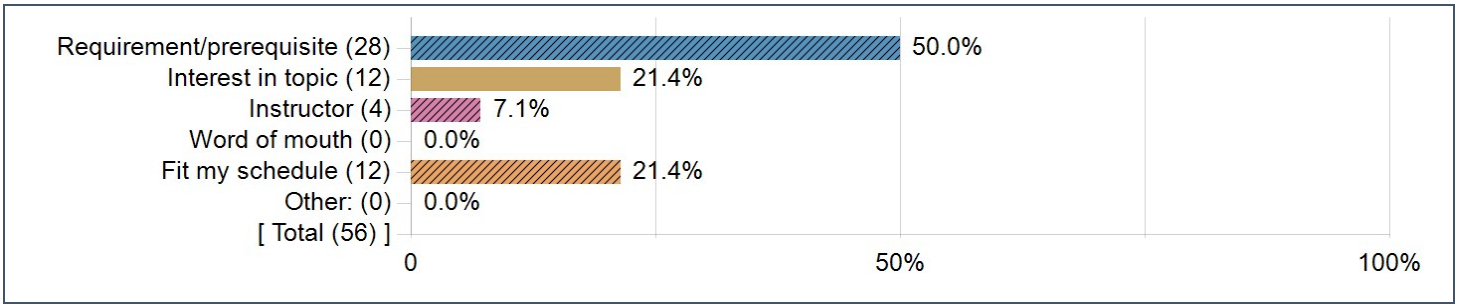
Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals system. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!

Chris Hass, Ph.D.
Associate Provost for Academic and Faculty Affairs

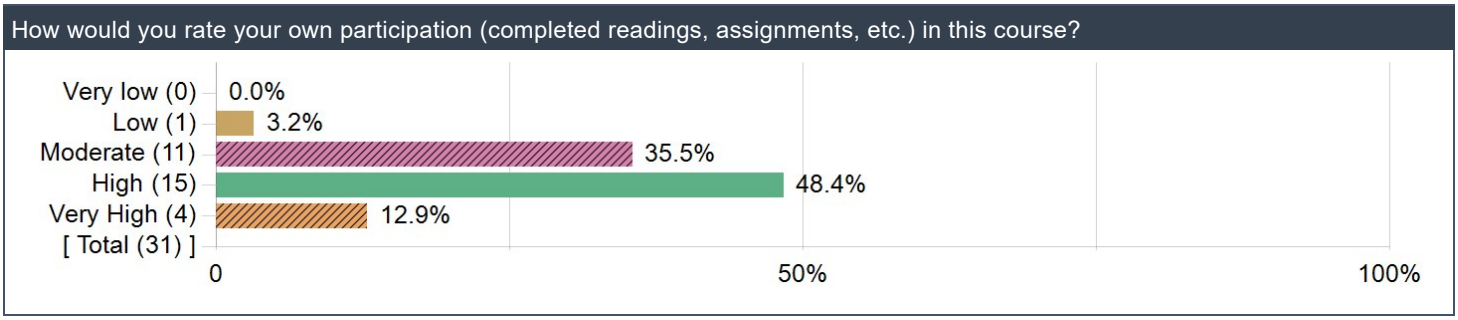
Creation Date: **Saturday, May 20, 2023**

Student Self-Evaluation Questions

Why did you take this course?



How would you rate your own participation (completed readings, assignments, etc.) in this course?



Comparative Evaluation Results

University Core Instructor Evaluation Questions

	Response Rate	Mean	IM	SD	DPT Mean	DPT IM	College Mean	College IM
The instructor was enthusiastic about the course.	41.3%	4.97	4.98	0.18	4.58	4.78	4.48	4.73
The instructor explained material clearly and in a way that enhanced my understanding.	41.3%	4.81	4.88	0.40	4.35	4.64	4.23	4.57
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	41.3%	4.87	4.93	0.34	4.41	4.68	4.40	4.67
The instructor fostered a positive learning environment that engaged students.	41.3%	4.97	4.98	0.18	4.44	4.71	4.35	4.65
The instructor provided prompt and meaningful feedback on my work and performance in the course.	41.3%	4.71	4.83	0.53	4.29	4.63	4.17	4.55
The instructor was instrumental to my learning in the course.	41.3%	4.71	4.88	0.69	4.22	4.61	4.11	4.54
Overall	41.3%	4.84	-	0.43	4.38	-	4.29	-

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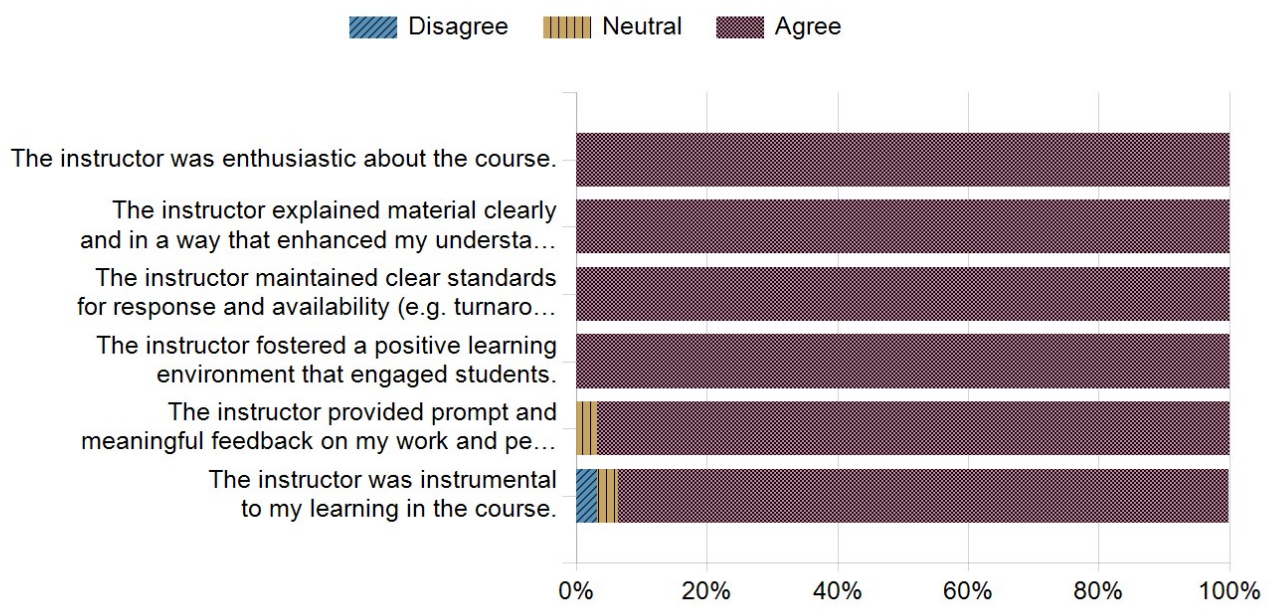
University Core Course Evaluation Questions

	Response Rate	Mean	IM	SD	DPT Mean	DPT IM	College Mean	College IM
Course content (e.g., readings, activities, assignments) was relevant & useful.	41.3%	4.06	4.14	0.89	4.03	4.17	4.19	4.30
The course fostered regular interaction between student and instructor.	41.3%	4.35	4.46	0.71	4.12	4.32	3.98	4.18
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	41.3%	4.03	4.25	1.08	4.00	4.19	4.14	4.29
Overall, this course was a valuable educational experience.	41.3%	4.19	4.36	0.91	4.01	4.23	4.18	4.35
Overall	41.3%	4.16	-	0.91	4.04	-	4.12	-

Aggregate Evaluation Results

University Core Instructor Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



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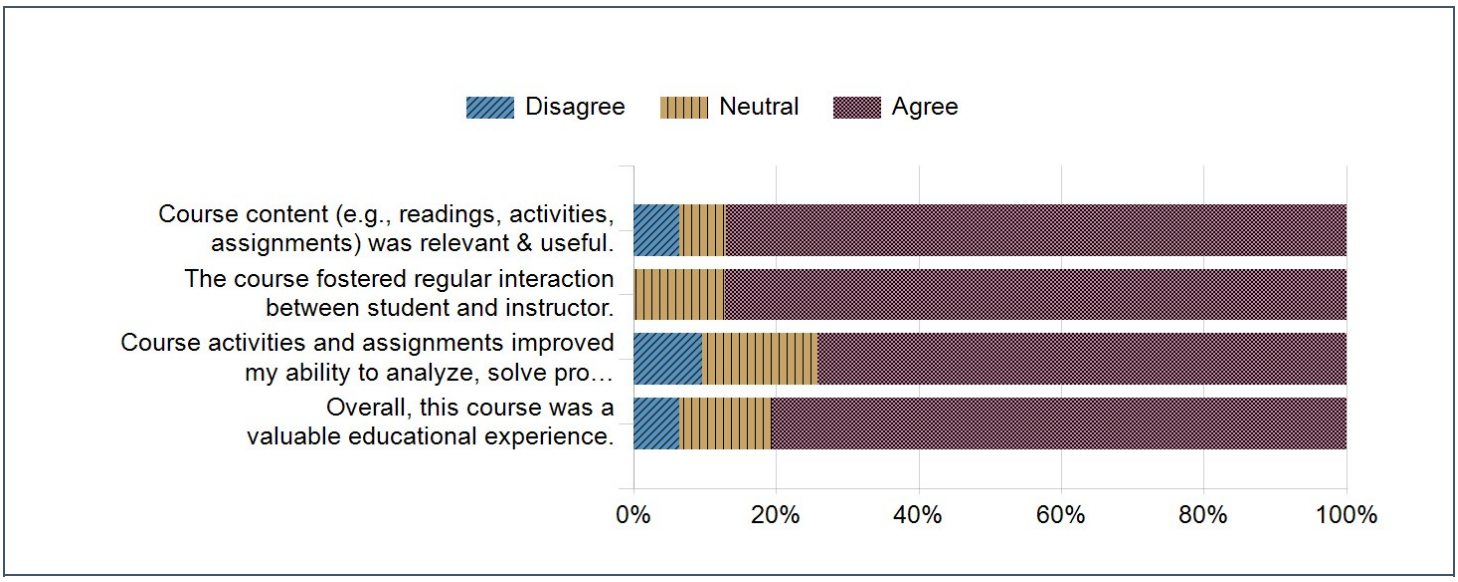
University Core Course Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



Percentages Evaluation Results

University Core Instructor Evaluation Questions

	%(1)	%(2)	%(3)	%(4)	%(5)	Count	Mean	Median	SD
The instructor was enthusiastic about the course.	0.0%	0.0%	0.0%	3.2%	96.8%	31	4.97	5.00	0.18
The instructor explained material clearly and in a way that enhanced my understanding.	0.0%	0.0%	0.0%	19.4%	80.6%	31	4.81	5.00	0.40
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	0.0%	0.0%	0.0%	12.9%	87.1%	31	4.87	5.00	0.34
The instructor fostered a positive learning environment that engaged students.	0.0%	0.0%	0.0%	3.2%	96.8%	31	4.97	5.00	0.18
The instructor provided prompt and meaningful feedback on my work and performance in the course.	0.0%	0.0%	3.2%	22.6%	74.2%	31	4.71	5.00	0.53
The instructor was instrumental to my learning in the course.	0.0%	3.2%	3.2%	12.9%	80.6%	31	4.71	5.00	0.69

University Core Course Evaluation Questions

	%(1)	%(2)	%(3)	%(4)	%(5)	Count	Mean	Median	SD
Course content (e.g., readings, activities, assignments) was relevant & useful.	3.2%	3.2%	6.5%	58.1%	29.0%	31	4.06	4.00	0.89
The course fostered regular interaction between student and instructor.	0.0%	0.0%	12.9%	38.7%	48.4%	31	4.35	4.00	0.71
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	3.2%	6.5%	16.1%	32.3%	41.9%	31	4.03	4.00	1.08
Overall, this course was a valuable educational experience.	0.0%	6.5%	12.9%	35.5%	45.2%	31	4.19	4.00	0.91

For additional information and resources in each of these question areas, please visit the GatorEvals Website at https://gatorevals.aa.ufl.edu/resources--policies/question-set/

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UF/IFAS
Food and Resource Economics Department

1167 McCarty Hall
PO Box 110240
Gainesville, FL 32611-0240
352-294-7639
352-846-0988 Fax

Dear Curriculum Committee,

I have submitted a request to make my IDS2935: Agritourism and Food Systems course a permanent offering within Food and Resource Economics. I would like for it to maintain its Quest2, social science, and international designations. I first taught this course in Spring 2023. It was well-received by students (see attached evaluations). Based on the student feedback that I received, I made a few small changes:

1. I changed how I keep attendance/participation. In Spring I used Mentimeter which students indicated it was easy to cheat so I switched this semester to paper-based active learning activities for each class. Students enjoy the break in content to grapple with the material in an applied and fun way.
2. I updated the experiential learning assignments to be a variety of planned excursions/reflections rather than just doing the same thing (a brochure) for all 5 experiential learning reflections.
3. The grade composition changed slightly so that students cannot drop any of their experiential learning assessments or module assessments.

Thank you for considering this course for permanent designation. Please let me know if you have any questions.

Best Regards,

Misti Sharp, PhD
Instructional Associate Professor and Undergraduate Coordinator
IFAS | CALS | Food and Resource Economics Department
mistisharp@ufl.edu | 352-294-7632
University of Florida

Cover Sheet: Request 19660

Request permanent course number for ANS 4932 Dairy Farm Evaluation

Info

Process	Course|New|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Izabella Toledo izatol@ufl.edu
Created	3/4/2024 2:43:08 PM
Updated	3/18/2024 12:14:30 PM
Description of request	This is a joint course being offered to both undergraduate and graduate students. Under this request number (19649) we request a permanent number for the undergraduate course. The ANS 4932 Dairy Farm Evaluation Course has been offered for several semester as a special topic and now we are requesting a permanent course number. The graduate course has an additional learning outcome and >20% differentiation compared to the undergraduate ANS 4932 course. We have uploaded a document titled Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses".

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Albert De Vries		3/4/2024
Dairy Farm Evaluation Course Syllabus ANS4XXX.docx Dairy Farm Evaluation Course Syllabus ANS6XXX.docx Dairy Farm Evaluation Course Syllabus ANS4932 ANS6932 FALL2023.docx Differences in assignments between ANS4XXX and ANS6XXX.docx					3/4/2024 3/4/2024 3/4/2024 3/4/2024
College	Pending	CALS - College of Agricultural and Life Sciences			3/4/2024
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|New for request 19660

Info

Request: Request permanent course number for ANS 4932 Dairy Farm Evaluation
Description of request: This is a joint course being offered to both undergraduate and graduate students.
Under this request number (19649) we request a permanent number for the undergraduate course.
The ANS 4932 Dairy Farm Evaluation Course has been offered for several semester as a special topic and now we are requesting a permanent course number. The graduate course has an additional learning outcome and >20% differentiation compared to the undergraduate ANS 4932 course.
We have uploaded a document titled Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses".

Submitter: Izabella Toledo izatol@ufl.edu
Created: 3/4/2024 2:35:13 PM
Form version: 1

Responses

Recommended Prefix ANS
Course Level 4

Course Number 932
Lab Code L
Category of Instruction Joint (Ugrad/Grad)
Course Title Dairy Farm Evaluation
Transcript Title Dairy Farm Evaluation
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing Yes
Co-Listing Explanation This is a joint course being offered to both undergraduate and graduate students.
We are requesting a permanent number for the undergraduate course.
The ANS 6932 Dairy Farm Evaluation Course has been offered for several semester as a special topic and now we are requesting a permanent course number. The graduate course has an additional learning outcome and >20% differentiation compared to the undergraduate ANS 4932 course.
We have uploaded a document titled "Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses".
Effective Term Fall
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 4
Course Description The course is designed to enable students to learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout the course, the students should be able to analyze, present and discuss case studies, and by the end, students should be able to present a summary of a dairy farm's weaknesses and be able to present opportunities for

Original file: Submitted form version 1.pdf

improvement with a budget.

Co-requisites None
Prerequisites ANS 3006 Introduction to Animal Science
Rationale and Placement in Curriculum The course is designed to enable students to learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout the course, the students should be able to analyze, present and discuss case studies, and by the end, students should be able to present a summary of a dairy farm's weaknesses and be able to present opportunities for improvement with a budget.

Course Objectives Upon completion of this course, Undergraduate students will be able to:
• Develop a hands-on understanding of the fundamentals of evaluating dairy farm performance.
• Discuss important concepts in dairy cattle management, including facilities, nutrition, lactation, genetics, and economics.
• Retrieve, analyze and interpret data from the Dairy Comp software.
• Propose ways to improve dairy management systems.

Graduate Students:
• Develop a hands-on understanding of the fundamentals of evaluating dairy farm performance.
• Discuss important concepts in dairy cattle management, including facilities, nutrition, lactation, genetics, and economics.
• Retrieve data from the Dairy Comp software.
• Propose ways to improve dairy management systems.
• Read, interpret and discuss peer reviewed scientific articles related to dairy farm management.

Course Textbook(s) and/or Other Assigned Reading There is no assigned textbook for this class.

The following reading materials are required for Graduate students' consultation:

• Large Dairy Herd Management. C.J. Wilcox and H.H. Van Horn
• Cow Signals: A practical guide for dairy farm management. RoodBond Publishers
• Dairy Production Medicine. Carlos Risco and Pedro Melendez Retamal. Wiley 2011.
• Economic value of pregnancy in dairy cattle. A. De Bries. 2006. Doi https://doi.org/10.3168/jds.S0022-0302(06)72430-4
• Economic evaluation of dairy cow stocking density. A. De Vries, H. Dechassa and H. Hogeveen. 2018. https://edis.ifas.ufl.edu/publication/AN346
• Economic feasibility of cooling dry cows: Findings and spreadsheet. F. Ferreira, G. Dahl and A. De Vries. 2018. https://edis.ifas.ufl.edu/publication/AN342

Weekly Schedule of Topics Monday 6th period (12:50 – 1:40 PM) - Classroom 201
Wednesday 5-7th period (11:45- 02:45PM)- Dairy Unit or TBA
Lectures Schedule
Week 1
• Introduction to dairy farm evaluation: Overall view of dairy farm operations
• Introduction to evaluation of farm financials/Partial budget
• Partial budget hands on practice
• Project Assignment
Week 2
• Introduction to DairyComp: Key performance indicators
• DairyComp hands on practice
Week 3
• Cow facilities
• Visit to the Dairy Unit: Cow facilities observation and evaluation.
• Case study 1 assignment
Week 4
• Case study 1 presentation
• Reproduction protocols and key performance indicators*
• Evaluating reproduction on DairyComp: genetics and beef on dairy
Week 5
• Nutrition

Original file: Submitted form version 1.pdf

• Visit to the Dairy Unit: Nutrition lab
• Case study 2 assignment
Week 6
• Case study 2 presentation
• Visit to the Dairy Unit: BCS and lameness evaluation
Week 7
• No Class/ ANS Symposium
Week 8
• Calf and heifer management
• Visit to the Dairy Unit: Calf unit
• Case study 3 assignment
Week 9
• Case study 3 presentation
• Milk production, milking parlor, milking equipment, milking procedures, SCC and mastitis
• Evaluating milk production, parlor performance, SCC and mastitis on DairyComp
Week 10
• Visit to a commercial dairy farm.
Week 11
• Graduate students project presentations
Week 12
• No Class- HOLIDAY
Week 13
• Graduate students' presentations
Week 14
• No class- HOLIDAY
Week 15
• Project Presentations
*Guest Lecturer
Schedule subject to change.
Important dates
• August 25 - First day of class
• September 15 – Case study 1 presentation
• September 29 – Case study 2 presentation
• October 27 – Case study 3 presentation
• November 3- Commercial dairy farm visit and evaluation
• November 17- Graduate student presentation
• December 1- Project presentations

Grading Scheme Undergraduate Students:
• 45% - Case Studies: Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
• 55% - Final Presentation: Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.
Grading Scale
A= 90.0-100% B= 80.0-89.9% C= 70.0-79.9% D= 60.0-69.9% F= < 59.9%

Graduate Students:
• 45% - Case Studies: Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
• 25% - Final Presentation: Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.
• 30%- Graduate Project: Topics to be arranged. Student will be asked to develop a paper/project using information gathered during the course with scientific emphasis. This is an individual project that will be presented at the end of the semester.
Grading Scale
A= 90.0-100% B= 80.0-89.9% C= 70.0-79.9% D= 60.0-69.9% F= < 59.9%

Original file: Submitted form version 1.pdf

Instructor(s) Izabella M. Michelon Toledo
Attendance & Make-up Yes
Accomodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

Original file: Submitted form version 1.pdf

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.

I.T. 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/.

I.T. 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.

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

I.T. 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.

I.T. 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.

I.T. 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.

Original file: CheckList.pdf

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

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

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

I.T. 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.

I.T. 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.

I.T. 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.

I.T. 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)

Original file: CheckList.pdf

Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses

Graduate Syllabus

Required reading material and textbooks:

There is no assigned textbook for this class. The following reading materials are required for the students' consultation:

- Large Dairy Herd Management. C.J. Wilcox and H.H. Van Horn
- Cow Signals: A practical guide for dairy farm management. RoodBond Publishers
- Dairy Production Medicine. Carlos Risco and Pedro Melendez Retamal. Wiley 2011.
- Economic value of pregnancy in dairy cattle. A. De Bries. 2006. Doi https://doi.org/10.3168/jds.S0022-0302(06)72430-4
- Economic evaluation of dairy cow stocking density. A. De Vries, H. Dechassa and H. Hogeveen. 2018. https://edis.ifas.ufl.edu/publication/AN346
- Economic feasibility of cooling dry cows: Findings and spreadsheet. F. Ferreira, G. Dahl and A. De Vries. 2018. https://edis.ifas.ufl.edu/publication/AN342

Grading

- **45% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **25% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.
- **30%- Graduate Project:** Topics to be arranged. Student will be asked to develop a paper/project using information gathered during the course with scientific emphasis. This is an individual project that will be presented at the end of the semester.

Undergraduate Syllabus

Grading

- **45% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **55% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.

Course Syllabus 2023

ANS 4932 – Special Topics in Animal Sciences: Dairy Farm Evaluation

ANS 6932 - Special Topics in Animal Science: Dairy Farm Evaluation

2 credits

Friday 7-9th period (1:55 – 4:55 PM) - Classroom 155, Dairy Unit or TBA

https://one.uf.edu/soc/?category=%22CWSP%22&term=%222238%22&course-code=%22ans%22

Instructors

Dr. Izabella Toledo. Extension Scientist. Office is room 204F in the Dairy Science building. Office hours are when mutually convenient. Office phone number (352) 294-6987.

Dr. Albert De Vries. Professor. Office is room 100C in the Animal Science building. Office hours are the hour after each class or when mutually convenient. Office phone number (352) 294-6983.

When the course has started, all communication with the instructors must be through Canvas. We are here to help students learn and grow, and the course will be fun with everyone's engagement and effort.

Teaching Assistant

Anna Hanson. M.S. Student. Located in room 104C in the Dairy Science building. Office hours when mutually convenient. Cell number (563) 419-7423. Email ahanson2@ufl.edu

Course Description

Dairy Farm Evaluation is designed to enable students to learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout the course, the students should be able to analyze, present and discuss case studies, and by the end of the course, students should be able to present a summary of a dairy farm's weaknesses and be able to present opportunities for improvement with a budget. This class is not only a dairy management course, but also training for the National Dairy Challenge Contest and Academy event planned to be held in November of 2023. See https://www.dairychallenge.org/. Participation in the National Dairy Challenge Contest or Academy does not affect your final grade.

Prerequisite

We expect that the student has taken ANS 3006 Introduction to Animal Science in order to have some familiarity with dairy cattle. It is preferable (but not required) that the student is a member of the UF Dairy Science Club or has some previous dairy experience or has taken ANS 3251 Biology and

Management of Dairy Cattle. Contact an instructor if you are uncertain if this class is a good fit for you. We do not assume much basic dairy knowledge, but the class is fast paced.

Course Goals and Risks

Students will develop a hands-on understanding of the fundamentals of evaluating dairy farm performance. To effectively evaluate the farms, we will walk behind the cows and heifers in their manure. Students may get dirty and should bring rubber boots. Plastic boots will not be provided for everyone, except for farm visits.

We will be working with dairy young stock and cows, including touching and moving. Working with livestock is inherently risky. Many of these animals are capable of (but not likely to) injuring people, especially when they are in the fight or flight mode inspired by a stressful situation. The instructors will work to provide students with the ability to manage livestock with minimal stress, thus lowering the risk of injury to people and animals. The University of Florida is not liable for illness or injuries to students participating in coursework per university policy.

We will provide a van to drive from the Animal Sciences Building to the Dairy Unit and to farm visits. Students are allowed to drive their own vehicles to the Dairy unit but not to the farm visits. However, UF is not assuming any responsibility for accidents or damages to your vehicles associated with this course.

Class Attendance

This is a hands-on class, and your physical participation is important for learning. Requirements for class attendance and make-up work, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. Class attendance from start to finish each week is required. It is the student's responsibility to sign the attendance sheet at the beginning of each class. Every student is allowed to miss 1 class unexcused. If a student misses (part of) a class, either excused or unexcused, it is the responsibility of the student to catch up on the material covered. Talk with your classmates or find the handouts on the course website. Use of cell phones is not allowed during class time, unless permission is given. These policies are in place to make learning as successful and pleasant as possible for everybody. Exceptions to these rules are unlikely granted and should not be expected.

Course Website and Communication

The course website is through http://elearning.ufl.edu. We will use the website to primarily to post materials and announcements. All electronic communication between students and instructors should occur through Canvas.

Text and Material Covered

No text is assigned for this course. Students may be asked to read assigned readings posted on the website and turn in assignments.

Guidelines on scoring will be shared with students.

Grading

Undergraduate Students

- **25% - Class participation:** Students need to sign in at the start of each practicum. Participation means being engaged during the entire class period. Unsatisfactory participation or unsatisfactory assignment may result in a loss of points.
- **45% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **30% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.

Graduate Students

- **25% - Class participation:** Students need to sign in at the start of each practicum. Participation means being engaged during the entire class period. Unsatisfactory participation or unsatisfactory assignment may result in a loss of points.
- **25% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **25% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.
- **25%- Graduate Project:** Topics to be arranged. Student will be ask to develop a paper/project using information gathered during the course with scientific emphasis. This is an individual project that will be presented at the end of the semester.

Grading Scale

A= 90-100% **B**= 80-89.9% **C**= 70-79.9% **D**= 60-69.9% **F**= < 60.9%

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

Online Course Evaluation Process

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

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

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/cwc/ o Counseling Services, Groups and Workshops, Outreach and Consultation, SelfHelp Library, Training Programs, Community Provider Database.
- U Matter We Care, www.umatter.ufl.edu
- Career Resource Center, First Floor JWRU, 352-392-1601, www.crc.ufl.edu
- Contact an Animal Sciences undergraduate advisor in room 100

Students with Disabilities

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

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in

preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

ANS 4932 – Special Topics in Animal Sciences: Dairy Farm Evaluation
ANS 6932 - Special Topics in Animal Science: Dairy Farm Evaluation

Friday 7-9th period (1:55 – 4:55 PM) - Classroom 155, Dairy Unit or TBA – Fall 2023 - 2 credits

Week	Date	Time	Topic	Location	Instructor	Due
1	**8/25**	**1:55**	Introduction to dairy farm evaluation: Overall view of dairy farm operations	**155**	Toledo De Vries Hanson	
		2:50	Break			
		3:00	Introduction to evaluation of farm financials/Partial budget			
		3:50	Break			
		4:00	Partial budget hands on practice			
		4:30	**Project Assignment**			
2	**9/1**	**1:55**	Introduction to DairyComp: Key performance indicators	**155**	Toledo Hanson	
		2:50	Break			
		3:00	DairyComp hands on practice			
		3:50	Break			
		4:00	DairyComp hands on practice			
3	**9/8**	**1:55**	Cow facilities **Case study 1 assignment**	**155**	Toledo De Vries Hanson	
		2:55	Drive to the Dairy Unit			
		3:25	Cow facilities: observation and evaluation	**Dairy Unit**		
4	**9/15**	**1:55**	**Case study 1 presentation**	**155**	Toledo De Vries Hanson	**Case study 1**
		2:25	Break			
		2:30	Reproduction protocols and key performance indicators*			
		3:25	Evaluating reproduction on DairyComp, genetics and beef on dairy			
5	**9/22**	**1:55**	Nutrition **Case study 2 assignment**	**155**	Toledo De Vries	
		2:45	Drive to the Dairy Unit			
		3:15	Nutrition Lab	**Dairy Unit**		

6	**9/29**	**1:55**	**Case study 2 presentation**	**155**	De Vries Hanson	**Case study 2**
		2:45	Break			
		2:50	Graduate student presentation introduction			
		3:15	Drive to the Dairy Unit			
		3:45	BCS and lameness evaluation	**Dairy Unit**		
7	**10/6**		*NO CLASS- Homecoming*			
8	**10/13**		*NO CLASS- Graduate Student Symposium*			
9	**10/20**	**1:55**	Calf and heifer management **Case study 3 assignment**	**155**	Toledo Hanson	**Case study 3**
		3:00	Drive to the Calf Unit			
		3:30	Calf and heifer management evaluation	**Calf Unit**		
10	**10/27**	**1:55**	**Case study 3 presentation**	**155**	De Vries Hanson	
		2:45	Break			
		2:55	Milk production, milking parlor, milking equipment, milking procedures, SCC and mastitis			
		3:30	Evaluations on Dairy Comp			
11	**11/3**	**1:55-4:55**	**Visit to a commercial dairy farm**	**TBA**	Toledo De Vries Hanson	
12	**11/10**		*NO CLASS, Holiday*			
13	**11/17**	**1:55**	**Graduate student presentation**	**155**		
14	**11/24**		*NO CLASS, Thanksgiving*			
15	**12/1**	**1:55**	**Project presentations**	**155**		

*Guest Lecturer

Schedule subject to change.

Course Syllabus

ANS 4XXX- Dairy Farm Evaluation

Monday 6th period (12:50 – 1:40 PM) - Classroom 201

Wednesday 5-7th period (11:45- 02:45PM)- Dairy Unit or TBA

2 Credits

Instructor

Dr. Izabella Toledo. Office : room 204F in the Dairy Science building.

Student hours : Monday (11 :50Am- 12 :50PM)

The instructor decides in all cases not covered in this syllabus. Guest instructors may present some of the material. Email only through e-Learning.

Course Description

Dairy Farm Evaluation is designed to enable students to learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout the course, the students should be able to analyze, present and discuss case studies, and by the end of the course, students should be able to present a summary of a dairy farm's weaknesses and be able to present opportunities for improvement with a budget.

Prerequisite

ANS 3006 Introduction to Animal Science.

Course Learning Objectives

Upon completion of this course, students will be able to

- Develop a hands-on understanding of the fundamentals of evaluating dairy farm performance.
-
- Discuss important concepts in dairy cattle management, including facilities, nutrition, lactation, genetics, and economics.
- Retrieve, analyze and interpret data from the Dairy Comp software.
- Propose ways to improve dairy management systems.

Risks

To effectively evaluate the farms, we will walk behind the cows and heifers in their manure. Students may get dirty and should bring rubber boots. Plastic boots will not be provided for everyone, except for farm visits.

We will be working with dairy young stock and cows, including touching and moving. Working with livestock is inherently risky. Many of these animals are capable of (but not likely to) injuring people, especially when they are in the fight or flight mode inspired by a stressful situation. The instructors will work to provide students with the ability to manage livestock with minimal stress, thus lowering the risk of injury to people and animals. The University of Florida is not liable for illness or injuries to students participating in coursework per university policy.

We will provide a van to drive from the Animal Sciences Building to the Dairy Unit and to farm visits. Students are allowed to drive their own vehicles to the Dairy unit but not to the farm visits. However, UF is not assuming any responsibility for accidents or damages to your vehicles associated with this course.

Class Attendance

This is a hands-on class, and your physical participation is important for learning. Requirements for class attendance and make-up work, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. Class attendance from start to finish each week is required. It is the student's responsibility to sign the attendance sheet at the beginning of each class. Every student is allowed to miss 1 class unexcused. If a student misses (part of) a class, either excused or unexcused, it is the responsibility of the student to catch up on the material covered. Talk with your classmates or find the handouts on the course website. Use of cell phones is not allowed during class time, unless permission is given. These policies are in place to make learning as successful and pleasant as possible for everybody. Exceptions to these rules are unlikely granted and should not be expected.

Course Website and Communication

The course website is through http://elearning.ufl.edu. We will use the website to primarily to post materials and announcements. All electronic communication between students and instructors should occur through Canvas.

Text and Material Covered

No text is assigned for this course. Students may be asked to read assigned readings posted on the website and turn in assignments.

Monday 6th period (12:50 – 1:40 PM) - Classroom 201

Wednesday 5-7th period (11:45- 02:45PM)- Dairy Unit or TBA

Lectures Schedule

Week 1

- Introduction to dairy farm evaluation: Overall view of dairy farm operations
- Introduction to evaluation of farm financials/Partial budget
- Partial budget hands on practice
- **Project Assignment**

Week 2

- Introduction to DairyComp: Key performance indicators
- DairyComp hands on practice

Week 3

- Cow facilities
- Visit to the Dairy Unit: Cow facilities observation and evaluation.
- **Case study 1 assignment**

Week 4

- **Case study 1 presentation**
- Reproduction protocols and key performance indicators*
- Evaluating reproduction on DairyComp: genetics and beef on dairy

Week 5

- Nutrition
- Visit to the Dairy Unit: Nutrition lab
- **Case study 2 assignment**

Week 6

- **Case study 2 presentation**
- Visit to the Dairy Unit: BCS and lameness evaluation

Week 7

- **No Class/ ANS Symposium**

Week 8

- Calf and heifer management
- Visit to the Dairy Unit: Calf unit
- **Case study 3 assignment**

Week 9

- **Case study 3 presentation**
- Milk production, milking parlor, milking equipment, milking procedures, SCC and mastitis
- Evaluating milk production, parlor performance, SCC and mastitis on DairyComp

Week 10

- Visit to a commercial dairy farm.

Week 11

- **Graduate students project presentations**

Week 12

- **No Class- HOLIDAY**

Week 13

- **Graduate students' presentations**

Week 14

- **No class- HOLIDAY**

Week 15

- **Project Presentations**

*Guest Lecturer

Schedule subject to change.

Important dates

- August 25 - First day of class
- September 15 – Case study 1 presentation

- September 29 – Case study 2 presentation
- October 27 – Case study 3 presentation
- November 3- Commercial dairy farm visit and evaluation
- December 1- Project presentations

Grading

- **45% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **55% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.

Grading Scale

A= 90.0-100% **B**= 80.0-89.9% **C**= 70.0-79.9% **D**= 60.0-69.9% **F**= < 59.9%

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

*Guidelines on scoring will be shared with students.

Attendance and Make-Up Work

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

Online Course Evaluation Process

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

Academic Honesty

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

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

http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Software Use

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

Services for Students with Disabilities

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

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

Campus Helping Resources

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

• *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,*

www.counseling.ufl.edu

Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Wellness Coaching

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

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

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

Student Complaints:

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

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

Additional information

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

Cover Sheet: Request 19503

Updates to HUN4445

Info

Process	Course|Modify|Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Laura Acosta ljacosta@ufl.edu
Created	1/31/2024 9:35:59 PM
Updated	2/16/2024 12:47:16 PM
Description of request	Request to update objectives, credits, and pre-requisites for HUN4445.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food Science and Human Nutrition 60150000	Renee Goodrich		2/16/2024
Syllabus Spring 2024 - HUN4445 - Current.pdf Proposed New Syllabus - HUN4445.pdf					1/31/2024 1/31/2024
College	Pending	CALS - College of Agricultural and Life Sciences			2/16/2024
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Course|Modify for request 19503

Info

Request: Updates to HUN4445
Description of request: Request to update objectives, credits, and pre-requisites for HUN4445.
Submitter: Laura Acosta ljacosta@ufl.edu
Created: 11/8/2023 9:22:58 AM
Form version: 1

Responses

Current Prefix HUN
Course Level 4

Rationale for 5000 level course request n/a
Lab Code None
Number 445
Course Title Nutrition and Disease: Part 1
Effective Term Earliest Available
Effective Year Earliest Available
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

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

Change S/U Only? No

Change Contact Type? No

Course Type Lecture

Change Rotating Topic Designation? No

Change Repeatable Credit? No

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

Original file: Submitted form version 1.pdf

Change Course Objectives Yes
Current Course Objectives
1. Describe how to conduct a comprehensive nutrition assessment
2. Describe the etiology, symptoms, clinical findings and pathophysiology associated with diseases and conditions covered in this course.
3. Describe the nutritional management of the diseases and conditions covered in this course.
7. Differentiate between enteral and parenteral nutrition; identify appropriate situations for using these feeding modalities; calculate the energy, protein and fluid content of formulas; and make appropriate recommendations with regard to initiation and monitoring of enteral and parenteral solutions.
8. Evaluate the impact of food/nutrient-drug interactions on nutritional status and drug efficacy and recommend appropriate intervention strategies.
9. Describe research designs used in nutrition research and discuss their strengths and limitations and the features that increase confidence that results are valid.

Proposed Course Objectives
1. Describe how to conduct a comprehensive nutrition assessment.
2. Describe the etiology, symptoms, clinical findings and pathophysiology associated with diseases and conditions covered in this course.
3. Describe the nutritional management of the diseases and conditions covered in this course.
4. Identify key structures within and related to the gastrointestinal anatomy.
5. Integrate knowledge of digestive and absorptive physiology to evaluate the appropriateness of nutrition support interventions for various patients.
6. Integrate foundational knowledge of big data analysis, including the use of high-power computing and artificial intelligence, to describe how reference ranges for nutritionally-relevant laboratory values are determined.
7. Differentiate between enteral and parenteral nutrition; identify appropriate situations for using these feeding modalities; calculate the energy, protein and fluid content of formulas; and make appropriate recommendations with regard to initiation and monitoring of enteral and parenteral solutions.
8. Evaluate the impact of food/nutrient-drug interactions on nutritional status and drug efficacy and recommend appropriate intervention strategies.
9. Describe research designs used in nutrition research and discuss their strengths and limitations and the features that increase confidence that results are valid.

Change Prerequisites? Yes
Current Prerequisites Prerequisites: HUN2201 & CHM2211

Proposed Prerequisites Prerequisites: HUN2201 & (CHM2211 or CHM2200)

Change Co-requisites? No

Rationale Change #1: Update to 3 credits
Rationale: Increasing from 2 credits to 3 credits is necessary to accommodate the addition of new objectives in the course.

Change #2: Addition of new objectives
Rationale: Addition of content in gastrointestinal anatomy, digestion and absorption provides enhanced pedagogical scaffolding for advanced concepts in nutrition support. Addition of data analysis content enhances curriculum toward discipline relevance in alignment with the university's AI initiative and in support of Student Learning Outcome #4 for our Nutritional Sciences major ("Analyze data and interpret results in the nutritional sciences.")

Change #3: Update pre-requisites
Rationale: Updating the pre-requisites to include/represent both organic chemistry sequences offered by the university is appropriate, as the content and objectives for both courses (CHM2211 and CHM2200) provide sufficient background for success in HUN4445.

Original file: Submitted form version 1.pdf

Differences from current syllabus are highlighted in yellow for ease of identifying proposed changes

HUN4445
Nutrition and Disease – Part 1
[Semester and Year]
[Class Number]

Instructor

Laura Acosta, DCN, RDN, LD/N
Campus Office: Building 120, Room 104D
Campus Phone: 352-273-3472
Email (preferred contact method): ljacosta@ufl.edu
Please use my UFL email, NOT Canvas email!
Office Hours:

- 3:00-4:30pm on Thursdays by appointment (email for appointment time).
  - Zoom link posted on Canvas.
- I may also be able to accommodate occasional appointments on other days. Please email if Thursdays do not work for you and we will arrange an alternate day.
- All office hours will be held on Zoom unless otherwise arranged.

Teaching Assistant

[TA's Name]
[TA's contact information and office hours]

Course Location & Meeting Times

This is an online, synchronous course. We will meet on Zoom on Tuesdays 1:55-2:45 (7th period) and Thursdays 1:55-3:50pm (7th-8th periods)

Tuesday Zoom Classroom:
Link: [Zoom link here]
Meeting ID: [Meeting ID posted here]
Passcode: [Passcode posted here]

Thursday Zoom Classroom:
Link: [Zoom link here]
Meeting ID: [Meeting ID posted here]
Passcode: [Passcode posted here]

Recording Policies

Note that our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. 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. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Students are allowed to record their own video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course Description

Part one of a two-semester sequence that focuses on assessing the nutritional status of individuals and on the biochemical and pathophysiological bases of diseases and conditions that require specialized nutrition support or medical nutrition therapy.
Prerequisites: HUN2201 and (CHM2211 or CHM2200)
Corequisites: (BCH3025 or BCH4024) and (APK2015C or PCB4723C)
Credits: 3

Required Materials

- Computer with reliable internet access
- Webcam and microphone
- Access to e-Learning (Canvas): https://elearning.ufl.edu/
- Access to Zoom: https://ufl.zoom.us
- Google Chrome browser with the HonorLock extension for quizzes and exams
    - Chrome can be downloaded here: https://www.google.com/chrome
    - The HonorLock Extension can be downloaded here: https://static.honorlock.com/install/extension
- Access to MS Word, MS PowerPoint, and PDF reader software

Course Objectives

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

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1. Describe how to conduct a comprehensive nutrition assessment
2. Describe the etiology, symptoms, clinical findings and pathophysiology associated with diseases and conditions covered in this course.
3. Describe the nutritional management of the diseases and conditions covered in this course.
4. Identify key structures within and related to the gastrointestinal anatomy.
5. Integrate knowledge of digestive and absorptive physiology to evaluate the appropriateness of nutrition support interventions for various patients.
6. Integrate foundational knowledge of big data analysis, including the use of high-power computing and artificial intelligence, to describe how reference ranges for nutritionally-relevant laboratory values are determined.
7. Differentiate between enteral and parenteral nutrition; identify appropriate situations for using these feeding modalities; calculate the energy, protein and fluid content of formulas; and make appropriate recommendations with regard to initiation and monitoring of enteral and parenteral solutions.
8. Evaluate the impact of food/nutrient-drug interactions on nutritional status and drug efficacy and recommend appropriate intervention strategies.
9. Describe research designs used in nutrition research and discuss their strengths and limitations and the features that increase confidence that results are valid.

Recommended Text

- Nelms M, Sucher K. (2020). Nutrition Therapy and Pathophysiology, 4th Edition. Boston, MA: Cengage Learning. ISBN-13: 978-0357041710
  OR
- Nelms M, Sucher K, Lacey K. (2016). Nutrition Therapy and Pathophysiology, 3rd Edition. Boston, MA: Cengage Learning. ISBN-13: 978-1305111967

Course Format

We will use a "flipped classroom" model in this course. The general pattern will be:

- Thursday: Lecture to introduce new concepts and set the stage for the week.
- Thursday through the following Tuesday: Online content to review independently (this may consist of videos, readings, etc.)
- Tuesday: Discuss and synthesize concepts; wrap up the topic.

Attendance

Attendance is required for this course. "Attendance" is more than just logging into class on Zoom. It means being attentive and engaged, and not working on other tasks. Come to class in a quiet space without distractions. You should not be working at a job, traveling, "multitasking", etc. **You must have your camera on in order to be counted as "present"**. If you must keep your camera off for some reason, communicate with the course TA about this ahead of time (with cc to Dr. Acosta).

Each student is allowed 3 absences that will not count against your grade. After that, there will be a **2 point** deduction for each absence. Likewise, each student is allowed up to 3 tardies that will not count against your grade. After that, students who are more than 10 minutes late will lose **1 point** from their attendance grade each time they are tardy. If there are extenuating circumstances that result in you missing class more than 3 times during the semester, please use

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the Instructor Notification process through the Dean of Students Office to be eligible for excused absences.

Student Evaluation

Final grades will be based on attendance (see policy above), in-class activities, weekly online quizzes, three unit projects, and three unit exams.

In-Class Activities: During certain class periods, we will complete active learning activities related to the course material for that week. These activities will be graded, and will count toward your point total for the course. Due to the nature of these activities, you must be present in class to participate. If you are absent, you will not be eligible to make up these activities. However, if you have formal documentation of an illness, emergency, or other extenuating circumstance through the Dean of Students Office, you may be eligible to be "excused" from the activity so that it does not affect your grade. Please use the Instructor Notification process through the Dean of Students Office.

Quizzes: Quizzes will be given in Canvas. They will open on Fridays, and close on Thursdays (the following week) at 11:59pm.

Unit 1 Project - Data Analysis Project (Deriving Lab Value Reference Ranges): This is an individual project. It is due on the date indicated on the syllabus. Late submissions will be penalized 10% for each day late.

Unit 2 Project – Nutrition Support Case Study (Interprofessional Care for a Patient Requiring Enteral and Parenteral Nutrition): This project includes both group and individual components. It is due on the date indicated on the syllabus. Late submissions will be penalized 10% for each day late.

Unit 3 Project – Evidence-Based Practice Project: This is an individual project. It is due on the date indicated on the syllabus. Late submissions will be penalized 10% for each day late.

Exams: Exams will be given on Canvas, using HonorLock. In the weeks that we have exams, they will open on Fridays, and must be completed by the following Monday at 11:59pm. Exams are designed to take 60-75 minutes. However, everyone will be given double time (150 minutes) for exams. Failure to take an exam will result in a score of 0.

While there may be opportunities for a few "bonus points" during the semester, extra credit projects will not be available.

Performance Indicators

Attendance	20
In-class Activities	30
11 Weekly Quizzes (15 points each, lowest score dropped)	150
Unit 1 Project: Data Analysis Project	40
Unit 2 Project: Nutrition Support Case Study	30
Unit 3 Project: Evidence-Based Practice Project	30
Exams 1, 2 & 3 @ 200 points each	600
Total	900

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Grades are not negotiable and will be assigned according to the following scale:

837-900	93.0-100.0%	A	603-629	67.0-69.9%	D+
810-836	90.0-92.9%	A-	567-602	63.0-66.9%	D
783-809	87.0-89.9%	B+	540-566	60.0-62.9%	D-
747-782	83.0-86.9%	B	<540	<60%	E
720-746	80.0-82.9%	B-			
693-719	77.0-79.9%	C+			
657-692	73.0-76.9%	C			
630-656	70.0-72.9%	C-			

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

Absences and Make-Up Work
Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-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 honesty and integrity by abiding by the Student Honor Code."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment*."
It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.

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

Campus Helping Resources

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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.

Service	Phone	Web site	Services provided
University Counseling and Wellness Center	352-392-1575	https://counseling.ufl.edu/	• Counseling Services • Groups and Workshops • Outreach and Consultation • Self-Help Library • Wellness Coaching
U Matter We Care	umatter@ufl.edu 352-392-1575	http://www.umatter.ufl.edu/	Support for students in distress
Career Connections Center	352-392-1601	https://career.ufl.edu/	Career development assistance and counseling

Services for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). The DRC coordinates needed accommodations, including accommodations within the classroom, adaptive computer equipment, interpretation services, and mediation for faculty-student disability related issues. Here is the link to get started with the DRC: https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructors and discuss their access needs as early as possible in the semester.

Online Course Evaluation Process

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

Writing Studio

The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Individual assistance is provided and students of all levels and disciplines are welcome (https://writing.ufl.edu/writing-studio/). Their main office is 302 Tigert Hall, and their office phone is (352) 846-1138.

Course Material Copyright and Confidentiality

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All course material is the property of the University of Florida and the course instructor, and **may not** be posted online for any commercial or non-commercial purpose. Students found in violation may be subject to disciplinary action under the University's Student Conduct Code. Only students formally registered for the course are permitted to attend lectures and take quizzes/tests.

Filing a Complaint
The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy.

A student who is unsure as to the official responsible for handling his or her particular complaint may contact the Ombuds office or the Dean of Students Office. For complaints that are not satisfactorily resolved at the department level or which seem to be broader than one department, students are encouraged to submit those complaints to one of the following offices:

Ombuds: http://www.ombuds.ufl.edu/
352-392-1308

The purpose of the Ombuds office is to assist students in resolving problems and conflicts that arise in the course of interacting with the University of Florida. By considering problems in an unbiased way, the Ombuds works to achieve a fair resolution and works to protect the rights of all parties involved.

Dean of Students Office: http://www.dso.ufl.edu/
352-392-1261

The Dean of Students Office works with students, faculty, and families to address a broad range of complaints either through directly assisting the student involved to resolve the issue, working with the student to contact the appropriate personnel, or referring the student to resources or offices that can directly address the issue. Follow up is provided to the student until the situation is resolved.

Additionally, the University of Florida regulations provide a procedure for filing a formal grievance in Regulation 4.012: http://regulations.ufl.edu/regulations/uf-4-student-affairs/

Email
Students are required to check their email account(s) daily (at least Monday through Friday) and respond to course/program related requests, inquiries, etc. in a timely manner.

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Class Schedule

	Date	Topic	Optional Textbook Readings (Nelms, Sucher) 3rd = Third Edition 4th = Fourth Edition Additional supplemental readings will be posted on Canvas	Major Assignments and Exams
Intro-duction	Tuesday [Date here]	Syllabus and Expectations		
Week 1	Thursday [Date here] (double period)	The Nutrition Care Process	3rd: Chapter 2 4th: Chapter 2	
	Watch for Tuesday…	Nutrition Screening	3rd: Chapter 3 (pg. 37) 4th: Chapter 3 (pg. 44)	
	Tuesday [Date here]	Nutrition Screening Activity and Review		
Week 2	Week 1 Quiz Due by 11:59pm on Thursday [Date here]			
	Thursday [Date here] (double period)	The Malnutrition Diagnostic Framework	3rd: Chapter 3 4th: Chapter 3	
	Watch for Tuesday…	Anthropometrics and Body Composition		
	Tuesday [Date here]	Estimating Energy Needs	3rd: Chapter 3 4th: Chapter 3	

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Week 3	Week 2 Quiz due by 11:59pm on Thursday [Date here]			
	Thursday [Date here] (double period)	Protein Needs and Fluid Needs	3rd: Chapter 3 4th: Chapter 3	
	Watch for Tuesday…	Dietary Assessment		
	Tuesday [Date here]	Interpreting Labs		
Week 4	Week 3 Quiz due by 11:59pm on Thursday [Date here]			
	Thursday [Date here] (double period)	Introduction to **Unit 1 Project: Data Analysis Project** (Deriving Lab Value Reference Ranges)		
	Watch for Tuesday…	Data Analysis in Nutritional Sciences		
	Tuesday [Date here]	Unit 1 Project Guided Workshop		
Week 5	Week 4 Quiz due by 11:59pm on Thursday [Date here]			
	Thursday [Date here] (double period)	Review for Unit 1 Exam		
	Complete for Monday….	**Unit 1 Exam: Nutrition Assessment (Due Monday [Date here] at 11:59pm)**		**UNIT 1 EXAM**
	Tuesday [Date here]	Introduction to Gastrointestinal Anatomy, Digestion and Absorption		
Week 6	No quiz this week			
	Thursday [Date here] (double period)	Gastrointestinal Anatomy, Digestion and Absorption		**UNIT 1 PROJECT DUE (Data Analysis Project)**

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	Watch for Tuesday…	Gastrointestinal Microbiome Overview		
	Tuesday [Date here]	Gastrointestinal Activity and Review		
Week 7	Week 6 Quiz due by 11:59pm on Thursday [Date here]			
	Thursday [Date here] (double period)	Enteral Nutrition (Part 1)	3rd: Chapter 5 4th: Chapter 5	
	Watch for Tuesday…	Enteral Nutrition (Part 2)		
	Tuesday [Date here]	Enteral Nutrition (Part 3)		
Week 8	Week 7 Quiz due by 11:59pm on Thursday [Date here]			
	Thursday [Date here] (double period)	Parenteral Nutrition (Part 1)	3rd: Chapter 5 4th: Chapter 5	
	Watch for Tuesday…	Parenteral Nutrition (Part 2)		
	Tuesday [Date here]	Enteral and Parenteral Nutrition Activity and Review		
Week 9	Week 8 Quiz due by 11:59pm on Thursday [Date here]			
	Thursday [Date here] (double period)	Introduction to **Unit 2 Project: Nutrition Support Case Study** (Interprofessional Care for a Patient Requiring Enteral and Parenteral Nutrition)		
	Over Spring Break….	Work on Case Study		

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	Tuesday [Date here]	**Spring Break!**		
Week 10	No quiz this week			
	Thursday [Date here] (double period)	**Spring Break!**		
	Watch for Tuesday…	N/A		
	Tuesday [Date here]	In-Class Guided Case Study Work Session		
Week 11	No quiz this week			
	Thursday [Date here] (double period)	Review for Unit 2 Exam		**UNIT 2 PROJECT DUE** (Nutrition Support Case Study)
	Complete for Monday	**Unit 2 Exam: Nutrition Support** **(Due Monday [Date here] at 11:59pm)**		**UNIT 2 EXAM**
	Tuesday [Date here]	Nutritional Genomics		
Week 12	No quiz this week			
	Thursday [Date here] (double period)	Nutrition and Cancer (Parts 1 and 2)	3rd: Chapter 23 4th: Chapter 23	
	Watch for Tuesday…	Nutrition and Cancer (Part 3)		
	Tuesday [Date here]	Nutrition and Cancer Activity and Review		
Week 13	Week 12 Quiz due by 11:59pm on Thursday [Date here]			
	Thursday [Date here]	Introduction to **Unit 3 Project: Evidence-Based Practice Project**		

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	(double period)			
	Watch for Tuesday…	Writing an Answerable Clinical Question (PICO Question Format)		
	Tuesday [Date here]	Searching and Appraising the Literature		
Week 14	Week 13 Quiz due by 11:59pm on Thursday [Date here]			
	Thursday [Date here] (double period)	Introduction to Critical Care	3rd: Chapter 22 4th: Chapter 22	
	Watch for Tuesday…	Nutrition and Critical Care		
	Tuesday [Date here]	Critical Care Activity and Review		
Week 15	Week 14 Quiz due by 11:59pm on Thursday [Date here]			
	Thursday [Date here] (double period)	Nutrition and Pharmacology	3rd: Chapters 11 and 24 4th: Chapter 11, and Chapter 22 Section 22.11 (pgs. 693-698)	**UNIT 3 PRORJECT DUE** (Evidence-Based Practice Project)
	Watch for Tuesday…	Nutrient-Medication Interactions		
	Tuesday [Date here]	Review for Unit 3 Exam		
	Week 15 Quiz due by 11:59pm on Thursday [Date here]			
FINAL EXAMS WEEK	[Date here]	**Unit 3 Exam** **(Due [Date here] at 11:59pm)**		**UNIT 3 EXAM**

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HUN4445
Nutrition and Disease – Part I: Spring 2024
Class Number 12941

Instructor

Dr. Laura Acosta, DCN, RDN, LD/N
Campus Office: Building 120, Room 104D
Campus Phone: 352-273-3472
Email (preferred contact method): ljacosta@ufl.edu
Please use my UFL email, NOT Canvas email!
Office Hours:

- 3:00-4:30pm on Thursdays by appointment (email for appointment time).
  - Zoom link posted on Canvas.
- I may also be able to accommodate occasional appointments on other days. Please email if Thursdays do not work for you and we will arrange an alternate day.
- All office hours will be held on Zoom unless otherwise arranged.

Teaching Assistant

Sofia Acevedo
sofiaacevedo@ufl.edu
Office Hours TBA – will be posted on Canvas.

Course Location & Meeting Times

This is an online, synchronous course. We will meet on Zoom on Tuesdays and Thursdays, 1:55-2:45pm (7th period)

Tuesday Zoom Classroom:
https://ufl.zoom.us/j/96294613067?pwd=blljaTEvWGgwbnQ5VGlWekdpUStrQT09
Meeting ID: 962 9461 3067
Passcode: 919659

Thursday Zoom Classroom:
https://ufl.zoom.us/j/93571492074?pwd=TlRVaEZ4TU5IYmhLSWVNTnUvanJNZz09
Meeting ID: 935 7149 2074
Passcode: 006923

Recording Policies

Note that our class sessions will be audio visually recorded for students to refer back to. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.

Students are allowed to record their own video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other

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purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course Description

Part one of a two-semester sequence that focuses on assessing the nutritional status of individuals and on the biochemical and pathophysiological bases of diseases and conditions that require specialized nutrition support or medical nutrition therapy.
Prerequisites: Fundamentals of Human Nutrition (HUN2201) and Organic Chemistry 2 (CHM2211)
Corequisites: Biochemistry (BCH3025 or BCH4024) and Physiology (APK2015C or PCB4723C)
Credits: 2

Required Materials

- Computer with reliable internet access, webcam, and microphone
- Access to e-Learning (Canvas): https://elearning.ufl.edu/
- Access to Zoom: https://ufl.zoom.us
- Google Chrome browser with the HonorLock extension for quizzes and exams
    - Chrome can be downloaded here: https://www.google.com/chrome
    - The HonorLock Extension can be downloaded here: https://static.honorlock.com/install/extension
- Access to MS Word, MS PowerPoint, and PDF reader software

Course Objectives

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

1. Describe how to conduct a comprehensive nutrition assessment
2. Describe the etiology, symptoms, clinical findings and pathophysiology associated with diseases and conditions covered in this course.
3. Describe the nutritional management of the diseases and conditions covered in this course.
4. Differentiate between enteral and parenteral nutrition; identify appropriate situations for using these feeding modalities; calculate the energy, protein and fluid content of

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formulas; and make appropriate recommendations with regard to initiation and monitoring of enteral and parenteral solutions.

5. Evaluate the impact of food/nutrient-drug interactions on nutritional status and drug efficacy and recommend appropriate intervention strategies.
6. Describe research designs used in nutrition research and discuss their strengths and limitations and the features that increase confidence that results are valid.

Recommended Text

- Nelms M, Sucher K. (2020). Nutrition Therapy and Pathophysiology, 4th Edition. Boston, MA: Cengage Learning. ISBN-13: 978-0357041710
  OR
- Nelms M, Sucher K, Lacey K. (2016). Nutrition Therapy and Pathophysiology, 3rd Edition. Boston, MA: Cengage Learning. ISBN-13: 978-1305111967

Course Format

We will use a "flipped classroom" model in this course. In general, the pattern will be:

- Thursday: Introduce new concepts and set the stage for the week.
- Thursday through the following Tuesday: Online content to review independently (this may consist of videos, readings, etc.)
- Tuesday: Discuss and synthesize concepts; wrap up the topic.

Attendance

Attendance is required for this course. "Attendance" is more than just logging into class on Zoom. It means being attentive and engaged, and not working on other tasks. Come to class in a quiet space without distractions. You should not be working at a job, traveling, "multitasking", etc. **You must have your camera on in order to be counted as "present"**. If there is a day that you must keep your camera off for some reason, communicate with the course TA about this ahead of time (with cc to Dr. Acosta).

Each student is allowed 3 absences that will not count against your grade. After that, there will be a **2 point** deduction for each absence. Likewise, each student is allowed up to 3 tardies that will not count against your grade. After that, students who are more than 10 minutes late will lose **1 point** from their attendance grade each time they are tardy. If there are extenuating circumstances that result in you missing class more than 3 times during the semester, please use the Instructor Notification process through the Dean of Students Office to be eligible for excused absences.

Student Evaluation

Final grades will be based on attendance, in-class activities, weekly online quizzes, one case study, one evidence-based practice project ("PICO project"), and three unit exams.

In-Class Activities: During certain class periods, we will complete active learning activities related to the course material for that week. These activities will be graded, and will count toward your point total for the course. Due to the nature of these activities, you must be present in class to participate. If you are absent, you will not be eligible to make up these activities. However, if you have formal documentation of an illness, emergency, or other extenuating circumstance through the Dean of Students Office, you may be eligible to be

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"excused" from the activity so that it does not affect your grade. Please use the Instructor Notification process through the Dean of Students Office.

Quizzes: Quizzes will be given in Canvas. They will open on Fridays, and close the following Thursday at 11:59pm.

Case Study: This project includes both group and individual components. It is due on the date indicated on the syllabus. Late submissions will be penalized 10% for each day late for up to 3 days, and will receive a 0 after that. Early submissions (by the "soft deadline" on the syllabus) will receive +1 extra credit point.

Evidence-Based Practice Project (i.e. "PICO Project"): This is an individual project. It is due on the date indicated on the syllabus. Late submissions will be penalized 10% for each day late for up to 3 days, and will receive a 0 after that.

Exams: Exams will be given on Canvas, using HonorLock. In the weeks that we have exams, they will open on Fridays, and must be completed by the following Monday at 11:59pm. Exams are designed to take 50-60 minutes. However, everyone will be given double time (120 minutes) for exams. Failure to take an exam will result in a score of 0.

While there may be opportunities for a few "bonus points" during the semester, extra credit projects will not be available.

Performance Indicators

Attendance	10
In-class Activities	20
11 Weekly Quizzes (6 points each, lowest score dropped)	60
Case Study	30
PICO Project	30
Exams 1, 2 & 3 @ 150 points each	450
Total	600

Grades are not negotiable and will be assigned according to the following scale:

560-600	93.34-100%	A	400-419	66.68-69.9%	D+
540-559	90-93.33%	A-	380-399	63.34-66.67%	D
520-539	86.68-89.9%	B+	360-379	60-63.33%	D-
500-519	83.34-86.67%	B	<360	<60%	E
480-499	80-83.33%	B-			
460-479	76.68-79.9%	C+			
440-459	73.34-76.67%	C			
420-439	70-73.33%	C-			

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

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Absences and Make-Up Work
Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-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 honesty and integrity by abiding by the Student Honor Code."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment*."
It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.

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

Campus 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.

Service	Phone	Web site	Services provided
University Counseling and Wellness Center	352-392-1575	https://counseling.ufl.edu/	• Counseling Services • Groups and Workshops • Outreach and Consultation • Self-Help Library • Wellness Coaching

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U Matter We Care	umatter@ufl.edu 352-392-1575	http://www.umatter.ufl.edu/	Support for students in distress
Career Connections Center	352-392-1601	https://career.ufl.edu/	Career development assistance and counseling

Services for Students with Disabilities
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). The DRC coordinates needed accommodations, including accommodations within the classroom, adaptive computer equipment, interpretation services, and mediation for faculty-student disability related issues. Here is the link to get started with the DRC: https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructors and discuss their access needs as early as possible in the semester.

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

Writing Studio
The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Individual assistance is provided and students of all levels and disciplines are welcome (https://writing.ufl.edu/writing-studio/). Their main office is 302 Tigert Hall, and their office phone is (352) 846-1138.

Course Material Copyright and Confidentiality
All course material is the property of the University of Florida and the course instructor, and **may not** be posted online for any commercial or non-commercial purpose. Students found in violation may be subject to disciplinary action under the University's Student Conduct Code. Only students formally registered for the course are permitted to attend lectures and take quizzes/tests.

Filing a Complaint
The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy.

A student who is unsure as to the official responsible for handling their particular complaint may contact the Ombuds office or the Dean of Students Office. For complaints that are not

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satisfactorily resolved at the department level or which seem to be broader than one department, students are encouraged to submit those complaints to one of the following offices:

Ombuds: http://www.ombuds.ufl.edu/
352-392-1308

The purpose of the Ombuds office is to assist students in resolving problems and conflicts that arise in the course of interacting with the University of Florida. By considering problems in an unbiased way, the Ombuds works to achieve a fair resolution and works to protect the rights of all parties involved.

Dean of Students Office: http://www.dso.ufl.edu/
352-392-1261

The Dean of Students Office works with students, faculty, and families to address a broad range of complaints either through directly assisting the student involved to resolve the issue, working with the student to contact the appropriate personnel, or referring the student to resources or offices that can directly address the issue. Follow up is provided to the student until the situation is resolved.

Additionally, the University of Florida regulations provide a procedure for filing a formal grievance in Regulation 4.012: http://regulations.ufl.edu/regulations/uf-4-student-affairs/

Email
Students are required to check their email account(s) daily (at least Monday through Friday) and respond to course/program related requests, inquiries, etc. in a timely manner.

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Spring 2024 Schedule

	Date	Topic	Optional Textbook Readings (Nelms, Sucher) 3rd = Third Edition 4th = Fourth Edition Additional supplemental readings will be posted on Canvas	Major Assignments and Exams
	Tuesday January 9	Syllabus and Expectations Introduction to The Nutrition Care Process		
Week 1: Thursday January 11 – Tuesday January 16	Thursday January 11	The Nutrition Care Process	3rd: Chapter 2 4th: Chapter 2	
	Watch for Tuesday…	Nutrition Screening		
	Tuesday January 16	Nutrition Screening Synthesis and Review		
Week 2: Thursday January 18 – Tuesday January 23	Week 1 Quiz Due by 11:59pm on Thursday January 18			
	Thursday January 18	Nutrition Screening Activity and Review		
	Watch for Tuesday…	Anthropometrics and Body Composition		
	Tuesday January 23	The Nutrition Care Process (continued)		

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Week 3: Thursday January 25 – Tuesday January 30	Week 2 Quiz Due by 11:59pm on Thursday, January 25			
	Thursday January 25	The Malnutrition Diagnostic Framework	3rd: Chapter 3 4th: Chapter 3	
	Watch for Tuesday…	Estimating Energy Needs Dietary Assessment		
	Tuesday January 30	Energy Needs Synthesis and Review		
Week 4: Thursday February 1 – Tuesday February 6	Week 3 Quiz due by 11:59pm on Thursday, February 1			
	Thursday February 1	Protein Needs	3rd: Chapter 3 4th: Chapter 3	
	Watch for Tuesday…	Fluid Needs Interpreting Labs		
	Tuesday February 6	Protein, Fluids, and Labs Synthesis and Review		
Week 5: Thursday February 8 – Tuesday February 13	Week 4 Quiz due by 11:59pm on Thursday, February 8			
	Thursday February 8	Review for Unit 1 Exam		
	Complete By Monday…	**Unit 1 Exam: Nutrition Assessment (Due Monday, February 12 at 11:59pm)**		**UNIT 1 EXAM**
	Tuesday February 13	Introduction to Enteral Nutrition		

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Week 6: Thursday February 15 – Tuesday February 20	No quiz due this week			
	Thursday February 15	Enteral Nutrition (Part 1)	3rd: Chapter 5 4th: Chapter 5	
	Watch for Tuesday…	Enteral Nutrition (Parts 2 and 3)		
	Tuesday February 20	Enteral Nutrition Synthesis and Review		
Week 7: Thursday February 22 – Tuesday February 27	Week 6 Quiz due by 11:59pm on Thursday, February 22			
	Thursday February 22	Enteral Nutrition Activity and Review		
	Watch for Tuesday…	Parenteral Nutrition (Parts 1 and 2)	3rd: Chapter 5 4th: Chapter 5	
	Tuesday February 27	Parenteral Nutrition Synthesis and Review		
Week 8: Thursday February 29 – Tuesday March 5	Week 7 Quiz due by 11:59pm on Thursday, February 29			
	Thursday February 29	Parenteral Nutrition Activity and Review and Introduction to Interprofessional Case Study		
	Watch for Tuesday…	n/a		
	Tuesday March 5	Interprofessional Case Study		

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Week 9: Thursday March 7 – Tuesday March 12	No quiz this week			
	Thursday March 7	Interprofessional Case Study		
	Date TBA	*Optional* Exam 2 Review Session		**INTERPROFESSIONAL CASE STUDY – "SOFT DEADLINE" Friday, March 8, 11:59pm (+1 extra credit point)**
	Tuesday March 12	Spring Break – NO CLASS		
Week 10: Thursday March 14 – Tuesday March 19	No quiz this week			
	Thursday March 14	Spring Break – NO CLASS		
	Complete By Monday…	**Unit 2 Exam: Nutrition Support (Due Monday, March 18 at 11:59pm)**		**UNIT 2 EXAM**
	Tuesday March 19	Nutritional Genomics Part 1		**INTERPROFESSIONAL CASE STUDY DUE – FINAL DEADLINE**
Week 11: Thursday March 21 – Tuesday March 26	Week 10 Quiz due by 11:59pm on Thursday, March 21			
	Thursday March 21	Nutrition and Cancer Part 1	3rd: Chapter 23 4th: Chapter 23	
	Watch for Tuesday…	Nutritional Genomics Part 2 Nutrition and Cancer Part 2		
	Tuesday March 26	Nutrition and Cancer: Synthesis and Review of Parts 1 and 2		

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Week 12: Thursday March 28 – Tuesday April 2	Week 11 Quiz due by 11:59pm on Thursday, March 28			
	Thursday March 28	Nutrition and Cancer Part 3		
	Watch for Tuesday…	Nutrition and Critical Care	3rd: Chapter 22 4th: Chapter 22	
	Tuesday April 2	Critical Care Synthesis and Review		
Week 13: Thursday April 4 – Tuesday April 9	Week 12 Quiz due by 11:59pm on Thursday, April 4			
	Thursday April 4	Evidence-Based Practice + Introduction to PICO Project		
	Watch for Tuesday…	Nutrition and Pharmacology	3rd: Chapters 11 and 24 4th: Chapter 11, and Chapter 22 Section 22.11 (pgs. 693-698)	
	Tuesday April 9	Nutrition and Pharmacology Synthesis and Review		
Week 14: Thursday April 11 – Tuesday April 16	Week 13 Quiz due by 11:59pm on Thursday, April 11			
	Thursday April 11	Evidence-Based Practice (continued)		
	Watch for Tuesday…	n/a		
	Tuesday April 16	Evidence-Based Practice (continued)		

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Week 15: Thursday April 18 – Tuesday April 23	Week 14 Quiz due by 11:59pm on Thursday, April 18			
	Thursday April 18	Evidence-Based Practice (continued)		
	Watch for Tuesday…	n/a		
	Tuesday April 23	Review for Exam 3		**PICO PROJECT DUE**
FINAL EXAM WEEK	No quiz this week			
	Thursday May 2	**Unit 3 Exam: Nutrition in Disease** **You will have 2 hours to complete this exam. It will be open from 8am to 8pm on Thursday, May 2.**		**UNIT 3 EXAM**

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Cover Sheet: Request 19568

Create a new certificate: Forest Health Management

Info

Process	Certificate|New|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Sandra Houder shouder@ufl.edu
Created	2/13/2024 3:29:03 PM
Updated	2/14/2024 6:42:38 PM
Description of request	We seek to create a new undergraduate certificate in Forest Health Management.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Forest Resources and Conservation 60460000	Terrell Baker III		2/14/2024
Email Approvals for Outside Courses.pdf					2/13/2024
College	Pending	CALS - College of Agricultural and Life Sciences			2/14/2024
No document changes					
Office of Institutional Planning and Research					
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
Academic Assessment Committee Notified					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Certificate|New for request 19568

Info

Request: Create a new certificate: Forest Health Management
Description of request: We seek to create a new undergraduate certificate in Forest Health Management.
Submitter: Sandra Houder shouder@ufl.edu
Created: 3/23/2018 1:15:40 PM
Form version: 1

Responses

Certificate Name Forest Health Management
Transcript Title Forest Health Management
Credits 15-17
Level Baccalaureate
CIP Code 03.0501
Degree Program Forest Resources and Conservation
Effective Term Earliest Available
Effective Year Earliest Available
Certificate Description Prepares students with existing background in natural resources and forestry to work in a proactive capacity to address and monitor forest pests and pathogens to protect forest health. It prepares students to work in government agencies, nonprofits, and in the private sector in a forest health and management/resilience capacity.
Requirements for Admission Admission Requirements
Available to:

- Current Forest Resources and Conservation (FRC) majors
- Other majors only by special permission from SFFGS Undergraduate Coordinator via a Pre-Enrollment Survey (Note: We will use Qualtrics for this as we do for our other undergraduate certificates)

Requirements for Completion Certificate Requirements:

- 15-17 credits total
- Students must earn a “C” or better in each course to use it towards a certificate

Required Courses (7-9 credits):

- FOR3324C Tree Biology (3 credits, letter-graded)
- FOR4624C Forest Health Management (3 credits, letter-graded)
- FOR4911 Supervised Research/4941 Internship/4905 Independent Study (approval required from Dr. Carney, letter-graded)

Variable credits (1-3) depending on how extensive work/experience is. To earn 3 credits, students will need to complete 3 credits worth of work.
Students will write a summative essay on their experience and connect it to forest health management issues
Electives (6-8 credits):

- SWS4231C Soil, Water, and Land Use (3 credits, letter-graded)
- PLP3230 Survey of Plant Pathogens (3 credits, letter-graded)
- ALS4161 Exotic Species and Biosecurity Issues (3 credits, letter-graded)
- ALS4162 Consequences of Biological Invasions (3 credits, letter-graded)
- IPM3022 Fundamentals of Pest Management (3 credits, letter-graded)
- HOS3305 Introduction to Plant Molecular Biology (3 credits, letter-graded)
- SWS4303C Soil Microbial Ecology (3 credits, letter-graded)
- PLP4653C Basic Fungal Biology (4 credits, letter-graded)
- PLS4601C Principles of Weed Science (3 credits, letter-graded)
- BSC3307C Climate Change Biology (4 credits, letter-graded)

Rationale and Place in Curriculum There is increasing pressure on forests and the forest management community has deemed forest health and resilience to be a major priority. This certificate would enhance undergraduate training and better prepare them for addressing forest health concerns in forest management. There are currently few academic programs in the United States that emphasize forest health management and forest resilience. This novel program would give our

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students an advantage in career opportunities in the public and private sector. The intensive forest resources and conservation curriculum does emphasize forest health in one course. This certificate would expose students to more related topics/courses across departments and require them to conduct supervised research, an independent study, or participate in a work/volunteer/internship program to further prepare them for managing for forest health management/resilience.
Student Learning Outcomes Student Learning Outcomes
1. Describe how tree physiology is impacted by native and invasive species, pathogens, and other environmental factors
Assessed in required courses with SLO-aligned assignments: FOR3342C: Exam 4, FOR4624C: Favorite Non-native Invasive Paper and Presentation and Sick Tree Scavenger Hunt and Diagnosis, and FOR4911/4941/4905: Summative Report

2. Identify symptoms of forest health and resilience issues such as invasions and pathogen outbreaks
Assessed in required courses with SLO-aligned assignments: FOR4624C: Favorite Non-native Invasive Paper and Presentation and Sick Tree Scavenger Hunt and Diagnosis, and FOR4911/4941/4905: Summative Report

3. Formulate management recommendations for preventing, intervening, and/or restoring a forest in response to a disturbance or an insect/pathogen outbreak
Assessed in required courses with SLO-aligned assignments: FOR4624C: Favorite Non-native Invasive Paper and Presentation, and FOR4911/4941/4905: Summative Report

Original file: Submitted form version 1.pdf

From: Agunbiade,Tolulope
To: Carney,Tyler J
Subject: Re: Proposing New Undergrad Certificate in FFGS
Date: Tuesday, October 3, 2023 3:38:56 PM

This sounds great! I believe having ALS 4161 and ALS 4162 as electives will be great for the certificate program. I can approve as the instructor for both courses, but the department will also need to approve and to let you know if there are other requirements that need to be met. Thank you!

From: Carney,Tyler J <tcarney96@ufl.edu>
Date: Tuesday, October 3, 2023 at 1:55 PM
To: Agunbiade,Tolulope <agunbiade@ufl.edu>
Subject: RE: Proposing New Undergrad Certificate in FFGS

Hi Dr. Agunbiade –

Yes, the Department Chair can absolutely be copied. I will need their approval as well, but I wanted to reach out to you first.

The certificate, if approved, will be for undergraduates majoring in forest resources and conservation following an application process. It is 15-16 credits and they have to earn a "C" or better in each course for it to count. At least 6 of these credits have to be taken after acceptance into the program.

The three main student learning objections are:

1. Describe the social, economic, and ecological contexts of forest health and resilience.
2. Analyze the occurrence of insect and pathogen outbreaks and the abiotic drivers responsible for tree die-offs, and interpret the effects on forest productivity and health.
3. Formulate management recommendations for preventing, intervening, and/or restoring a forest in response to a disturbance or an insect/pathogen outbreak.

There are 3 main required courses: Tree Biology, Forest Health Management, and then 3 credits of either an internship in forest health/resilience, an independent study, or supervised research.

The electives I have been considering involve invasive species, pathology, soil science, and pest management.

It is a mix of in-person and online courses across departments and levels, but they all share similar prerequisites that our undergraduates will have taken for our courses anyway.

Best,
Tyler

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From: Agunbiade,Tolulope <agunbiade@ufl.edu>
Sent: Tuesday, October 3, 2023 1:46 PM
To: Carney,Tyler J <tcarney96@ufl.edu>
Subject: Re: Proposing New Undergrad Certificate in FFGS

Hi Dr. Carney,

Thanks for reaching out about including both ALS 4161 and ALS 4162 as electives for your new certificate course in Forest Health and Resilience. Is it possible to know more about the certificate, and also can the Entomology and Nematology Departmental Chair be copied on the mail? Sure, we can chat about the certificate. Thank you!

Regards,
Tolulope Agunbiade, PhD

From: Carney,Tyler J <tcarney96@ufl.edu>
Date: Tuesday, October 3, 2023 at 10:57 AM
To: Agunbiade,Tolulope <agunbiade@ufl.edu>
Subject: Proposing New Undergrad Certificate in FFGS

Hello Dr. Agunbiade -

I am putting together a packet for a new undergraduate certificate in forest health and resilience in the School of Forest, Fisheries, and Geomatics Sciences. After reviewing many different classes, I think both ALS4161 Exotic Species and Biosecurity Issues and ALS4162 Consequences of Biological Invasions would be great electives for students to have the option to take to help satisfy certificate requirements.

To move forward with this process, I need your approval (and the department head's approval) to add this class as an approved elective. I do not anticipate a large influx of students as this will be a new certificate, but forest health and resilience issues are becoming more of an important focus.

There is no pressure to approve this request. Happy to chat about this further if you would like!

Best,
Tyler

Tyler Carney, PhD
Natural Resource Policy and Economics
ProForest Coordinator

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373 Newins-Ziegler
tcarney96@ufl.edu
If you are receiving this message outside of your normal work hours, please do not feel pressured to respond until your workload and schedule permit.

"Teaching is a noble calling. Our fingerprints are on the future." – Foy Mills

Original file: Email Approvals for Outside Courses.pdf

From: Short,Andrew
To: Houder, Sandie
Cc: Carney,Tyler J
Subject: Re: Proposing New Undergrad Certificate in FFGS
Date: Thursday, November 2, 2023 11:25:13 AM

Ah got it, thanks for the clarification! I had assumed this was an off-book certificate but now I understand.

Thanks!
Andrew

Dr. Andrew Short | Chair & Professor
Department of Entomology & Nematology
University of Florida | IFAS
1881 Natural Area Dr., Gainesville, FL 32611-0620
Direct: (352) 273-3970 | Main Office: (352) 273-3901
Email: andrew.short@ufl.edu

On Nov 2, 2023, at 10:57 AM, Houder, Sandie <shouder@ufl.edu> wrote:

Hello!

Since this proposed certificate is meant as a complement to a traditional undergraduate degree program, we're **not** pursuing any sort of self-funded approval/revenue. Students who would add this certificate program would register "as they would normally" in the existing sections of your courses.

Thank you!

Sandie Houder
Academic Certificate Programs
UF/IFAS School of Forest, Fisheries, & Geomatics Sciences
Building 851, McCarty Drive
shouder@ufl.edu

From: Carney,Tyler J <tcarney96@ufl.edu>
Sent: Thursday, November 2, 2023 9:12 AM
To: Short,Andrew <andrew.short@ufl.edu>
Cc: Houder, Sandie <shouder@ufl.edu>
Subject: RE: Proposing New Undergrad Certificate in FFGS

Hi Andrew –

Thanks for getting back to me! I have CC'd our certificate specialist to help clarify your question on revenue.

Best,
Tyler

From: Short,Andrew <andrew.short@ufl.edu>
Sent: Thursday, November 2, 2023 7:30 AM
To: Carney,Tyler J <tcarney96@ufl.edu>
Subject: Re: Proposing New Undergrad Certificate in FFGS

Hi Tyler,

Sorry for my delay in this. Yes, I give my approval for all three to be included in the certificate.

Can you clarify that the revenue from any enrollment in our courses through your certificate will be received Entomology & Nematology?

Thanks!
Andrew

Dr. Andrew Short | Chair & Professor
Department of Entomology & Nematology
University of Florida | IFAS
1881 Natural Area Dr., Gainesville, FL 32611-0620
Direct: (352) 273-3970 | Main Office: (352) 273-3901
Email: andrew.short@ufl.edu

From: Carney,Tyler J <tcarney96@ufl.edu>
Sent: Wednesday, November 1, 2023 1:12 PM
To: Short,Andrew <andrew.short@ufl.edu>
Subject: RE: Proposing New Undergrad Certificate in FFGS

Hi Andrew –

Were there any updates to this? To the best of my knowledge, I just need the instructor's approval and the department chair's.

There are three courses I need your approval for: ALS4161, ALS4162, and IPM3022. I have instructor approval for all 3.

Best,
Tyler

From: Short,Andrew <andrew.short@ufl.edu>

Sent: Wednesday, October 4, 2023 11:02 PM
To: Carney,Tyler J <tcarney96@ufl.edu>
Subject: Re: Proposing New Undergrad Certificate in FFGS

Hi Tyler,

Thanks for looping me in. I'm consulting with our associate chair for academic programs and will follow up soon, hopefully this week.

Andrew

Dr. Andrew Short | Chair & Professor
Department of Entomology & Nematology
University of Florida | IFAS
1881 Natural Area Dr., Gainesville, FL 32611-0620
Direct: (352) 273-3970 | Main Office: (352) 273-3901

Email: andrew.short@ufl.edu

> On Oct 4, 2023, at 9:35 AM, Carney,Tyler J <tcarney96@ufl.edu> wrote:
>
> Hi Dr. Short –
>
> To keep it short: I am developing a new undergraduate certificate in forest health and resilience. I need instructor and departmental approval to add courses outside of FFGS. I have received approval from Dr. Agunbiade to add ALS4161 and ALS4162 so I just need yours if you are inclined to approve it.
>
> Best,
> Tyler
>
> ---
>
> **From:** Agunbiade,Tolulope <agunbiade@ufl.edu>
> **Sent:** Tuesday, October 3, 2023 3:39 PM
> **To:** Carney,Tyler J <tcarney96@ufl.edu>
> **Subject:** Re: Proposing New Undergrad Certificate in FFGS
>
> This sounds great! I believe having ALS 4161 and ALS 4162 as electives will be great for the certificate program. I can approve as the instructor for both courses, but the department will also need to approve and to let you know if there are other requirements that need to be met. Thank you!

From: Carney,Tyler J <tcarney96@ufl.edu>
Date: Tuesday, October 3, 2023 at 1:55 PM
To: Agunbiade,Tolulope <agunbiade@ufl.edu>
Subject: RE: Proposing New Undergrad Certificate in FFGS

Hi Dr. Agunbiade –

Yes, the Department Chair can absolutely be copied. I will need their approval as well, but I wanted to reach out to you first.

The certificate, if approved, will be for undergraduates majoring in forest resources and conservation following an application process. It is 15-16 credits and they have to earn a "C" or better in each course for it to count. At least 6 of these credits have to be taken after acceptance into the program.

The three main student learning objections are:

1. Describe the social, economic, and ecological contexts of forest health and resilience.
2. Analyze the occurrence of insect and pathogen outbreaks and the abiotic drivers responsible for tree die-offs, and interpret the effects on forest productivity and health.
3. Formulate management recommendations for preventing, intervening, and/or restoring a forest in response to a disturbance or an insect/pathogen outbreak.

There are 3 main required courses: Tree Biology, Forest Health Management, and then 3 credits of either an internship in forest health/resilience, an independent study, or supervised research.

The electives I have been considering involve invasive species, pathology, soil science, and pest management.

It is a mix of in-person and online courses across departments and levels, but they all share similar prerequisites that our undergraduates will have taken for our courses anyway.

Best,
Tyler

From: Agunbiade,Tolulope <agunbiade@ufl.edu>
Sent: Tuesday, October 3, 2023 1:46 PM
To: Carney,Tyler J <tcarney96@ufl.edu>

Original file: Email Approvals for Outside Courses.pdf

Subject: Re: Proposing New Undergrad Certificate in FFGS

Hi Dr. Carney,

Thanks for reaching out about including both ALS 4161 and ALS 4162 as electives for your new certificate course in Forest Health and Resilience. Is it possible to know more about the certificate, and also can the Entomology and Nematology Departmental Chair be copied on the mail? Sure, we can chat about the certificate. Thank you!

Regards,
Tolulope Agunbiade, PhD

From: Carney,Tyler J <tcarney96@ufl.edu>
Date: Tuesday, October 3, 2023 at 10:57 AM
To: Agunbiade,Tolulope <agunbiade@ufl.edu>
Subject: Proposing New Undergrad Certificate in FFGS

Hello Dr. Agunbiade -

I am putting together a packet for a new undergraduate certificate in forest health and resilience in the School of Forest, Fisheries, and Geomatics Sciences. After reviewing many different classes, I think both ALS4161 Exotic Species and Biosecurity Issues and ALS4162 Consequences of Biological Invasions would be great electives for students to have the option to take to help satisfy certificate requirements.

To move forward with this process, I need your approval (and the department head's approval) to add this class as an approved elective. I do not anticipate a large influx of students as this will be a new certificate, but forest health and resilience issues are becoming more of an important focus.

There is no pressure to approve this request. Happy to chat about this further if you would like!

Best,
Tyler

Tyler Carney, PhD

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Natural Resource Policy and Economics
ProForest Coordinator
373 Newins-Ziegler
tcarney96@ufl.edu
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From: Barbazuk,William Bradley
To: Carney,Tyler J
Subject: Re: Proposing New Undergraduate Certificate in FFGS
Date: Wednesday, December 13, 2023 7:25:23 PM

Yes, I agree. I am fine with this.

b

From: Carney,Tyler J <tcarney96@ufl.edu>
Date: Wednesday, December 13, 2023 at 6:55 PM
To: Barbazuk,William Bradley <bbarbazuk@ufl.edu>
Subject: Re: Proposing New Undergraduate Certificate in FFGS

Hi Brad -

Just fyi I don't think you've included Christine here, but also, since there is no revenue or funds exchanged, I believe we can just keep this to the instructor and chair level. It's really just a formality so we can say "yes, this elective is appropriate for this certificate" and we've done our due diligence. We've got courses from various other departments already approved as well.

I understand though if you want to confirm with other folks.

Best,
Tyler

> On Dec 13, 2023, at 6:49 PM, Barbazuk,William Bradley <bbarbazuk@ufl.edu> wrote:
>
> Hi Christine,
>
> Is there a downside to this (below). Do you think it's something I need to run by the college?
>
> b
>
> ---
>
> **From:** Carney,Tyler J <tcarney96@ufl.edu>
> **Date:** Wednesday, December 13, 2023 at 3:00 PM
> **To:** Barbazuk,William Bradley <bbarbazuk@ufl.edu>
> **Subject:** FW: Proposing New Undergraduate Certificate in FFGS
>
> Hi Dr. Barbazuk –
>
> To keep it short and sweet, I am requesting your approval to add BSC3307C as an

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approved elective to a new undergraduate certificate in forest health and resilience I am developing over in the School of Forest, Fisheries, and Geomatics Sciences.

There is no revenue involved – these operate similar to a concentration. Dr. Mulkey has approved this, but I also need yours as well.

Happy to chat further if you would like.

Best,
Tyler

From: Mulkey,Stephen Shawhan <smulkey@ufl.edu>
Sent: Wednesday, December 13, 2023 2:57 PM
To: Carney,Tyler J <tcarney96@ufl.edu>
Subject: Re: Proposing New Undergraduate Certificate in FFGS

Thanks.

Stephen Mulkey, PhD
Instructional Assistant Professor, Department of Biology, University of Florida
621 Carr Hall
President Emeritus, Unity College
6622 NW 52 Terrace
Gainesville, FL 32653
Sustainability Science for a Resilient Future
smulkey@ufl.edu

From: Carney,Tyler J <tcarney96@ufl.edu>
Date: Wednesday, December 13, 2023 at 14:56
To: Mulkey,Stephen Shawhan <smulkey@ufl.edu>
Subject: RE: Proposing New Undergraduate Certificate in FFGS

Hi Stephen –

Thanks for the approval! I imagine your course is very popular, especially considering your background. This will be one of 8 or 9 electives students in this program can take so it is hard to gauge where they may gravitate towards or how popular it will be.

There are no forms for this process. I was going to just forward your approval to the chair and ask for their approval.

Best,
Tyler

From: Mulkey,Stephen Shawhan <smulkey@ufl.edu>

Sent: Wednesday, December 13, 2023 2:53 PM
To: Carney,Tyler J <tcarney96@ufl.edu>
Subject: Re: Proposing New Undergraduate Certificate in FFGS

Hi Tyler,

Sure. Presently the course is fully enrolled every time it is taught. I can welcome a few more students. I teach it in the fall semester.

It might help if you have some kind of approval transmission document that I can simply forward to my chair with my signature.

Best,

Stephen

Stephen Mulkey, PhD
Instructional Assistant Professor, Department of Biology, University of Florida
621 Carr Hall
President Emeritus, Unity College
6622 NW 52 Terrace
Gainesville, FL 32653
Sustainability Science for a Resilient Future
smulkey@ufl.edu

From: Carney,Tyler J <tcarney96@ufl.edu>
Date: Wednesday, December 13, 2023 at 14:36
To: Mulkey,Stephen Shawhan <smulkey@ufl.edu>
Subject: Proposing New Undergraduate Certificate in FFGS

Hello Dr. Mulkey -

I am putting together a packet for a new undergraduate certificate in forest health and resilience in the School of Forest, Fisheries, and Geomatics Sciences. After reviewing many different classes, I think BSC3307C: Climate Change Biology would be a great elective for students to have the option to take to help satisfy certificate requirements. This certificate does not involve any funding – it is merely a supplement to undergraduate degrees, similar to a concentration.

To move forward with this process, I need your approval (and the department head's approval) to add this class as an approved elective. I do not anticipate a large influx of students as this will be a new certificate, but forest health and resilience issues are becoming more of an important focus. Climate change is just one element in this wicked problem.

There is no pressure to approve this request. Happy to chat about this further if you would like!

Best,
Tyler

Tyler Carney, PhD
Natural Resource Policy and Economics
ProForest Coordinator
373 Newins-Ziegler
tcarney96@ufl.edu
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From: Carney,Tyler J
To: Gunter, Christopher; Folta, Kevin M.
Subject: RE: Proposing New Undergrad Certificate in FFGS
Date: Wednesday, October 4, 2023 9:31:00 AM

Thank you both – very much appreciated!

Best,
Tyler

From: Gunter, Christopher <cc.gunter@ufl.edu>
Sent: Tuesday, October 3, 2023 5:42 PM
To: Folta, Kevin M. <kfolta@ufl.edu>; Carney,Tyler J <tcarney96@ufl.edu>
Subject: Re: Proposing New Undergrad Certificate in FFGS

I'm supportive of this. I approve.

Chris

—
Chris Gunter
Professor and Chair
Horticultural Sciences
UF/IFAS University of Florida

From: Folta, Kevin M. <kfolta@ufl.edu>
Sent: Tuesday, October 3, 2023 10:27:57 AM
To: Carney,Tyler J <tcarney96@ufl.edu>
Cc: Gunter, Christopher <cc.gunter@ufl.edu>
Subject: Re: Proposing New Undergrad Certificate in FFGS

Hello Tyler,

I'm looping in Dr. Chris Gunter, Department Chair too. He'll have to approve it, so one less email.

Yes, please add HOS3305 to the list of classes. I also would recommend HOS4341 Advanced Horticultural Physiology, the other class I teach. The focus is mostly on tree crop development, from seed, to reproductive and vegetative transitions. There is a lot of applied physiology such as response to environment, cold, heat, drought, etc. I think the students get a lot out of that class because we discuss tree crop physiology centering on Florida.

Whatever it takes, glad to assist.

Kevin

Kevin M. Folta, Professor

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Horticultural Sciences Department
University of Florida
Gainesville, FL 32611

352-274-4350

"Don't tell me what can't be done. Tell me what needs to be done, and let me do it." - Norman Borlaug.

Illumination (blog) http://kfolta.blogspot.com
Twitter @kevinfolta
Podcast: www.talkingbiotechpodcast.com

Please note that Florida has a broad public records law and that all correspondence to or from University employees via email may also be collected, re-interpreted and re-distributed by potentially hostile interests at significant taxpayer expense.

From: Carney,Tyler J <tcarney96@ufl.edu>
Sent: Tuesday, October 3, 2023 11:00 AM
To: Folta, Kevin M. <kfolta@ufl.edu>
Subject: Proposing New Undergrad Certificate in FFGS

Hello Dr. Folta -

I am putting together a packet for a new undergraduate certificate in forest health and resilience in the School of Forest, Fisheries, and Geomatics Sciences. After reviewing many different classes, I think HOS3305 Introduction to Plant Molecular Biology would be a great elective for students to have the option to take to help satisfy certificate requirements.

To move forward with this process, I need your approval (and the department head's approval) to add this class as an approved elective. I do not anticipate a large influx of students as this will be a new certificate, but forest health and resilience issues are becoming more of an important focus.

There is no pressure to approve this request. Happy to chat about this further if you would like!

Best,
Tyler

Tyler Carney, PhD
Natural Resource Policy and Economics
ProForest Coordinator
373 Newins-Ziegler
tcarney96@ufl.edu
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From: Paula-Moraes,Silvana
To: Carney,Tyler J
Cc: Short,Andrew; Baldwin,Rebecca W; Burnett,Glinda C
Subject: RE: Proposing New Undergrad Certificate in FFGS
Date: Thursday, October 5, 2023 3:59:07 PM

Hi Andrew,
I will be happy to have my Course included in your new certificate in forest health and thanks for considering it. I feel that the concepts and applications discussed in the course are also valid for forest systems.
I am copying Dr. Short (department head of the Entomology & Nematology Department) and Dr. Baldwin (Undergrad coordinate) who can provide guidelines for authorization.
Best
Silvana

Silvana Paula-Moraes | Entomology, PhD| Associate Professor
UF/IFAS West Florida Research and Education Center
4253 Experiment Drive, Hwy 182
Jay, FL 32565
Email: paula.moraes@ufl.edu
Phone: 850-983-7101

From: Carney,Tyler J <tcarney96@ufl.edu>
Sent: Tuesday, October 3, 2023 9:59 AM
To: Paula-Moraes,Silvana <paula.moraes@ufl.edu>
Subject: Proposing New Undergrad Certificate in FFGS

Hello Dr. Paula-Moraes -

I am putting together a packet for a new undergraduate certificate in forest health and resilience in the School of Forest, Fisheries, and Geomatics Sciences. After reviewing many different classes, I think IPM3022 Fundamentals of Pest Management would be a great elective for students to have the option to take to help satisfy certificate requirements.

To move forward with this process, I need your approval (and the department head's approval) to add this class as an approved elective. I do not anticipate a large influx of students as this will be a new certificate, but forest health and resilience issues are becoming more of an important focus.

There is no pressure to approve this request. Happy to chat about this further if you would like!

Best,

Tyler

Tyler Carney, PhD
Natural Resource Policy and Economics
ProForest Coordinator
373 Newins-Ziegler
tcarney96@ufl.edu

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From: Paret,Mathews
To: Carney,Tyler J; Cano,Liliana Maria; Smith, Matthew E
Cc: Damron,Treva R.
Subject: Re: Proposing New Undergrad Certificate in FFGS
Date: Tuesday, November 14, 2023 10:46:31 AM

Hi Tyler

Based on your inputs, Lili, and Matt acceptance, I am approving this.

Thank you

Mathews L. Paret
Professor and Chair, Department of Plant Pathology
University of Florida, Institute of Food and Agricultural Sciences, paret@ufl.edu

---

From: Carney,Tyler J <tcarney96@ufl.edu>
Date: Tuesday, November 14, 2023 at 10:40 AM
To: Paret,Mathews <paret@ufl.edu>, Cano,Liliana Maria <lmcano@ufl.edu>
Cc: Damron,Treva R. <damron@ufl.edu>
Subject: RE: Proposing New Undergrad Certificate in FFGS

Correct.

From our own certificate specialist: "Since this proposed certificate is meant as a complement to a traditional undergraduate degree program, we're **not** pursuing any sort of self-funded approval/revenue. Students who would add this certificate program would register "as they would normally" in the existing sections of your courses."

Any prereqs would also already have been taken more likely than not.

Best,
Tyler

From: Paret,Mathews <paret@ufl.edu>
Sent: Tuesday, November 14, 2023 10:37 AM
To: Carney,Tyler J <tcarney96@ufl.edu>; Cano,Liliana Maria <lmcano@ufl.edu>
Cc: Damron,Treva R. <damron@ufl.edu>
Subject: Re: Proposing New Undergrad Certificate in FFGS

Hi Tyler

When you mention that the model is not the same as a self-funded program, are you indicating that there is no revenue stream for this certificate program?.

Mathews L. Paret

Original file: Email Approvals for Outside Courses.pdf

Professor and Chair, Department of Plant Pathology
University of Florida, Institute of Food and Agricultural Sciences, paret@ufl.edu

---

From: Carney,Tyler J <tcarney96@ufl.edu>
Date: Tuesday, November 14, 2023 at 10:33 AM
To: Paret,Mathews <paret@ufl.edu>, Cano,Liliana Maria <lmcano@ufl.edu>
Cc: Damron,Treva R. <damron@ufl.edu>
Subject: RE: Proposing New Undergrad Certificate in FFGS

Hi Dr. Paret –

I'm fine with meeting, but perhaps I can save us all some time and explain this a bit further.

Basically, your approval is more or less a formality. That we can advertise our certificate with these classes as approved electives to satisfy requirements. That we have your endorsement to possibly have forestry students in these courses. I don't anticipate a large influx of students – there are eight electives for this certificate so there is wiggle room – but we cannot just list courses without approval from instructors and department heads.

These are complimentary to undergraduate degrees – they don't abide by the same model as the self-funded graduate certificates.

Best,
Tyler

From: Paret,Mathews <paret@ufl.edu>
Sent: Tuesday, November 14, 2023 10:17 AM
To: Carney,Tyler J <tcarney96@ufl.edu>; Cano,Liliana Maria <lmcano@ufl.edu>
Cc: Damron,Treva R. <damron@ufl.edu>
Subject: Re: Proposing New Undergrad Certificate in FFGS

Hi Tyler and Lili

Can I have a short meeting to discuss to make sure I capture the request correctly. Ms. Treva Damron will help in scheduling.

Thank you

Mathews L. Paret
Professor and Chair, Department of Plant Pathology
University of Florida, Institute of Food and Agricultural Sciences, paret@ufl.edu

---

From: Carney,Tyler J <tcarney96@ufl.edu>

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Date: Tuesday, November 14, 2023 at 10:04 AM
To: Paret,Mathews <paret@ufl.edu>
Subject: RE: Proposing New Undergrad Certificate in FFGS

Hi Dr. Paret –

To keep it brief, I just need your approval to add PLP3230 (see below) and PLP4653C (see attached email) to this new undergraduate certificate. These operate similar to concentrations – there is no concern of revenue, etc.

Best,
Tyler

From: Cano,Liliana Maria <lmcano@ufl.edu>
Sent: Friday, November 10, 2023 11:24 AM
To: Carney,Tyler J <tcarney96@ufl.edu>
Cc: Paret,Mathews <paret@ufl.edu>; Ulloa,Jessica Laura <julloa@ufl.edu>; Cano,Liliana Maria <lmcano@ufl.edu>
Subject: Re: Proposing New Undergrad Certificate in FFGS

Hi Tyler,

Thanks for your follow-up message, and I apologize for my late response. Please include my course PLP3230 as an approved elective for your new undergraduate certificate in forest health and resilience. Please take this message as my confirmation.

I am copying my new Department Chair, Dr. Matthews Paret, and Plant Pathology academic advisor, Jessica Ulloa, with this email.

Best,

Lili Cano

Liliana M. Cano, PhD.
Assistant Professor in Plant Pathology
Indian River Research and Education Center
University of Florida
2199 South Rock Road
Fort Pierce, FL 34945-3138
Email: lmcano@ufl.edu
Phone: +1-772-577-7350
Cell phone: +1-919-703-6147
http://www.irrec.ifas.ufl.edu/cano-research-/
https://twitter.com/Cano_Lab

From: "Carney,Tyler J" <tcarney96@ufl.edu>

Date: Wednesday, November 1, 2023 at 1:09 PM
To: "Cano,Liliana Maria" <lmcano@ufl.edu>
Subject: RE: Proposing New Undergrad Certificate in FFGS

Hello Dr. Cano –

I just wanted to follow up on this request.

Best,
Tyler

From: Carney,Tyler J
Sent: Tuesday, October 3, 2023 10:55 AM
To: Cano,Liliana Maria <lmcano@ufl.edu>
Subject: Proposing New Undergrad Certificate in FFGS

Hello Dr. Cano -

I am putting together a packet for a new undergraduate certificate in forest health and resilience in the School of Forest, Fisheries, and Geomatics Sciences. After reviewing many different classes, I think PLP3230 Survey of Plant Pathogens would be a great elective for students to have the option to take to help satisfy certificate requirements.

To move forward with this process, I need your approval (and the department head's approval) to add this class as an approved elective. I do not anticipate a large influx of students as this will be a new certificate, but forest health and resilience issues are becoming more of an important focus.

There is no pressure to approve this request. Happy to chat about this further if you would like!

Best,
Tyler

Tyler Carney, PhD
Natural Resource Policy and Economics
ProForest Coordinator
373 Newins-Ziegler
tcarney96@ufl.edu

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From: Smith, Matthew E
To: Carney,Tyler J
Subject: Re: Proposing New Undergrad Certificate in FFGS
Date: Tuesday, October 3, 2023 4:15:59 PM

---

hi Tyler,

That seems like a reasonable thing to include this course in your certificate program.

Besides pulling in other students to the class is there some other way in which this will impact the course?

Unless there is a drastic negative impact or some sort, I would approve this since I am always happy to have additional students interested in Fungal Biology. I will also forward your message to our department Chair and see if we can get his approval as well.

Matt

_____

Matthew E. Smith
Professor
Department of Plant Pathology
University of Florida
2527 Fifield Hall
Gainesville FL 32611-0680
352-273-2837
web:
https://plantpath.ifas.ufl.edu/people/faculty-pages/matthew-smith/

On Oct 3, 2023, at 11:03 AM, Carney,Tyler J <tcarney96@ufl.edu> wrote:

Hello Dr. Smith -

I am putting together a packet for a new undergraduate certificate in forest health and resilience in the School of Forest, Fisheries, and Geomatics Sciences. After reviewing many different classes, I think PLP4653C Basic Fungal Biology would be a great elective for students to have the option to take to help satisfy certificate requirements.

To move forward with this process, I need your approval (and the department head's approval) to add this class as an approved elective. I do not anticipate a large influx of students as this will be a new certificate, but forest health and resilience issues are becoming more of an important focus.

There is no pressure to approve this request. Happy to chat about this further if you would like!

Best,
Tyler

Original file: Email Approvals for Outside Courses.pdf

Tyler Carney, PhD
Natural Resource Policy and Economics
ProForest Coordinator
373 Newins-Ziegler
tcarney96@ufl.edu
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From: Kakani,Vijaya Gopal
To: Carney,Tyler J
Subject: RE: Proposing New Undergraduate Certificate in FFGS
Date: Monday, January 22, 2024 3:28:26 PM
Attachments: image001.png

Tyler,

I approve PLS 4601c being offered as part of the certificate program that you are proposing in FFGS.

Just curious if this certificate program has been approved. Can you send a flyer, or any other documents related the certificate program.

Best
Gopal

Gopal Kakani Ph.D.
Professor and Chair | Agronomy Department
3105A McCarty Hall B | PO Box 110500
University of Florida | Gainesville FL 32611-0500
Work: 352-273-3408 | Cell: 662-648-9051
Email: vgkakani@ufl.edu

From: Carney,Tyler J <tcarney96@ufl.edu>
Sent: Monday, January 22, 2024 3:21 PM
To: Kakani,Vijaya Gopal <vgkakani@ufl.edu>
Subject: RE: Proposing New Undergraduate Certificate in FFGS

Hello Dr. Kakani –

To keep it brief, I am trying to create a new undergraduate certificate in forest health and resilience. There are no funds exchanged, no revenue, nothing of that sort. I just need your approval as department chair – Greg has already signed off PLS4601C (Principles of Weed Science) being part of the certificate.

Your approval is really just a formality so we can advertise the class as an appropriate elective to satisfy requirements.

Best,
Tyler

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From: Macdonald,Gregory E <pineacre@ufl.edu>
Sent: Monday, November 27, 2023 2:02 PM
To: Carney,Tyler J <tcarney96@ufl.edu>
Cc: Kakani,Vijaya Gopal <vgkakani@ufl.edu>
Subject: RE: Proposing New Undergraduate Certificate in FFGS

Tyler,

Thank you for the invitation to be involved in the certificate. You can definitely include PLS 4601c as part of the electives.

I have copied my department chair on this email for his comments and potential approval as well.

Greg

Greg MacDonald – Fulbright Scholar Guyana
Professor of Weed Science and Agronomy
2059 McCarty Hall, P.O. Box 110500
University of Florida
Gainesville, FL 32611-0500
pineacre@ufl.edu
cell – 352-262-8393

From: Carney,Tyler J <tcarney96@ufl.edu>
Sent: Monday, November 27, 2023 10:28 AM
To: Macdonald,Gregory E <pineacre@ufl.edu>
Subject: Proposing New Undergraduate Certificate in FFGS

Hello Dr. Macdonald -

I am putting together a packet for a new undergraduate certificate in forest health and resilience in the School of Forest, Fisheries, and Geomatics Sciences. After reviewing many different classes, I think PLS4601C Principles of Weed Science would be a great elective for students to have the option to take to help satisfy certificate requirements. This certificate does not involve any funding – it is merely a supplement to undergraduate degrees, similar to a concentration.

To move forward with this process, I need your approval (and the department head's approval) to add this class as an approved elective. I do not anticipate a large influx of students as this will be a new certificate, but forest health and resilience issues are becoming more of an important focus.

There is no pressure to approve this request. Happy to chat about this further if you would like!

Best,
Tyler

Original file: Email Approvals for Outside Courses.pdf

Tyler Carney, PhD
Natural Resource Policy and Economics
ProForest Coordinator
373 Newins-Ziegler
tcarney96@ufl.edu

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Original file: Email Approvals for Outside Courses.pdf

From: Whiles,Matthew R
To: Carney,Tyler J
Subject: Re: Proposing New Undergrad Certificate in FFGS
Date: Wednesday, October 11, 2023 9:40:21 AM

If the instructors are OK with it, I approve.

Matt R. Whiles
Chair and Professor, Soil, Water, and Ecosystems Sciences Department
Fellow and Past President, Society for Freshwater Science

2181 McCarty Hall A
PO Box 110290
University of Florida
Gainesville, FL 32611-0290

Phone: (352) 294 3161
Email: mwhiles@ufl.edu

From: Carney,Tyler J <tcarney96@ufl.edu>
Sent: Wednesday, October 11, 2023 9:30 AM
To: Whiles,Matthew R <mwhiles@ufl.edu>
Subject: RE: Proposing New Undergrad Certificate in FFGS

Hi Dr. Whiles –

To keep it short, I am proposing a new undergraduate certificate in forest health and resilience. To add elective classes outside our department (FFGS) I need instructor and departmental approval. I have approval from Dr. Meyer to add SWS4303C, I just need yours if you are inclined to approve.

I also asked Dr. Bacon on approval for SWS4231C which he approved as well. I will need approval from you for both classes.

Best,
Tyler

From: Carney,Tyler J
Sent: Wednesday, October 11, 2023 9:28 AM
To: Meyer,Julie <juliemeyer@ufl.edu>
Subject: RE: Proposing New Undergrad Certificate in FFGS

Hi Julie –

Thank you for your approval! I am going to be looping in Matt Whiles for his approval as well. I will keep you informed on when/if this becomes official and offered.

Best,
Tyler

From: Meyer,Julie <juliemeyer@ufl.edu>
Sent: Tuesday, October 10, 2023 10:52 AM
To: Carney,Tyler J <tcarney96@ufl.edu>
Subject: Re: Proposing New Undergrad Certificate in FFGS

Hi Tyler,
I approve adding SWS4303C Soil Microbial Ecology as an elective for the undergraduate certificate in forest health and resilience. This course just went through an extensive update for UF Online and is currently being reviewed for UF+QM standards. Thank you for including the course.

Julie Meyer | Assistant Professor
Department of Soil, Water, and Ecosystem Sciences
University of Florida
2033 Mowry Rd, Gainesville, FL 32611
(352) 273-8189
meyermicrobes.com

From: Carney,Tyler J <tcarney96@ufl.edu>
Sent: Tuesday, October 3, 2023 11:02 AM
To: Meyer,Julie <juliemeyer@ufl.edu>
Subject: Proposing New Undergrad Certificate in FFGS

Hello Dr. Meyer -

I am putting together a packet for a new undergraduate certificate in forest health and resilience in the School of Forest, Fisheries, and Geomatics Sciences. After reviewing many different classes, I think SWS4303C Soil Microbial Ecology would be a great elective for students to have the option to take to help satisfy certificate requirements.

To move forward with this process, I need your approval (and the department head's approval) to add this class as an approved elective. I do not anticipate a large influx of students as this will be a new certificate, but forest health and resilience issues are becoming more of an important focus.

There is no pressure to approve this request. Happy to chat about this further if you would like!

Best,
Tyler

Tyler Carney, PhD
Natural Resource Policy and Economics

ProForest Coordinator
373 Newins-Ziegler
tcarney96@ufl.edu
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Original file: Email Approvals for Outside Courses.pdf

From: Bacon,Allan
To: Carney,Tyler J
Subject: Re: Proposing New Undergrad Certificate in FFGS
Date: Tuesday, October 3, 2023 12:09:37 PM

Hi Tyler. This is fine with me. I've ccd my dept chair, Matt Whiles, here for your contact.
AB

----------<((((><

Allan R. Bacon | Environmental Pedology
Soil, Water, and Ecosystem Sciences Department
University of Florida

From: Carney,Tyler J <tcarney96@ufl.edu>
Sent: Tuesday, October 3, 2023 10:52:49 AM
To: Bacon,Allan <allan.bacon@ufl.edu>
Subject: Proposing New Undergrad Certificate in FFGS

Hello Dr. Bacon -

I am putting together a packet for a new undergraduate certificate in forest health and resilience in the School of Forest, Fisheries, and Geomatics Sciences. After reviewing many different classes, I think SWS4231C Soil, Water, and Land Use would be a great elective for students to have the option to take to help satisfy certificate requirements.

To move forward with this process, I need your approval (and the department head's approval) to add this class as an approved elective. I do not anticipate a large influx of students as this will be a new certificate, but forest health and resilience issues are becoming more of an important focus.

There is no pressure to approve this request. Happy to chat about this further if you would like!

Best,
Tyler

Tyler Carney, PhD
Natural Resource Policy and Economics
ProForest Coordinator
373 Newins-Ziegler
tcarney96@ufl.edu
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"Teaching is a noble calling. Our fingerprints are on the future." – Foy Mills

Original file: Email Approvals for Outside Courses.pdf

From: Meyer,Julie
To: Carney,Tyler J
Subject: Re: Proposing New Undergrad Certificate in FFGS
Date: Tuesday, October 10, 2023 10:51:47 AM

Hi Tyler,

I approve adding SWS4303C Soil Microbial Ecology as an elective for the undergraduate certificate in forest health and resilience. This course just went through an extensive update for UF Online and is currently being reviewed for UF+QM standards. Thank you for including the course.

Julie Meyer | Assistant Professor
Department of Soil, Water, and Ecosystem Sciences
University of Florida
2033 Mowry Rd, Gainesville, FL 32611
(352) 273-8189
meyermicrobes.com

From: Carney,Tyler J <tcarney96@ufl.edu>
Sent: Tuesday, October 3, 2023 11:02 AM
To: Meyer,Julie <juliemeyer@ufl.edu>
Subject: Proposing New Undergrad Certificate in FFGS

Hello Dr. Meyer -

I am putting together a packet for a new undergraduate certificate in forest health and resilience in the School of Forest, Fisheries, and Geomatics Sciences. After reviewing many different classes, I think SWS4303C Soil Microbial Ecology would be a great elective for students to have the option to take to help satisfy certificate requirements.

To move forward with this process, I need your approval (and the department head's approval) to add this class as an approved elective. I do not anticipate a large influx of students as this will be a new certificate, but forest health and resilience issues are becoming more of an important focus.

There is no pressure to approve this request. Happy to chat about this further if you would like!

Best,
Tyler

Tyler Carney, PhD
Natural Resource Policy and Economics
ProForest Coordinator
373 Newins-Ziegler
tcarney96@ufl.edu
If you are receiving this message outside of your normal work hours, please do not feel pressured to respond until your workload and schedule permit.

Original file: Email Approvals for Outside Courses.pdf

“Teaching is a noble calling. Our fingerprints are on the future.” – Foy Mills

Original file: Email Approvals for Outside Courses.pdf

Cover Sheet: Request 19524

Update to the Nutritional Sciences 8-semester plan

Info

Process	Major Curriculum|Modify|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Laura Acosta ljacosta@ufl.edu
Created	2/5/2024 11:04:51 PM
Updated	2/16/2024 12:53:40 PM
Description of request	We are requesting a minor update to the Nutritional Sciences 8-semester plan (reducing elective credits in Semester 7 from 4 to 3), resulting from our request to increase HUN4445 from 2 credits to 3 credits.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food Science and Human Nutrition 60150000	Renee Goodrich		2/16/2024
Proposed Nutritional Sciences 8 semester plan with tracked changes.docx					2/5/2024
College	Pending	CALS - College of Agricultural and Life Sciences			2/16/2024
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
Academic Assessment Committee Notified					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Major|Modify_Curriculum for request 19524

Info

Request: Update to the Nutritional Sciences 8-semester plan
Description of request: We are requesting a minor update to the Nutritional Sciences 8-semester plan (reducing elective credits in Semester 7 from 4 to 3), resulting from our request to increase HUN4445 from 2 credits to 3 credits.
Submitter: Laura Acosta ljacosta@ufl.edu
Created: 2/5/2024 7:43:52 PM
Form version: 1

Responses

Major Name Nutritional Sciences
Major Code NUT
Degree Program Name BS
Undergraduate Innovation Academy Program No
Effective Term Earliest Available
Effective Year Earliest Available
Current Curriculum for Major Full curriculum available here: https://catalog.ufl.edu/UGRD/colleges-schools/UGAGL/NUT_BS/#modelsemesterplantext

The impacted semester for this requested change is Semester 7. The current curriculum for Semester 7 on the 8-semester model plan is:

SEMESTER SEVEN
HUN 4445 Nutrition and Disease: Part 1 (Critical Tracking): 2 credits
PCB 4723C or APK 2105C Physiology and Molecular Biology of Animals or Applied Human Physiology with Laboratory: 4 credits
Approved science course: 3-4 credits
Approved science laboratory: 1-2 credits
Select 4 elective credits: 4 credits
TOTAL CREDITS: 14-16 credits
Proposed Curriculum Changes We have separately submitted a request to change the credits for HUN4445 from 2 credits to 3 credits. This necessitates a change to the 8-semester plan, as follows:

SEMESTER SEVEN
HUN 4445 Nutrition and Disease: Part 1 (Critical Tracking): 3 credits
PCB 4723C or APK 2105C Physiology and Molecular Biology of Animals or Applied Human Physiology with Laboratory: 4 credits
Approved science course: 3-4 credits
Approved science laboratory: 1-2 credits
Select 4 elective credits: 3 credits
TOTAL CREDITS: 14-16 credits

We simply reduced the elective credits from 4 to 3 to accommodate the increase in credits for HUN4445.
UF Online Curriculum Change No
Pedagogical Rationale/Justification The change to the 8-semester plan is necessary to accommodate the increase in credits of HUN4445 from 2 credits to 3 credits. The credit increase for this course allows for addition of content in gastrointestinal anatomy, digestion, absorption, and nutrition data analysis. The request to modify the course from 2 to 3 credits was submitted separately.
Impact on Enrollment, Retention, Graduation As students are bound by their catalog year, current students will be given the option to take a 2-credit version of the course if they prefer.
Assessment Data Review Reviewing the SLOs for our Nutritional Sciences major, we noted in our last SACSCOC report that "one area they [students] tend to struggle with is remembering gastrointestinal (GI) anatomy and physiology." This was noted under Student Learning Outcome #1: Use knowledge of nutrient functions and food sources and physiological systems to determine nutrient and dietary needs of individuals in various life cycle stages and/or with nutrition-related diseases. Additionally in the SACSCOC report, we noted "Interpreting data can be challenging for students.

Original file: Submitted form version 1.pdf

Particularly in the emerging era of artificial intelligence, we see an immense opportunity to prepare graduates who are adept with data analysis and use of high-capacity computing tools." This was noted under Student Learning Outcome #4: Analyze data and interpret results in the nutritional sciences.

Thus, the inclusion of the new content and course objectives in HUN4445 - resulting in this update to the 8-semester plan - will fill gaps that were identified on our SACSCOC report as areas for improvement.
Academic Learning Compact and Academic Assessment Plan No modifications to the Academic Learning Compact or Academic Assessment Plan are requested at this time.
Catalog Copy Yes

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Nutritional Sciences 8 semester plan

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria.

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

SEMESTER ONE		CREDITS
CHM 2045 & 2045L	General Chemistry 1 and General Chemistry 1 Laboratory (**Critical Tracking**; State Core Gen Ed Biological and Physical Sciences)	4
MAC 2311	Analytic Geometry and Calculus 1 (**Critical Tracking**; State Core Gen Ed Mathematics)	4
State Core Gen Ed Composition; Writing Requirement		3
State Core Gen Ed Humanities		3
Elective		1
	Credits	**15**
SEMESTER TWO		
Quest 1 (Gen Ed Humanities)		3
Select one:		3-4
AEB 2014	Economic Issues, Food and You (Gen Ed Social and Behavioral Sciences)	

AEB 3103	Principles of Food and Resource Economics (Gen Ed Social and Behavioral Sciences)	
ECO 2013	Principles of Macroeconomics (Gen Ed Social and Behavioral Sciences)	
ECO 2023	Principles of Microeconomics (Gen Ed Social and Behavioral Sciences)	
CHM 2046 & 2046L	General Chemistry 2 and General Chemistry 2 Laboratory (**Critical Tracking**; Gen Ed Physical Sciences)	4
Electives		4
	Credits	**14-15**
SEMESTER THREE		
BSC 2010 & 2010L	Integrated Principles of Biology 1 and Integrated Principles of Biology Laboratory 1 (**Critical Tracking**; Gen Ed Biological Sciences)	4
CHM 2210	Organic Chemistry 1 (minimum grade of C required within two attempts, including withdrawals)	3
STA 2023	Introduction to Statistics 1 (Gen Ed Mathematics)	3
State Core Gen Ed Social and Behavioral Sciences		3
Gen Ed Composition		3
	Credits	**16**
SEMESTER FOUR		
Quest 2		3

BSC 2011 & 2011L	Integrated Principles of Biology 2 and Integrated Principles of Biology Laboratory 2 (**Critical Tracking**; Gen Ed Biological Sciences)	4
CHM 2211 & 2211L	Organic Chemistry 2 and Organic Chemistry Laboratory	5
HUN 2201	Fundamentals of Human Nutrition	3
	Credits	**15**
SEMESTER FIVE		
AEC 3030C	Effective Oral Communication	3
BCH 3025 or BCH 4024	Fundamentals of Biochemistry (**Critical Tracking**) or Introduction to Biochemistry and Molecular Biology	4
FOS 3042	Introductory Food Science	3
PHY 2053 & 2053L	Physics 1 and Laboratory for Physics 1	5
	Credits	**15**
SEMESTER SIX		
HUN 3403	Nutrition through the Life Cycle (**Critical Tracking**)	2
Select one:		3-4
PCB 3063	Genetics	
AGR 3303	Genetics	

MCB 4304	Genetics of Microorganisms	
PCB 4522	Molecular Genetics	
PHY 2054 & 2054L	Physics 2 and Laboratory for Physics 2	5
Electives		5
	Credits	**15-16**
SEMESTER SEVEN		
HUN 4445	Nutrition and Disease: Part 1 (**Critical Tracking**)	3~~2~~
PCB 4723C or APK 2105C	Physiology and Molecular Biology of Animals or Applied Human Physiology with Laboratory	4
Approved science course		3-4
Approved science laboratory		1-2
Select 3~~4~~ elective credits		3~~4~~
	Credits	**14-16**
SEMESTER EIGHT		
AEC 3033C	Research and Business Writing in Agricultural and Life Sciences (Writing Requirement)	3
HUN 4221	Nutrition and Metabolism (**Critical Tracking**)	3
HUN 4446	Nutrition and Disease: Part 2	3

MCB 3020 & 3020L	Basic Biology of Microorganisms and Laboratory for Basic Biology of Microorganisms	4
Elective		3
	Credits	**16**
	Total Credits	**120**

Plan of Study Grid

Additional electives may be needed to complete the 120 credits required for graduation.

Cover Sheet: Request 19521

Dietetics 8-semester plan

Info

Process	Major Curriculum|Modify|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Laura Acosta ljacosta@ufl.edu
Created	2/5/2024 7:27:16 PM
Updated	2/16/2024 12:48:46 PM
Description of request	Request to adjust 8-semester model plan for Dietetics to accommodate a change in the organic chemistry requirement and an increase in credits for HUN4445.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food Science and Human Nutrition 60150000	Renee Goodrich		2/16/2024
Proposed DTS 8 semester plan with tracked changes.docx CHM2200 and Lab - Email communication with chemistry department.pdf					2/5/2024 2/5/2024
College	Pending	CALS - College of Agricultural and Life Sciences			2/16/2024
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
Academic Assessment Committee Notified					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Major|Modify_Curriculum for request 19521

Info

Request: Dietetics 8-semester plan
Description of request: Request to adjust 8-semester model plan for Dietetics to accommodate a change in the organic chemistry requirement and an increase in credits for HUN4445.
Submitter: Laura Acosta ljacosta@ufl.edu
Created: 11/8/2023 10:04:35 AM
Form version: 1

Responses

Major Name Dietetics
Major Code DTS
Degree Program Name BS
Undergraduate Innovation Academy Program No
Effective Term Fall
Effective Year 2024
Current Curriculum for Major https://catalog.ufl.edu/UGRD/colleges-schools/UGAGL/DTS_BS/#modelsemesterplantext

(See attached current 8 semester plan with tracked changes)
Proposed Curriculum Changes Semester 4:
Quest 2: 3 credits
BSC 2011 & 2011L Integrated Principles of Biology 2 and Integrated Principles of Biology Laboratory 2 (Critical Tracking; Gen Ed Biological Sciences and Physical Sciences): 4 credits
HUN 2201 Fundamentals of Human Nutrition: 3 credits
*CHM2200 & CHM2200L Fundamentals of Organic Chemistry & Fundamentals of Organic Chemistry Laboratory: 4 credits
TOTAL CREDITS: 14 credits

*To clarify, while CHM2200/CHM2200L will be the official organic chemistry requirement per the 8-semester plan, students are still welcome to take the two-semester sequence if desired. Thus our proposed change simply opens more flexibility to allow the organic chemistry requirement to be met in one semester, but does not prohibit students from opting for the two-semester option.

Semester 5:
AEC 3030C Effective Oral Communication: 3 credits
AEB3122 Financial Planning for Agribusiness: 3 credits
MCB2000 &MCB2000L Microbiology and Microbiology Laboratory (Gen Ed Biological Sciences): 4 credits
FOS 3042 Introductory Food Science: 3 credits
HUN3403 Nutrition through the Life Cycle (Critical Tracking): 2 credits
TOTAL CREDITS: 15 credits

Semester 6:
AEC 3033C Research and Business Writing in Agricultural and Life Sciences (Writing Requirement): 3 credits
APK 2105C Applied Human Physiology with Laboratory: 4 credits
Elective: 3 credits
DIE 3310 Community Nutrition (Critical Tracking): 2 credits
MAN3025 Principles of Management: 4 credits
TOTAL CREDITS: 16 credits

Semester 7
BCH 3025 Fundamentals of Biochemistry: 4 credits
DIE 4125 & 4125L Food Systems Management and Food Systems Management Laboratory: 5 credits
DIE 4245 Medical Nutrition Therapy Applications: Part 1 (Critical Tracking): 3 credits
DIE 4505 Dietetics Seminar: 1 credit
HUN 4445 Nutrition and Disease: Part 1: 3 credits

Original file: Submitted form version 1.pdf

TOTAL CREDITS: 16 credits

UF Online Curriculum Change No
Pedagogical Rationale/Justification Adjustments to the 8-semester model plan are proposed to accommodate a change in the organic chemistry requirement - CHM2200/L in place of the CHM2210, CHM2211/L sequence - as well as to accommodate the increase from 2 to 3 credits proposed for HUN4445.

Change in Organic Chemistry Requirement:
The professional accrediting institution for dietetics (ACEND, Accreditation Council for Education in Nutrition and Dietetics) does not require 8 credits of organic chemistry. The proposed change sufficiently meets ACEND requirements, covers needed objectives for the curriculum, and provides an adequate foundation for upper-division major specific courses. The adjusted plan increases total elective credits from 7 to 10, allowing for increased opportunity for students to explore subjects of interest and/or pursue minors, certificates, etc.

Increase in Credits for HUN4445:
Increasing from 2 credits to 3 credits is necessary to accommodate the addition of new objectives in the course; specifically, content in gastrointestinal anatomy, digestion, absorption, and nutrition data analysis. This request was submitted separately through the academic approval system.
Impact on Enrollment, Retention, Graduation There should be no impact on current students, as they will be expected to follow their own catalogue year requirements.
Assessment Data Review While a two-semester organic chemistry sequence is required for students aspiring to medical, dental, or pharmacy school, this is not the case for dietetics. Dietitians need exposure to foundational organic chemistry concepts, but do not require the same depth of organic chemistry knowledge as doctors, dentists, and pharmacists. Thus, two semesters of organic chemistry is not the industry norm for dietetics, and is somewhat of an oddity compared with our peer institutions. The credits that are freed up from this change will allow for increased elective options, and will open opportunities for students to pursue minors or certificates that may not have been feasible before. As a result, these novel pursuits will likely enhance students' competitiveness for graduate programs and internships in dietetics - the next steps toward becoming credentialed Registered Dietitian Nutritionists.

To be clear, students who wish to take a two-semester organic chemistry sequence will still certainly be able to. This change does not prohibit or discourage students who desire a more comprehensive organic chemistry experience; it simply opens additional options and flexibility for students that do not require this level of depth.

We have carefully reviewed the curriculum to ensure that students taking the one-semester CHM2200/CHM2200L will not be at a disadvantage or be missing required pre-requisites for subsequent courses. We have also reviewed our SLOs and ensured that this change will not affect students' ability to meet student learning outcomes. Additionally, upon review of our Academic Program Goals, we identified this proposed change in the organic chemistry requirement as productive toward Program Goal #3: "Maintain and enhance the quality of instruction in the department," as we are confident the ability for students to pursue electives, minors, and certificates of interest will enrich and enhance the quality of our Dietetics program.
Academic Learning Compact and Academic Assessment Plan These changes should not impact the Academic Learning Compact or the Academic Assessment Plan. We do not measure SLOs in organic chemistry.
Catalog Copy Yes

Original file: Submitted form version 1.pdf

Grogan,Jenna L

From: Davidson,Tammy A
Sent: Wednesday, December 13, 2023 11:17 AM
To: Grogan,Jenna L
Cc: Gankofskie,Beth Treat
Subject: RE: CHM2200/L

Hi Jenna and Beth,
My apologies! I thought I had replied to your message back in November but it appears that I did not. This proposal will work fine for us here in Chemistry. We recognize that this will increase demand for CHM2200/2200L and we are working to make sure that we can offer the additional seats. At this time, these courses are only offered in spring terms, but we hope to begin offering them in fall as well is demand increases.

Have a wonderful holiday break!
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

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From: Grogan,Jenna L
Sent: Wednesday, December 13, 2023 10:23 AM
To: Davidson,Tammy A <davidson@chem.ufl.edu>
Cc: Gankofskie,Beth Treat <gankofskie@ufl.edu>
Subject: FW: CHM2200/L

Hi, Tammy.

Happy end of Fall semester! I hope the week is wrapping up well.

I wanted to follow up regarding the Dietetics faculty proposal to include CHM2200/L in their curriculum vs. CHM2210/CHM2211. I'm happy to connect you with a faculty member if you would like to have a more detailed discussion. Dr. Beth Gankofskie, Director of our DPD program, is copied.

I really appreciate your time, especially as we head toward the holidays.

Thanks,
Jenna

Original file: CHM2200 and Lab - Email communication with chemistry department.pdf

Jenna Grogan
Academic Advisor – Food Science & Human Nutrition
University of Florida
College of Agricultural & Life Sciences
PO Box 110370 (FSN, Room 103)
Gainesville, FL 32611-0370
jgrogan@ufl.edu
T: (352) 294-3702
F: (352) 392-9467
Book an appointment:
https://outlook.office365.com/owa/calendar/FSHNAdvising@uflorida.onmicrosoft.com/bookings/

From: Grogan,Jenna L
Sent: Wednesday, November 1, 2023 10:27 AM
To: Davidson,Tammy A <davidson@chem.ufl.edu>
Cc: Gankofskie,Beth Treat <gankofskie@ufl.edu>
Subject: RE: CHM2200/L

Hi, Tammy.

Hope all is well during this busy registration season! It's hard to believe that it's November.

I wanted to follow up on the email below. In review of the curriculum website, we recalled that documentation is necessary from any department that may be impacted by the curriculum change. I think we've used emails as documents in the past, but regardless, we did want to make sure that our outline below would not be problematic for your department. We are starting to explore how to move forward with multiple changes in our curriculum.

Please let me know if you have any issues or concerns, and we thank you in advance!

Thank you!
Jenna

Jenna Grogan
Academic Advisor – Food Science & Human Nutrition
University of Florida
College of Agricultural & Life Sciences
PO Box 110370 (FSN, Room 103)
Gainesville, FL 32611-0370
jgrogan@ufl.edu
T: (352) 294-3702
F: (352) 392-9467
Book an appointment:
https://outlook.office365.com/owa/calendar/FSHNAdvising@uflorida.onmicrosoft.com/bookings/

From: Grogan,Jenna L
Sent: Monday, October 16, 2023 10:00 AM
To: Davidson,Tammy A <davidson@chem.ufl.edu>
Cc: Gankofskie,Beth Treat <gankofskie@ufl.edu>
Subject: RE: CHM2200/L

Good morning, Tammy.

My apologies on the delay. I needed to speak with the Dietetics faculty, and we just held our meeting on Friday. As a recap, the Dietetics faculty intend to replace the CHM2210/CHM2211/L sequence with CHM2200/L in their curriculum. This will NOT impact Spring 2024.

The faculty intend to propose curriculum changes for the **Fall 2024 catalog year**. Given that our Dietetics students generally take Organic Chemistry in sophomore year, we will likely not see the increase in CHM2200/L until Fall 25/Spring 26 academic year.

As of now, we have approximately 80 Dietetics students. This number does fluctuate with a recent peak of about 110 students. With that being said, I suspect there will be about 20-30 students each year who need CHM2200/L.

Please let us know if you have any concerns. I have copied Dr. Beth Gankofskie, who is the Director of the Dietetics program.

Thank you again.

Jenna

Jenna Grogan
Academic Advisor – Food Science & Human Nutrition
University of Florida
College of Agricultural & Life Sciences
PO Box 110370 (FSN, Room 103)
Gainesville, FL 32611-0370
jgrogan@ufl.edu
T: (352) 294-3702
F: (352) 392-9467
Book an appointment:
https://outlook.office365.com/owa/calendar/FSHNAdvising@uflorida.onmicrosoft.com/bookings/

From: Grogan,Jenna L
Sent: Friday, August 25, 2023 4:07 PM
To: Davidson,Tammy A <davidson@chem.ufl.edu>
Subject: RE: CHM2200/L

Thank you, Tammy, for the quick reply! Let me consult with the Dietetics faculty. We had a preliminary discussion today, and these details are helpful. I'll get back to your question as soon as possible in terms of 1) timing for the change and 2) the possibility of using summer lab seats too.

Have a great weekend, and I'll be in touch soon!

Jenna

Original file: CHM2200 and Lab - Email communication with chemistry department.pdf

From: Davidson,Tammy A <davidson@chem.ufl.edu>
Sent: Friday, August 25, 2023 3:05 PM
To: Grogan,Jenna L <jgrogan@ufl.edu>
Subject: Re: CHM2200/L

Hi Jenna,
You actually have perfect timing since we were just talking about the CHM2200/2200L courses in our teaching meeting this morning. I really appreciate the heads up! Microbiology is considering something similar for their non-prehealth students.

Right now, we are pretty much maxed out on capacity but we can work to find a larger lecture room. Will this be happening for the upcoming spring term or sometime later?

The lab is a little more challenging since CHM2200L shares the same space as CHM2211L. We don't have room to add lab seats for CHM2200L in spring, but we could easily add seats in summer. Do you think that would work?

Have a great weekend!
Tammy

From: Grogan,Jenna L <jgrogan@ufl.edu>
Sent: Friday, August 25, 2023 2:43 PM
To: Davidson,Tammy A <davidson@chem.ufl.edu>
Subject: CHM2200/L

Hi, Tammy.

Sorry to bother on a Friday afternoon! I hope the first week has gone well.

Our Dietetics faculty are possibly adjusting their curriculum. They are considering the possibility of removing CHM2210, CHM2211, and CHM2211L from the curriculum, and instead, requiring CHM2200/L. They understand that it's only offered in Spring terms. Based on peer institutions and competencies needed for their credentials, it seems like CHM2200/L will satisfy their requirements.

However, we would have possibly 20-30 (give or take) students each year that would need to take the CHM2200/L.

Is this possible, given your seat capacity? Are you already overloaded in these sections?

Thanks for your help.
Jenna

Jenna Grogan
Academic Advisor – Food Science & Human Nutrition
University of Florida
College of Agricultural & Life Sciences
PO Box 110370 (FSN, Room 103)
Gainesville, FL 32611-0370
jgrogan@ufl.edu

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T: (352) 294-3702
F: (352) 392-9467
Book an appointment:
https://outlook.office365.com/owa/calendar/FSHNAdvising@uflorida.onmicrosoft.com/bookings/

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To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria.

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

SEMESTER ONE		CREDITS
Select one:		3-4
AEB 2014	Economic Issues, Food and You (Gen Ed Social and Behavioral Sciences)	
ECO 2013	Principles of Macroeconomics (Gen Ed Social and Behavioral Sciences)	
ECO 2023	Principles of Microeconomics (Gen Ed Social and Behavioral Sciences)	
MAC 1147	Precalculus Algebra and Trigonometry (**Critical Tracking**; State Core Gen Ed Mathematics)	4
State Core Gen Ed Composition; Writing Requirement		3
State Core Gen Ed Humanities		3
	Credits	**13-14**
SEMESTER TWO		
Quest 1 (Gen Ed Humanities)		3
CHM 2045 & 2045L	General Chemistry 1 and General Chemistry 1 Laboratory (**Critical Tracking**; State Core Gen Ed Biological and Physical Sciences)	4
PSY 2012	General Psychology (State Core Gen Ed Social and Behavioral Sciences)	3

Gen Ed Composition; Writing Requirement		3
Elective		3
	Credits	**16**
SEMESTER THREE		
BSC 2010 & 2010L	Integrated Principles of Biology 1 and Integrated Principles of Biology Laboratory 1 (**Critical Tracking**; Gen Ed Biological Sciences)	4
CHM 2046 & 2046L	General Chemistry 2 and General Chemistry 2 Laboratory (**Critical Tracking**; Gen Ed Biological Sciences)	4
STA 2023	Introduction to Statistics 1 (Gen Ed Mathematics)	3
Electives		4
	Credits	**15**
SEMESTER FOUR		
Quest 2		3
BSC 2011 & 2011L	Integrated Principles of Biology 2 and Integrated Principles of Biology Laboratory 2 (**Critical Tracking**; Gen Ed Biological Sciences and Physical Sciences)	4
HUN 2201	Fundamentals of Human Nutrition	3
CHM2200 & CHM2200L	Fundamentals of Organic Chemistry & Fundamentals of Organic Chemistry Laboratory	4

MCB 2000 & 2000L	Microbiology and Microbiology Laboratory (Gen Ed Biological Sciences)	
	Credits	**14**
SEMESTER FIVE		
AEC 3030C	Effective Oral Communication	3
AEB3122 AEC 3033C	Financial Planning for Agribusiness Research and Business Writing in Agricultural and Life Sciences (Writing Requirement)	3
MCB2000 &MCB2000L CHM 2210	Microbiology and Microbiology Laboratory (Gen Ed Biological Sciences) Organic Chemistry 1 (**Critical Tracking**; minimum grade of C within two attempts, including withdrawals)	4 3
FOS 3042	Introductory Food Science	3
HUN3403 MAN 3025	Nutrition through the Life Cycle (**Critical Tracking**) Principles of Management	24
	Credits	**15 16**
SEMESTER SIX		
AEC 3033C AEB 3122	Research and Business Writing in Agricultural and Life Sciences (Writing Requirement) Financial Planning for Agribusiness	3
APK 2105C	Applied Human Physiology with Laboratory	4

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Elective ~~CHM 2211~~ ~~& 2211L~~	~~Organic Chemistry 2~~ ~~and Organic Chemistry Laboratory~~	3 ~~5~~
DIE 3310	Community Nutrition (**Critical Tracking**)	2
MAN3025 ~~HUN 3403~~	Principles of Management ~~Nutrition through the Life Cycle~~	4 ~~2~~
	Credits	**16**
SEMESTER SEVEN		
BCH 3025	Fundamentals of Biochemistry	4
DIE 4125 & 4125L	Food Systems Management and Food Systems Management Laboratory	5
DIE 4245	Medical Nutrition Therapy Applications: Part 1 (**Critical Tracking**)	3
DIE 4505	Dietetics Seminar	1
HUN 4445	Nutrition and Disease: Part 1	3 ~~2~~
	Credits	**16** ~~**15**~~
SEMESTER EIGHT		
DIE 4246	Medical Nutrition Therapy Applications: Part 2	3
DIE 4436	Nutrition Counseling and Communication	2
FOS 4311 & FOS 4310L	Food Chemistry and Experimental Foods Laboratory	4

HUN 4221	Nutrition and Metabolism (**Critical Tracking**)	3
HUN 4446	Nutrition and Disease: Part 2	3
	Credits	**15**
	Total Credits	**120**

Plan of Study Grid

Additional electives may be needed to complete the 120 credits required for graduation.

Cover Sheet: Request 19526

Update to the Nutritional Sciences Minor

Info

Process	Minor|Modify/Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Laura Acosta ljacosta@ufl.edu
Created	2/5/2024 11:34:15 PM
Updated	2/13/2024 2:02:46 PM
Description of request	Request to update the Nutritional Sciences Minor to reflect the proposed increase in credits for HUN4445.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food Science and Human Nutrition 60150000	Renee Goodrich		2/13/2024
Proposed Nutritional Sciences Minor update with tracked changes.docx					2/5/2024
College	Pending	CALS - College of Agricultural and Life Sciences			2/13/2024
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Minor|Modify for request 19526

Info

Request: Update to the Nutritional Sciences Minor
Description of request: Request to update the Nutritional Sciences Minor to reflect the proposed increase in credits for HUN4445.
Submitter: Laura Acosta ljacosta@ufl.edu
Created: 2/5/2024 11:17:18 PM
Form version: 1

Responses

Name Nutritional Sciences
Code NUT
Effective Term Earliest Available
Effective Year Earliest Available
Proposed Changes We have separately submitted a request to change the credits for HUN4445 (Nutrition and Disease Part 1) from 2 credits to 3 credits, and if approved, this will necessitate a change to the catalogue copy for the Nutritional Sciences minor. Specifically, HUN4445 will need to be updated to 3 credits instead of 2 credits, and "Approved Electives" will need to be 4-5 credits instead of 5-6 credits.
Pedagogical Rationale/Justification This change to the Nutritional Sciences minor simply accommodates the proposed increase in credits for HUN4445, which was submitted separately.
Impact on Other Programs No impact to other programs is anticipated.
Catalog Copy Yes

Original file: Submitted form version 1.pdf

Nutritional Sciences Minor

While the minor is open to all students, it is particularly appropriate for biology, microbiology and cell science, and zoology majors; and students who are interested in medicine, dentistry, and pharmacy.

REQUIRED COURSES

Code	Title	Credits
HUN 2201	Fundamentals of Human Nutrition	3
HUN 3403	Nutrition through the Life Cycle	2
HUN 4221	Nutrition and Metabolism	3
HUN 4445	Nutrition and Disease: Part 1	3~~2~~
Approved electives		4-5~~5-6~~
Total Credits		**15-16**
Course List		

APPROVED ELECTIVES

Code	Title	Credits
FOS 3042	Introductory Food Science	3
HUN 4446	Nutrition and Disease: Part 2	3

Code	Title	Credits
HUN 4813C	Laboratory Techniques in Molecular Nutrition	3
HUN 4905	Special Problems in Human Nutrition	1-3
HUN 4936	Topics in Human Nutrition (Preventative Health)	2
HUN 4936	Topics in Human Nutrition	3
Course List		