

**CALS Curriculum Committee Meeting**  
**April 19, 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 March 22, 2024 meeting**

**Dr. Mathews: Update from UCC**

**Graduate New Course Proposal**

1. ENY 6XXX – Global Change and Insect Declines (req. #19841)

**Undergraduate New Course Proposals**

2. ENY 4XXX – Global Change and Insect Declines (req. #19842)

3. FOS 4XXX – Principles of Food Entrepreneurship (req. #19829)

4. HUN 4XXX – Undergraduate Supervised Teaching (req. #19766)

5. PLP 4XXX – RNA Biology (req. #19630)

**Undergraduate Course Change Proposal**

6. ANS 4623C – Pork Production (req. #19689)

**CALS Curriculum Committee Meeting  
Minutes from March 22, 2024  
Submitted by James Fant**

**Members Present:** S. Ahn, D. Coenen, J. Czipulis, T. Easterly, K. Fogarty, D. Gabriel, V. Hull, P. Inglett, B. Kassas, R. Koenig, J. Larkin, T. Martin, A. Mathews, J. Scheffler,

**Visitors:** Laura Acosta, Tyler Carney, Albert De Vries

**Call to Order:** The College of Agricultural and Life Sciences Curriculum Committee met in McCarty Hall D Rm. 1044/1045 on March 22, 2024. Dr. Coenen called the meeting to order at 1:02 p.m.

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

**Approval of Minutes:** A motion was made by Dr. Martin to approve the minutes from the February 16, 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](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](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf).

**Update from UCC:**

- All nine of CALS courses/program submissions presented at the March 19<sup>th</sup> UCC were approved.
- Other notable updates:
- UF has aligned the spring break dates for spring 2025 with Alachua County Schools, March 17-21, 2025
- CLAS proposed a Certificate of Community Engagement in Women’s Studies and this passed UCC with a divided vote due to generic title.
- Future Food, a Quest 2 course from CJC was proposed for a permanent number and Dr. Mathews requested a consult with Food Science.
- Survey of General Education courses in progress. Please reach out with any concerns or questions.

**Graduate New Course Proposal**

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

This item was reviewed with item #4. All comments apply to both submissions unless otherwise stated. **Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Gabriel to approve these items with edits required. The motion was approved. The course description needs to match in the syllabus and on the UCC form. The grading is the same for both courses even though the graduate course has a project for 30%. The additional graduate work needs to be included in graduate course schedule. Add clarification on the differences between the graduate and undergraduate presentations. There should be no prerequisite for the graduate course, Expectations can be discussed during the first day of class. Replace the “F” grade with an “E.” Also, the percentage for the “E” grade should be < 60.0 not < 59.9. See Dr. Scheffler regarding the risk statement. Explain “required for students’ consultation” in the required text section.

### **Undergraduate New Course Proposals**

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

A motion was made by Dr. Easterly to approve this item with edits required. The motion was approved. **Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** Add a question mark at the end of the course title for consistency. The course description needs to match in the syllabus and on the UCC form. The course objectives need to be presented in the correct format. Outside consultations are required from the Sociology Department, The Economics Department, and the College of Education to avoid any potential overlap. These consults must be from the head of each department.

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

A motion was made by Dr. Inglett to approve this item with edits required. The motion was approved. **Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** Additional information regarding the experiential learning activities is needed. Will other options be offered for students with transportation issues? Also, during the visit to the farmer’s market please indicate if students will be required to interview more than one farmer.

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

See item #1.

### **Undergraduate Course Change Proposal**

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

A motion was made by Dr. Martin to approve this item with edits required. The motion was approved. **Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** Add the CALS Syllabus Checklist to the submission. Update the CALS Syllabus Statements Boilerplate. Make sure the most recent version is included with the syllabus. Include information on how the new objectives are assessed.

### **Certificate**

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

A motion was made by Dr. Inglett to approve this item with required additions. The motion was approved. Include a CALLS CC Submission Checklist. The submission requires an academic assessment plan.

**Curriculum**

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

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

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

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

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

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

The meeting was adjourned at **2:38** p.m.

# Cover Sheet: Request 19841

## ENY6XXX - Global Change and Insect Declines

### Info

|                        |   |
|------------------------|---|
| Process                | Course New Grad   |
| Status                 | Pending at CALS - College of Agricultural and Life Sciences   |
| Submitter              | David Plotkin dplotkin@ufl.edu  |
| Created                | 4/3/2024 2:34:38 PM   |
| Updated                | 4/3/2024 3:46:49 PM   |
| Description of request | Requesting consideration of the course "Global Change and Insect Declines" for inclusion in future course catalogs. |

### Actions

| Step  | Status    | Group  | User           | Comment   | Updated  |
|---|-----------|--|----------------|---|----------|
| Department  | Commented | CALS - Entomology and Nematology 60140000        | Jennifer Weeks | Please upload both the grad and undergrad syllabus in this request. | 4/3/2024 |
| Kawahara_syllabus_Global Change and Insect Declines_GRAD.pdf      |           |  |                |   | 4/3/2024 |
| CALS CC Checklist.pdf   |           |  |                |   | 4/3/2024 |
| grad_undergrad_syllabus_differences.pdf                           |           |  |                |   | 4/3/2024 |
| Department  | Approved  | CALS - Entomology and Nematology 60140000        | Jennifer Weeks |   | 4/3/2024 |
| Kawahara_syllabus_Global Change and Insect Declines_UNDERGRAD.pdf |           |  |                |   | 4/3/2024 |
| College   | Pending   | CALS - College of Agricultural and Life Sciences |                |   | 4/3/2024 |
| 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   |           |  |                |   |          |

# Course|New for request 19841

## Info

**Request:** ENY6XXX - Global Change and Insect Declines

**Description of request:** Requesting consideration of the course "Global Change and Insect Declines" for inclusion in future course catalogs.

**Submitter:** David Plotkin dplotkin@ufl.edu

**Created:** 4/3/2024 1:42:07 PM

**Form version:** 1

## Responses

**Recommended Prefix** ENY

**Course Level** 4

**Course Number** XXX

**Lab Code** None

**Category of Instruction** Joint (Ugrad/Grad)

**Course Title** Global Change and Insect Declines

**Transcript Title** Global Change & Insects

**Degree Type** Graduate

**Delivery Method(s)** Online

**Co-Listing** Yes

**Co-Listing Explanation** The differences between the graduate and undergraduate coursework for this course are as follows:

For the final exam, worth 20% of the final grade, undergraduate and graduate students will be given different final exams. Some questions may be present in both exams, but graduate students will be required to answer additional questions in the same amount of time.

Graduate students are required to do a class project worth 15% of the final grade, which is not part of the undergraduate syllabus. Graduate students are also expected to submit a written proposal of their project idea (approximately one page, double-spaced) before Wednesday's class in Week 4, and are expected to submit a short progress report (approximately one page, double-spaced) before Wednesday's class in Week 9. Each of these assignments is worth 10% of the total project grade (i.e., 1.5% of the overall class grade).

The different grading schemes for undergraduates and graduates are as follows:

Undergraduate students will be graded based on their presentation (30% of final grade), their weekly participation (30% of final grade), weekly discussion questions (20% of final grade), and a final exam (20% of final grade).

Graduate students will be graded based on their presentation (25% of final grade), their weekly participation (25% of final grade), weekly discussion questions (15% of final grade), a class project (15% of final grade), and a final exam (20% of final grade).

**Effective Term** Spring

**Effective Year** 2025

**Rotating Topic** No

**Repeatable Credit?** No

**Amount of Credit** 2

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Course Type** Lecture

**Weekly Contact Hours** 2

**Course Description** This course will introduce students to the global impacts of anthropogenic change on insect diversity and abundance. Each week students will read pertinent papers on important topics such as pollution, pesticides, and climate change, followed by group discussions on how these factors are impacting insects in Florida and globally.

**Co-requisites** N/A

**Prerequisites** BSC 2005 or ENY 2040 or ENY 3005

**Rationale and Placement in Curriculum** Portions of the rationale written below have been modified from text originally published by two of the course instructors (Kawahara, Reeves) in the Proceedings of the National Academy of Sciences (Kawahara, A. Y., Reeves, L. E., Barber, J. R., & Black, S. H. (2021). Eight simple actions that individuals can take to save insects from global declines. Proceedings of the National Academy of Sciences, 118(2), e2002547117.)

Insects constitute the vast majority of known animalspecies and play key ecological roles in terrestrial ecosystems. The majority of flowering plants depend on insects for pollination. As consumers ofwaste products, insects are essential to the recycling of nutrients. Humans and their agriculture rely heavily on such “ecosystem services” provided by insects which together have at least an annual value of ~\$70 billion (2020 valuation) in the United States. Ironically, even as insects gain recognition as essential members of ecosystems, a concern has arisen that their diversity and abundance may be in global decline, owing to habitat degradation and loss, climate change, pollution, and other causes. At an individual level, people can play a key role with immediate local impacts. In light of the importance of insects to human existence and the negative trends in insect abundance and diversity that have been shown in numerous recent studies, it is vital that people learn how they can take action. This course offers students an opportunity to learn about these threats to insect populations, and facilitates their engagement in discussion about the factors contributing to insect declines, in greater detail than is currently offered in any other course in the current UF curriculum. This enables motivated students to take action on their own, and gives them the skill set to properly educate their colleagues and their community on how they can take action as well.

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

Evaluate which factors are the most significant contributors to declines of a particular insect population in a particular habitat, using their knowledge of the different biotic and abiotic factors that contribute to insect declines on a global scale.

Critically assess new developments in science policy (in the context of how these policies address the problem of insect declines) using their experiences participating in class discussions of the factors contributing to insect declines.

Formulate hypotheses about potential new contributors to insect declines, using the information conveyed by instructors and student presenters about the commonalities and patterns of currently-known contributors.

Design research projects that further investigate the impacts of insect declines, using their knowledge of the methodologies of insect-related scientific studies discussed by instructors and student presenters.

Create opportunities for outreach (at the academic and/or the community science levels) that can impact the development of ecologically beneficial policies, using their experience communicating the importance and implications of insect declines as part of the grad-student class project.

**Course Textbook(s) and/or Other Assigned Reading** There are no required or recommended textbooks associated with this course; all assigned readings are peer-reviewed articles from scientific journals. Instructors will provide students with free access to all assigned readings at the beginning of the semester via Canvas. References for these assigned readings are listed below, in the order they appear in the syllabus based on the projected weekly schedule.

Wagner, D. L., Grames, E. M., Forister, M. L., Berenbaum, M. R., & Stopak, D. (2021). Insect decline in the Anthropocene: Death by a thousand cuts. Proceedings of the National Academy of Sciences, 118(2), e2023989118.

Henen, B. T. (2016). Do scientific collecting and conservation conflict. *Herpetol Conserv Biol*, 11, 13-18.

Wilson, E. O. (1987). The little things that run the world (the importance and conservation of invertebrates). *Conservation biology*, 344-346.

Polus, E., Vandewoestijne, S., Choutt, J., & Baguette, M. (2007). Tracking the effects of one century of habitat loss and fragmentation on calcareous grassland butterfly communities. *Biodiversity and Conservation*, 16(12), 3423-3436.

Salvato, M. H. (2001). Influence of mosquito control chemicals on butterflies (Nymphalidae, Lycaenidae, Hesperidae) of the lower Florida Keys.

Tallamy, D. W., Narango, D. L., & Mitchell, A. B. (2021). Do non-native plants contribute to insect declines?. *Ecological Entomology*, 46(4), 729-742.

Martins, R. T., Couceiro, S. R., Melo, A. S., Moreira, M. P., & Hamada, N. (2017). Effects of urbanization on stream benthic invertebrate communities in Central Amazon. *Ecological indicators*, 73, 480-491.

Owens, A. C., Cochard, P., Durrant, J., Farnworth, B., Perkin, E. K., & Seymoure, B. (2020). Light pollution is a driver of insect declines. *Biological Conservation*, 241, 108259.

Dominoni, D., Smit, J. A., Visser, M. E., & Halfwerk, W. (2020). Multisensory pollution: Artificial light at night and anthropogenic noise have interactive effects on activity patterns of great tits (*Parus major*). *Environmental Pollution*, 256, 113314.

Harvey, J. A., Tougeron, K., Gols, R., Heinen, R., Abarca, M., Abram, P. K., ... & Chown, S. L. (2023). Scientists' warning on climate change and insects. *Ecological monographs*, 93(1), e1553.

Deutsch, C. A., Tewksbury, J. J., Tigchelaar, M., Battisti, D. S., Merrill, S. C., Huey, R. B., & Naylor, R. L. (2018). Increase in crop losses to insect pests in a warming climate. *Science*, 361(6405), 916-919.

Ward, N. L., & Masters, G. J. (2007). Linking climate change and species invasion: an illustration using insect herbivores. *Global Change Biology*, 13(8), 1605-1615.

Meyer III, W. M., Eble, J. A., Franklin, K., McManus, R. B., Brantley, S. L., Henkel, J., ... & Moore, W. (2015). Ground-dwelling arthropod communities of a sky island mountain range in Southeastern Arizona, USA: obtaining a baseline for assessing the effects of climate change. *PLoS One*, 10(9), e0135210.

Reece, J. S., Noss, R. F., Oetting, J., Hctor, T., & Volk, M. (2013). A vulnerability assessment of 300 species in Florida: threats from sea level rise, land use, and climate change. *PLoS one*, 8(11), e80658.

Kawahara, A. Y., Reeves, L. E., Barber, J. R., & Black, S. H. (2021). Eight simple actions that individuals can take to save insects from global declines. *Proceedings of the National Academy of Sciences*, 118(2), e2002547117.

**Weekly Schedule of Topics** Week 1: Importance of insects

Week 2: Insect collecting and conservation

Week 3: Evaluating and addressing declines

Week 4: Habitat destruction

Week 5: Pesticides – vector control

Week 6: Pesticides - bees

Week 7: Water pollution

Week 8: Light pollution

Week 9: Noise pollution

Week 10: Global warming - climate

Week 11: Global warming - short-term impacts

Week 12: Invasive species

Week 13: Droughts and rainfall impacts

Week 14: Environmental change and FL insects



## Week 15: Solutions

(note: this is the projected schedule based on the maximum number of available weeks in a spring semester, not counting spring break). In the event there is one fewer week in the semester, the topic in week 14 will be removed from the schedule and replaced with the topic from week 15.

**Grading Scheme** Graduate students will be graded based on their presentation (25% of final grade), their weekly participation (25% of final grade), weekly discussion questions (15% of final grade), a class project (15% of final grade), and a final exam (20% of final grade).

Students will be expected to read assigned course materials before each class, and are expected to engage in discussion on Wednesdays by asking relevant questions or providing relevant comments that demonstrate some familiarity with the assigned reading materials. Students will be awarded one point for each class attended (both Mondays and Wednesdays) and will be awarded two points for participation during each Wednesday class. These point totals will be compared to the maximum possible point total across all weeks of class (59 points in a 15-week semester, 55 points in a 14-week semester) in order to calculate overall participation scores for final grades.

Graduate students are expected to submit a written proposal of their project idea (approximately one page, double-spaced) before Wednesday's class in Week 4, and are expected to submit a short progress report (approximately one page, double-spaced) before Wednesday's class in Week 9. Each of these assignments is worth 10% of the total project grade (i.e., 1.5% of the overall class grade). Results of the final project must be submitted on the last day of class of the semester.

**Instructor(s)** Akito Kawahara,  
Lawrence Reeves,  
David Plotkin

**Attendance & Make-up** Yes

**Accommodations** Yes

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

**Course Evaluation Policy** Yes

# CALS Curriculum Committee

## Submission Checklist

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

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

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

*AYK* \_\_\_ 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/>.

*AYK* \_\_\_ 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.

*AYK* \_\_\_ 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.

*AYK* \_\_\_ 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.

*AYK* \_\_\_ 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](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf) ). Do not use the words demonstrate or understand when listing learning objectives.

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

AYK 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/>.

AYK 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.

AYK 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.

AYK 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.

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

## **Certificates**

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

## **Global Change and Insect Declines**

(ENY XXXX & ZOO XXXX)

Spring

The differences between the graduate and undergraduate syllabi of this course are as follows:

For the final exam, worth 20% of the final grade, undergraduate and graduate students will be given different final exams. Some questions may be present in both exams, but graduate students will be required to answer additional questions in the same amount of time.

Graduate students are required to do a class project worth 15% of the final grade, which is not part of the undergraduate syllabus. Graduate students are also expected to submit a written proposal of their project idea (approximately one page, double-spaced) before Wednesday's class in Week 4, and are expected to submit a short progress report (approximately one page, double-spaced) before Wednesday's class in Week 9. Each of these assignments is worth 10% of the total project grade (i.e., 1.5% of the overall class grade).

The different grading schemes for undergraduates and graduates are as follows:

Undergraduate students will be graded based on their presentation (30% of final grade), their weekly participation (30% of final grade), weekly discussion questions (20% of final grade), and a final exam (20% of final grade).

Graduate students will be graded based on their presentation (25% of final grade), their weekly participation (25% of final grade), weekly discussion questions (15% of final grade), a class project (15% of final grade), and a final exam (20% of final grade).

## Global Change and Insect Declines

(ENY 6XXX & ZOO 6XXX)

Spring

### **General Class Information:**

#### ***Course Description***

This course will introduce students to the global impacts of anthropogenic change on insect diversity and abundance. Each week students will read pertinent papers on important topics such as pollution, pesticides, and climate change, followed by group discussions on how these factors are impacting insects in Florida and globally.

#### ***Course Learning Objectives***

After completing this course, students will be able to:

*Evaluate* which factors are the most significant contributors to declines of a particular insect population in a particular habitat, using their knowledge of the different biotic and abiotic factors that contribute to insect declines on a global scale.

Critically assess new developments in science policy (in the context of how these policies address the problem of insect declines) using their experiences participating in class discussions of the factors contributing to insect declines.

*Formulate* hypotheses about potential new contributors to insect declines, using the information conveyed by instructors and student presenters about the commonalities and patterns of currently-known contributors.

*Design* research projects that further investigate the impacts of insect declines, using their knowledge of the methodologies of insect-related scientific studies discussed by instructors and student presenters.

*Create* opportunities for outreach (at the academic and/or the community science levels) that can impact the development of ecologically beneficial policies, using their experience communicating the importance and implications of insect declines as part of the grad-student class project.

#### ***Prerequisites***

Students are required to have taken any one of the following courses

BSC 2005 Biological Sciences

ENY 2040 The Insects  
ENY 3005 Principles of Entomology

Students that do not fulfill the above requirement but have taken an analogous course at another university or have relevant experience at another institution may contact the instructors by e-mail (see *Course Personnel*) to request permission to enroll. These requests will be assessed by instructors on an individual basis.

**Credits:**

2-credits

***Course Personnel***

Dr. Akito Kawahara (Co-instructor)  
Associate Curator of Entomology  
Florida Museum of Natural History  
Email: [kawahara@flmnh.ufl.edu](mailto:kawahara@flmnh.ufl.edu)  
Phone: 352-273-2018

Office hours: Wednesdays 1:00 PM – 2:00 PM. Office: 218 McGuire Hall

Dr. Lawrence Reeves (Co-instructor)  
Assistant Professor  
Entomology and Nematology Department  
Florida Medical Entomology Laboratory  
Email: [lreeves@ufl.edu](mailto:lreeves@ufl.edu)  
Office hours: Fridays 1:00 PM – 3:00 PM. Zoom only.

Dr. David Plotkin (Co-instructor)  
Kawahara Lab Project Manager  
Florida Museum of Natural History  
Email: [dplotkin@ufl.edu](mailto:dplotkin@ufl.edu)  
Phone: 352-273-3722  
Office hours: Mondays 1:00 PM – 3:00 PM. Office: 130 McGuire Hall.

TBD (Teaching assistant)

***Course Meetings***

Monday and Wednesday, Period 5 (11:45 am – 12:35 pm).

The course will meet twice each week, Mondays and Wednesdays over Zoom. Monday classes will be a lecture format followed by Wednesday student presentation and discussion. Each student will be expected to lead one discussion, which means most Wednesday classes will begin with a student-led presentation on the assigned reading. The remaining classes will begin with a short lecture on the topic by one or more instructors, followed by a group paper discussion.

### **Textbooks**

There are no required or recommended textbooks associated with this course. A list of citations of the assigned readings is in the Course Schedule section of the syllabus; instructors will provide students with free access to all assigned readings at the beginning of the semester via Canvas.

### **Grading:**

Graduate students will be graded based on their presentation (25% of final grade), their weekly participation (25% of final grade), weekly discussion questions (15% of final grade), a class project (15% of final grade), and a final exam (20% of final grade).

The final exam will take place at the date and time scheduled by the university (<https://registrar.ufl.edu/courses/final-exam>). Undergraduate and graduate students will be given different final exams. Some questions may be present in both exams, but graduate students will be required to answer additional questions in the same amount of time.

The student-led presentations should include a short (~10 minute) summary of the paper assigned for that week's discussion, using Powerpoint. The student leading the presentation should also prepare to initiate further discussion by asking a few open-ended questions about the paper, or questions about topics closely related to the paper. A list of papers will be provided at the start of the semester, and students will sign up to present one of those papers in a specific class. If a student wants to present a different paper on a similar topic related to insect declines, they may be permitted to do so at the discretion of the instructors. Any student interested in presenting a different paper must send a copy of this alternate paper to the instructors, by e-mail or Canvas, for approval a minimum of *two weeks* before they are scheduled to present.

Class participation implies attendance and active participation in all classes. Students will be expected to read assigned course materials before each class, and are expected to engage in discussion on Wednesdays by asking relevant questions or providing relevant comments that demonstrate some familiarity with the assigned reading

materials. Students will be awarded one point for each class attended (both Mondays and Wednesdays) and will be awarded two points for participation during each Wednesday class. These point totals will be compared to the maximum possible point total across all weeks of class (59 points in a 15-week semester, 55 points in a 14-week semester) in order to calculate overall participation scores for final grades.

Each week, students will be expected to submit three substantive questions or comments about the assigned paper for Wednesday discussion. These three questions/comments should be sent to the instructors over Canvas, by 5:00 PM Eastern every Tuesday, the day before the class discussion. Students are not required to submit questions/comments the same week they have signed up to lead the presentation.

The design of the class project for graduate students is open-ended, but the project's overarching goal should be some form of outreach, at the academic or community science level, that increases awareness of declining insect populations. As examples, the project can involve collection and communication/distribution of novel insect observations in a field setting over the course of the semester, reviewing and summarizing relevant literature (with possible intent to submit as a peer-reviewed publication under mentorship of the instructors), or conducting science-communication activities via social media and other online platforms. Students can propose alternate project ideas, subject to instructor approval. The skills acquired and developed during completion of this project will help students complete the above-mentioned course learning objectives.

Graduate students are expected to submit a written proposal of their project idea (approximately one page, double-spaced) before Wednesday's class in Week 4, and are expected to submit a short progress report (approximately one page, double-spaced) before Wednesday's class in Week 9. Each of these assignments is worth 10% of the total project grade (i.e., 1.5% of the overall class grade). Results of the final project must be submitted on the last day of class of the semester. The form these results will take depends on the nature of the project. After grading the written proposals, instructors will make it clear what expectations are for each student's projects, ensuring that such expectations are equal for all students with regards to commitments of time and effort.

***Attendance Policy:***

Students are expected to attend all classes, unless an acceptable reason for absence is provided, in accordance with university-wide attendance policies.

(<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).



Students that provide acceptable reasons for absences will receive attendance and participation points for the days they are absent, as outlined in the Grading section of the syllabus.

### **Course Schedule**

Spring semesters vary between having 14 or 15 weeks of class. The course schedule outlined below is for a Spring semester with 15 weeks of classes (e.g., Spring 2027). For semesters with 14 weeks of class (e.g., Spring 2025, 2026), the topic and assignments in week 14 will be removed from the schedule and replaced with the topic and assignments from week 15.

| <b>Week</b> | <b>Date</b> | <b>Topics and Assignment<br/>Due dates</b>                                | <b>Lecturer / Discussion<br/>Leader</b> | <b>Reading</b>        |
|-------------|-------------|---|---|-----------------------|
| 1           |             | Intro – Importance of insects   | Kawahara                                |                       |
|             |             | Submit discussion questions   | Kawahara                                | Wagner et al. (2021)  |
| 2           |             | <i>No class (MLK day)</i>   |   |                       |
|             |             | Submit discussion questions   | Student-led presentation                | Henen (2016)          |
| 3           |             | Evaluating and addressing declines  | Kawahara                                |                       |
|             |             | Submit discussion questions   | Student-led presentation                | Wilson (1987)         |
| 4           |             | Habitat destruction   | Guest Lecture (Sarah Steele Cabrera)    |                       |
|             |             | Submit discussion questions<br><br>Grad student project proposal due date | Student-led presentation                | Polus et al. (2007)   |
| 5           |             | Pesticides – vector control   | Reeves                                  |                       |
|             |             | Submit discussion questions   | Student-led presentation                | Salvato (2001)        |
| 6           |             | Pesticides 2 - bees   | Guest Lecture (Chase Kimmel)            |                       |
|             |             | Submit discussion questions   | Student-led presentation                | Tallamy et al. (2020) |
| 7           |             | Water pollution   | Plotkin                                 |                       |

|    |  |  |                             |                        |
|----|--|--|-----------------------------|------------------------|
|    |  | Submit discussion questions  | Student-led presentation    | Martins et al. (2017)  |
| 8  |  | Light pollution  | Guest Lecture (Yash Sondhi) |                        |
|    |  | Submit discussion questions  | Student-led presentation    | Owens et al. (2020)    |
| 9  |  | Noise pollution  | Kawahara                    |                        |
|    |  | Submit discussion questions<br><br>Grad student project progress report due date | Student-led presentation    | Dominoni et al. (2009) |
| 10 |  | Global warming   | Reeves                      |                        |
|    |  | Submit discussion questions  | Student-led presentation    | Harvey et al. (2022)   |
| 11 |  | Global warming 2   | Plotkin                     |                        |
|    |  | Submit discussion questions  | Student-led presentation    | Deutsch et al. (2018)  |
| 12 |  | Invasive species   | Plotkin                     |                        |
|    |  | Submit discussion questions  | Student-led presentation    | Ward & Masters (2007)  |
| 13 |  | Droughts and rainfall impacts  | Reeves                      |                        |
|    |  | Submit discussion questions  | Student-led presentation    | Meyer et al. (2015)    |
| 14 |  | Environmental change and FL insects  | Reeves                      |                        |
|    |  | Submit discussion questions  | Student-led presentation    | Reece et al. (2013)    |
| 15 |  | Solutions  | Kawahara                    |                        |
|    |  | Submit discussion questions<br><br>Grad student project due date                 | Student-led presentation    | Kawahara et al. (2021) |

## University of Florida Policy Statements

### Grades and Grade Points

Numerical grades will be converted into letter grades in accordance with the standard grading scale adopted by the Department of Entomology and Nematology.

A: 93 - 100%  
A-: 90 - 92.9%  
B+: 87 - 89.9%  
B: 83 - 86.9%  
B- 80 - 82.9%  
C+: 77 - 79.9%  
C: 73 - 76.9%  
C- 70 - 72.9%  
D+: 67 - 69.9%  
D: 63 - 66.9%  
D- 60 - 62.9%  
E: below 60%

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/>

### **In-Class Recording**

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

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

university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

### **Services for Students with Disabilities**

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

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

### **Campus Helping Resources**

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

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Training Programs
- U Matter We Care, [www.umatter.ufl.edu/](http://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-student-conduct-code/>
- Student Complaints, Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

### **Additional Health and Wellness Resources**

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

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

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

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

### **Additional Academic Resources**

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

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

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

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

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Student Complaints:* [View the Distance Learning Student Complaint Process.](#)

# Cover Sheet: Request 19842

2

## ENY4XXX - Global Change and Insect Declines

### Info

|                        |   |
|------------------------|---|
| Process                | Course New Ugrad/Pro  |
| Status                 | Pending at CALS - College of Agricultural and Life Sciences   |
| Submitter              | David Plotkin dplotkin@ufl.edu  |
| Created                | 4/3/2024 2:43:13 PM   |
| Updated                | 4/3/2024 3:47:33 PM   |
| Description of request | Requesting consideration of the course "Global Change and Insect Declines" for inclusion in future course catalogs. |

### Actions

| Step  | Status    | Group  | User           | Comment  | Updated  |
|---|-----------|--|----------------|--|----------|
| Department  | Commented | CALS - Entomology and Nematology 60140000        | Jennifer Weeks | Please upload the grad syllabus in this submission as well so the committee can compare the two. | 4/3/2024 |
| Kawahara_syllabus_Global Change and Insect Declines_UNDERGRAD.pdf |           |  |                |  | 4/3/2024 |
| grad_undergrad_syllabus_differences.pdf                           |           |  |                |  | 4/3/2024 |
| CALS CC Checklist.pdf   |           |  |                |  | 4/3/2024 |
| Department  | Approved  | CALS - Entomology and Nematology 60140000        | Jennifer Weeks |  | 4/3/2024 |
| Kawahara_syllabus_Global Change and Insect Declines_GRAD.pdf      |           |  |                |  | 4/3/2024 |
| College   | Pending   | CALS - College of Agricultural and Life Sciences |                |  | 4/3/2024 |
| 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   |           |  |                |  |          |



## Course|New for request 19842

### Info

**Request:** ENY4XXX - Global Change and Insect Declines

**Description of request:** Requesting consideration of the course "Global Change and Insect Declines" for inclusion in future course catalogs.

**Submitter:** David Plotkin dplotkin@ufl.edu

**Created:** 4/3/2024 2:37:02 PM

**Form version:** 1

### Responses

**Recommended Prefix** ENY

**Course Level** 4

**Course Number** XXX

**Lab Code** None

**Category of Instruction** Joint (Ugrad/Grad)

**Course Title** Global Change and Insect Declines

**Transcript Title** Global Change & Insects

**Degree Type** Baccalaureate

**Delivery Method(s)** Online

**Co-Listing** Yes

**Co-Listing Explanation** The differences between the graduate and undergraduate coursework for this course are as follows:

For the final exam, worth 20% of the final grade, undergraduate and graduate students will be given different final exams. Some questions may be present in both exams, but graduate students will be required to answer additional questions in the same amount of time.

Graduate students are required to do a class project worth 15% of the final grade, which is not part of the undergraduate syllabus. Graduate students are also expected to submit a written proposal of their project idea (approximately one page, double-spaced) before Wednesday's class in Week 4, and are expected to submit a short progress report (approximately one page, double-spaced) before Wednesday's class in Week 9. Each of these assignments is worth 10% of the total project grade (i.e., 1.5% of the overall class grade).

The different grading schemes for undergraduates and graduates are as follows:

Undergraduate students will be graded based on their presentation (30% of final grade), their weekly participation (30% of final grade), weekly discussion questions (20% of final grade), and a final exam (20% of final grade).

Graduate students will be graded based on their presentation (25% of final grade), their weekly participation (25% of final grade), weekly discussion questions (15% of final grade), a class project (15% of final grade), and a final exam (20% of final grade).

**Effective Term** Spring

**Effective Year** 2025

**Rotating Topic** No

**Repeatable Credit?** No

**Amount of Credit** 2

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Course Type** Lecture

**Weekly Contact Hours** 2

**Course Description** This course will introduce students to the global impacts of anthropogenic change on insect diversity and abundance. Each week students will read pertinent papers on important topics such as pollution, pesticides, and climate change, followed by group discussions on how these factors are impacting insects in Florida and globally.

**Co-requisites** N/A

**Prerequisites** BSC 2005 or ENY 2040 or ENY 3005

**Rationale and Placement in Curriculum** The following rationale has been modified from text originally published by two of the course instructors (Kawahara and Reeves) in the Proceedings of the National Academy of Sciences (Kawahara, A. Y., Reeves, L. E., Barber, J. R., & Black, S. H. (2021). Eight simple actions that individuals can take to save insects from global declines. Proceedings of the National Academy of Sciences, 118(2), e2002547117.)

Insects constitute the vast majority of known animalspecies and play key ecological roles in terrestrial ecosystems. The majority of flowering plants depend on insects for pollination. As consumers ofwaste products, insects are essential to the recycling of nutrients. Humans and their agriculture rely heavily on such “ecosystem services” provided by insects which together have at least an annual value of ~\$70 billion (2020 valuation) in the United States. Ironically, even as insects gain recognition as essential members of ecosystems, a concern has arisen that their diversity and abundance may be in global decline, owing to habitat degradation and loss, climate change, pollution, and other causes. At an individual level, people can play a key role with immediate local impacts. In light of the importance of insects to human existence and the negative trends in insect abundance and diversity that have been shown in numerous recent studies, it is vital that people learn how they can take action. This course offers students an opportunity to learn about these threats to insect populations, and facilitates their engagement in discussion about the factors contributing to insect declines, in greater detail than is currently offered in any other course in the current UF curriculum. This enables motivated students to take action on their own, and gives them the skill set to properly educate their colleagues and their community on how they can take action as well.

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

Evaluate which factors are the most significant contributors to declines of a particular insect population in a particular habitat, using their knowledge of the different biotic and abiotic factors that contribute to insect declines on a global scale.

Critically assess new developments in science policy (in the context of how these policies address the problem of insect declines) using their experiences participating in class discussions of the factors contributing to insect declines.

Formulate hypotheses about potential new contributors to insect declines, using the information conveyed by instructors and student presenters about the commonalities and patterns of currently-known contributors.

Design research projects that further investigate the impacts of insect declines, using their knowledge of the methodologies of insect-related scientific studies discussed by instructors and student presenters.

**Course Textbook(s) and/or Other Assigned Reading** There are no required or recommended textbooks associated with this course; all assigned readings are peer-reviewed articles from scientific journals. Instructors will provide students with free access to all assigned readings at the beginning of the semester via Canvas. References for these assigned readings are listed below, in the order they appear in the syllabus based on the projected weekly schedule.

Wagner, D. L., Grames, E. M., Forister, M. L., Berenbaum, M. R., & Stopak, D. (2021). Insect decline in the Anthropocene: Death by a thousand cuts. Proceedings of the National Academy of Sciences, 118(2), e2023989118.

Henen, B. T. (2016). Do scientific collecting and conservation conflict. Herpetol Conserv Biol, 11, 13-18.

Wilson, E. O. (1987). The little things that run the world (the importance and conservation of invertebrates). Conservation biology, 344-346.

Polus, E., Vandewoestijne, S., Chouet, J., & Baguette, M. (2007). Tracking the effects of one century of habitat loss and fragmentation on calcareous grassland butterfly communities. *Biodiversity and Conservation*, 16(12), 3423-3436.

Salvato, M. H. (2001). Influence of mosquito control chemicals on butterflies (Nymphalidae, Lycaenidae, Hesperidae) of the lower Florida Keys.

Tallamy, D. W., Narango, D. L., & Mitchell, A. B. (2021). Do non-native plants contribute to insect declines?. *Ecological Entomology*, 46(4), 729-742.

Martins, R. T., Couceiro, S. R., Melo, A. S., Moreira, M. P., & Hamada, N. (2017). Effects of urbanization on stream benthic invertebrate communities in Central Amazon. *Ecological indicators*, 73, 480-491.

Owens, A. C., Cochard, P., Durrant, J., Farnworth, B., Perkin, E. K., & Seymoure, B. (2020). Light pollution is a driver of insect declines. *Biological Conservation*, 241, 108259.

Dominoni, D., Smit, J. A., Visser, M. E., & Halfwerk, W. (2020). Multisensory pollution: Artificial light at night and anthropogenic noise have interactive effects on activity patterns of great tits (*Parus major*). *Environmental Pollution*, 256, 113314.

Harvey, J. A., Tougeron, K., Gols, R., Heinen, R., Abarca, M., Abram, P. K., ... & Chown, S. L. (2023). Scientists' warning on climate change and insects. *Ecological monographs*, 93(1), e1553.

Deutsch, C. A., Tewksbury, J. J., Tigchelaar, M., Battisti, D. S., Merrill, S. C., Huey, R. B., & Naylor, R. L. (2018). Increase in crop losses to insect pests in a warming climate. *Science*, 361(6405), 916-919.

Ward, N. L., & Masters, G. J. (2007). Linking climate change and species invasion: an illustration using insect herbivores. *Global Change Biology*, 13(8), 1605-1615.

Meyer III, W. M., Eble, J. A., Franklin, K., McManus, R. B., Brantley, S. L., Henkel, J., ... & Moore, W. (2015). Ground-dwelling arthropod communities of a sky island mountain range in Southeastern Arizona, USA: obtaining a baseline for assessing the effects of climate change. *PLoS One*, 10(9), e0135210.

Reece, J. S., Noss, R. F., Oetting, J., Hootor, T., & Volk, M. (2013). A vulnerability assessment of 300 species in Florida: threats from sea level rise, land use, and climate change. *PloS one*, 8(11), e80658.

Kawahara, A. Y., Reeves, L. E., Barber, J. R., & Black, S. H. (2021). Eight simple actions that individuals can take to save insects from global declines. *Proceedings of the National Academy of Sciences*, 118(2), e2002547117.

**Weekly Schedule of Topics** Week 1: Importance of insects

Week 2: Insect collecting and conservation

Week 3: Evaluating and addressing declines

Week 4: Habitat destruction

Week 5: Pesticides – vector control

Week 6: Pesticides - bees

Week 7: Water pollution

Week 8: Light pollution

Week 9: Noise pollution

Week 10: Global warming - climate

Week 11: Global warming - short-term impacts

Week 12: Invasive species

Week 13: Droughts and rainfall impacts

Week 14: Environmental change and FL insects

Week 15: Solutions

(note: this is the projected schedule based on the maximum number of available weeks in a spring semester, not counting spring break). In the event there is one fewer week in the semester, the topic in week 14 will be removed from the schedule and replaced with the topic from week 15.

**Grading Scheme** Undergraduate students will be graded based on their presentation (30% of final grade), their weekly participation (30% of final grade), weekly discussion questions (20% of final grade), and a final exam (20% of final grade).

Students will be expected to read assigned course materials before each class, and are expected to engage in discussion on Wednesdays by asking relevant questions or providing relevant comments that demonstrate some familiarity with the assigned reading materials. Students will be awarded one point for each class attended (both Mondays and Wednesdays) and will be awarded two points for participation during each Wednesday class. These point totals will be compared to the maximum possible point total across all weeks of class (59 points in a 15-week semester, 55 points in a 14-week semester) in order to calculate overall participation scores for final grades.

**Instructor(s)** Akito Kawahara,  
Lawrence Reeves,  
David Plotkin

**Attendance & Make-up** Yes

**Accommodations** Yes

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

**Course Evaluation Policy** Yes

# CALS Curriculum Committee

## Submission Checklist

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

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

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

*AYK* \_\_\_ 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/>.

*AYK* \_\_\_ 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.

*AYK* \_\_\_ 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.

*AYK* \_\_\_ 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.

*AYK* \_\_\_ 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](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf) ). Do not use the words demonstrate or understand when listing learning objectives.

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

AYK 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/>.

AYK 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.

AYK 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.

AYK 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.

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

## **Certificates**

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

## **Global Change and Insect Declines**

(ENY XXXX & ZOO XXXX)

Spring

The differences between the graduate and undergraduate syllabi of this course are as follows:

For the final exam, worth 20% of the final grade, undergraduate and graduate students will be given different final exams. Some questions may be present in both exams, but graduate students will be required to answer additional questions in the same amount of time.

Graduate students are required to do a class project worth 15% of the final grade, which is not part of the undergraduate syllabus. Graduate students are also expected to submit a written proposal of their project idea (approximately one page, double-spaced) before Wednesday's class in Week 4, and are expected to submit a short progress report (approximately one page, double-spaced) before Wednesday's class in Week 9. Each of these assignments is worth 10% of the total project grade (i.e., 1.5% of the overall class grade).

The different grading schemes for undergraduates and graduates are as follows:

Undergraduate students will be graded based on their presentation (30% of final grade), their weekly participation (30% of final grade), weekly discussion questions (20% of final grade), and a final exam (20% of final grade).

Graduate students will be graded based on their presentation (25% of final grade), their weekly participation (25% of final grade), weekly discussion questions (15% of final grade), a class project (15% of final grade), and a final exam (20% of final grade).

## Global Change and Insect Declines

(ENY 4XXX & ZOO 4XXX)

Spring

### **General Class Information:**

#### ***Course Description***

This course will introduce students to the global impacts of anthropogenic change on insect diversity and abundance. Each week students will read pertinent papers on important topics such as pollution, pesticides, and climate change, followed by group discussions on how these factors are impacting insects in Florida and globally.

#### ***Course Learning Objectives***

After completing this course, students will be able to:

*Evaluate* which factors are the most significant contributors to declines of a particular insect population in a particular habitat, using their knowledge of the different biotic and abiotic factors that contribute to insect declines on a global scale.

Critically assess new developments in science policy (in the context of how these policies address the problem of insect declines) using their experiences participating in class discussions of the factors contributing to insect declines.

*Formulate* hypotheses about potential new contributors to insect declines, using the information conveyed by instructors and student presenters about the commonalities and patterns of currently-known contributors.

*Design* research projects that further investigate the impacts of insect declines, using their knowledge of the methodologies of insect-related scientific studies discussed by instructors and student presenters.

#### ***Prerequisites***

Students are required to have taken any one of the following courses

BSC 2005 Biological Sciences

ENY 2040 The Insects

ENY 3005 Principles of Entomology

Students that do not fulfill the above requirement but have taken an analogous course at another university or have relevant experience at another institution may contact the



instructors by e-mail (see *Course Personnel*) to request permission to enroll. These requests will be assessed by instructors on an individual basis.

**Credits:**

2-credits

***Course Personnel***

Dr. Akito Kawahara (Co-instructor)

Associate Curator of Entomology

Florida Museum of Natural History

Email: [kawahara@flmnh.ufl.edu](mailto:kawahara@flmnh.ufl.edu)

Phone: 352-273-2018

Office hours: Wednesdays 1:00 PM – 2:00 PM. Office: 218 McGuire Hall

Dr. Lawrence Reeves (Co-instructor)

Assistant Professor

Entomology and Nematology Department

Florida Medical Entomology Laboratory

Email: [lreeves@ufl.edu](mailto:lreeves@ufl.edu)

Office hours: Fridays 1:00 PM – 3:00 PM. Zoom only.

Dr. David Plotkin (Co-instructor)

Kawahara Lab Project Manager

Florida Museum of Natural History

Email: [dplotkin@ufl.edu](mailto:dplotkin@ufl.edu)

Phone: 352-273-3722

Office hours: Mondays 1:00 PM – 3:00 PM. Office: 130 McGuire Hall.

TBD (Teaching assistant)

***Course Meetings***

Monday and Wednesday, Period 5 (11:45 am – 12:35 pm).

The course will meet twice each week, Mondays and Wednesdays over Zoom. Monday classes will be a lecture format followed by Wednesday student presentation and discussion. Each student will be expected to lead one discussion, which means most Wednesday classes will begin with a student-led presentation on the assigned reading. The remaining classes will begin with a short lecture on the topic by one or more instructors, followed by a group paper discussion.

### **Textbooks**

There are no required or recommended textbooks associated with this course. A list of citations of the assigned readings is in the Course Schedule section of the syllabus; instructors will provide students with free access to all assigned readings at the beginning of the semester via Canvas.

### **Grading:**

Undergraduate students will be graded based on their presentation (30% of final grade), their weekly participation (30% of final grade), weekly discussion questions (20% of final grade), and a final exam (20% of final grade).

The final exam will take place at the date and time scheduled by the university (<https://registrar.ufl.edu/courses/final-exam>). Undergraduate and graduate students will be given different final exams. Some questions may be present in both exams, but graduate students will be required to answer additional questions in the same amount of time.

The student-led presentations should include a short (~10 minute) summary of the paper assigned for that week's discussion, using Powerpoint. The student leading the presentation should also prepare to initiate further discussion by asking a few open-ended questions about the paper, or questions about topics closely related to the paper. A list of papers will be provided at the start of the semester, and students will sign up to present one of those papers in a specific class. If a student wants to present a different paper on a similar topic related to insect declines, they may be permitted to do so at the discretion of the instructors. Any student interested in presenting a different paper must send a copy of this alternate paper to the instructors, by e-mail or Canvas, for approval a minimum of *two weeks* before they are scheduled to present.

Class participation implies attendance and active participation in all classes. Students will be expected to read assigned course materials before each class, and are expected to engage in discussion on Wednesdays by asking relevant questions or providing relevant comments that demonstrate some familiarity with the assigned reading materials. Students will be awarded one point for each class attended (both Mondays and Wednesdays) and will be awarded two points for participation during each Wednesday class. These point totals will be compared to the maximum possible point total across all weeks of class (59 points in a 15-week semester, 55 points in a 14-week semester) in order to calculate overall participation scores for final grades.

Each week, students will be expected to submit three substantive questions or comments about the assigned paper for Wednesday discussion. These three questions/comments should be sent to the instructors over Canvas, by 5:00 PM Eastern every Tuesday, the day before the class discussion. Students are not required to submit questions/comments the same week they have signed up to lead the presentation.

**Attendance Policy:**

Students are expected to attend all classes, unless an acceptable reason for absence is provided, in accordance with university-wide attendance policies.

[\(https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/\)](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

Students that provide acceptable reasons for absences will receive attendance and participation points for the days they are absent, as outlined in the Grading section of the syllabus.

**Course Schedule**

Spring semesters vary between having 14 or 15 weeks of class. The course schedule outlined below is for a Spring semester with 15 weeks of classes (e.g., Spring 2027). For semesters with 14 weeks of class (e.g., Spring 2025, 2026), the topic and assignments in week 14 will be removed from the schedule and replaced with the topic and assignments from week 15.

| Week | Date | Topics and Assignment<br>Due dates | Lecturer / Discussion<br>Leader      | Reading              |
|------|------|------------------------------------|--------------------------------------|----------------------|
| 1    |      | Intro – Importance of insects      | Kawahara                             |                      |
|      |      | Submit discussion questions        | Kawahara                             | Wagner et al. (2021) |
| 2    |      | <i>No class (MLK day)</i>          |                                      |                      |
|      |      | Submit discussion questions        | Student-led presentation             | Henen (2016)         |
| 3    |      | Evaluating and addressing declines | Kawahara                             |                      |
|      |      | Submit discussion questions        | Student-led presentation             | Wilson (1987)        |
| 4    |      | Habitat destruction                | Guest Lecture (Sarah Steele Cabrera) |                      |
|      |      | Submit discussion questions        | Student-led presentation             | Polus et al. (2007)  |

|    |  |                                     |                              |                        |
|----|--|-------------------------------------|------------------------------|------------------------|
| 5  |  | Pesticides – vector control         | Reeves                       |                        |
|    |  | Submit discussion questions         | Student-led presentation     | Salvato (2001)         |
| 6  |  | Pesticides 2 - bees                 | Guest Lecture (Chase Kimmel) |                        |
|    |  | Submit discussion questions         | Student-led presentation     | Tallamy et al. (2020)  |
| 7  |  | Water pollution                     | Plotkin                      |                        |
|    |  | Submit discussion questions         | Student-led presentation     | Martins et al. (2017)  |
| 8  |  | Light pollution                     | Guest Lecture (Yash Sondhi)  |                        |
|    |  | Submit discussion questions         | Student-led presentation     | Owens et al. (2020)    |
| 9  |  | Noise pollution                     | Kawahara                     |                        |
|    |  | Submit discussion questions         | Student-led presentation     | Dominoni et al. (2009) |
| 10 |  | Global warming                      | Reeves                       |                        |
|    |  | Submit discussion questions         | Student-led presentation     | Harvey et al. (2022)   |
| 11 |  | Global warming 2                    | Plotkin                      |                        |
|    |  | Submit discussion questions         | Student-led presentation     | Deutsch et al. (2018)  |
| 12 |  | Invasive species                    | Plotkin                      |                        |
|    |  | Submit discussion questions         | Student-led presentation     | Ward & Masters (2007)  |
| 13 |  | Droughts and rainfall impacts       | Reeves                       |                        |
|    |  | Submit discussion questions         | Student-led presentation     | Meyer et al. (2015)    |
| 14 |  | Environmental change and FL insects | Reeves                       |                        |
|    |  | Submit discussion questions         | Student-led presentation     | Reece et al. (2013)    |
| 15 |  | Solutions                           | Kawahara                     |                        |
|    |  | Submit discussion questions         | Student-led presentation     | Kawahara et al. (2021) |

## **University of Florida Policy Statements**

### **Grades and Grade Points**

Numerical grades will be converted into letter grades in accordance with the standard grading scale adopted by the Department of Entomology and Nematology.

A: 93 - 100%  
A-: 90 - 92.9%  
B+: 87 - 89.9%  
B: 83 - 86.9%  
B- 80 - 82.9%  
C+: 77 - 79.9%  
C: 73 - 76.9%  
C- 70 - 72.9%  
D+: 67 - 69.9%  
D: 63 - 66.9%  
D- 60 - 62.9%  
E: below 60%

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/>

### **In-Class Recording**

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

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

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

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

### **Services for Students with Disabilities**

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

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

## **Campus Helping Resources**

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

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Training Programs
- U Matter We Care, [www.umatter.ufl.edu/](http://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-student-conduct-code/>
- Student Complaints, Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

## **Additional Health and Wellness Resources**

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

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

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

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.



## **Additional Academic Resources**

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

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

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

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

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Student Complaints:* [View the Distance Learning Student Complaint Process.](#)

## Cover Sheet: Request 19829

### FOS4XXX - Principles of Food Entrepreneurship

#### Info

|                        |  |
|------------------------|--|
| Process                | Course New Ugrad/Pro   |
| Status                 | Pending at CALS - College of Agricultural and Life Sciences  |
| Submitter              | Soohyoun Ahn sahn82@ufl.edu  |
| Created                | 4/2/2024 6:01:28 PM  |
| Updated                | 4/3/2024 9:12:38 AM  |
| Description of request | New course is proposed to specifically accommodate the needs of Food Science minor students who want culminating and integrating learning experience in Food Science but cannot take the department's capstone course due to its heavy course requirements. This course also serves non-major students with limited scientific backgrounds who are interested in food entrepreneurship principles. This course was offered for two terms (Fall 2022 and Fall 2023) under a temporary course number (FOS4936) and is submitted to obtain the permanent course number. |

#### Actions

| Step  | Status   | Group  | User           | Comment | Updated  |
|---|----------|--|----------------|---------|----------|
| Department  | Approved | CALS - Food Science and Human Nutrition 60150000 | Renee Goodrich |         | 4/3/2024 |
| CALS CC Checklist.pdf                                   |          |  |                |         | 4/2/2024 |
| External-Consult - FOS4xxx.pdf                          |          |  |                |         | 4/2/2024 |
| FOS4936 Food Entrepreneurship syllabus - Fall 2023 .pdf |          |  |                |         | 4/2/2024 |
| College   | Pending  | CALS - College of Agricultural and Life Sciences |                |         | 4/3/2024 |
| 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                                     |          |  |                |         |          |

## Course|New for request 19829

### Info

**Request:** FOS4XXX - Principles of Food Entrepreneurship

**Description of request:** New course is proposed to specifically accommodate the needs of Food Science minor students who want culminating and integrating learning experience in Food Science but cannot take the department's capstone course due to its heavy course requirements. This course also serves non-major students with limited scientific backgrounds who are interested in food entrepreneurship principles. This course was offered for two terms (Fall 2022 and Fall 2023) under a temporary course number (FOS4936) and is submitted to obtain the permanent course number.

**Submitter:** Soohyoun Ahn sahn82@ufl.edu

**Created:** 4/2/2024 5:38:16 PM

**Form version:** 1

### Responses

**Recommended Prefix** FOS

**Course Level** 4

**Course Number** XXX

**Lab Code** None

**Category of Instruction** Advanced

**Course Title** Principles of Food Entrepreneurship

**Transcript Title** Food Entrepreneurship

**Degree Type** Baccalaureate

**Delivery Method(s)** Online

**Co-Listing** No

**Effective Term** Fall

**Effective Year** Earliest Available

**Rotating Topic** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Course Type** Lecture

**Weekly Contact Hours** 3

**Course Description** This course is designed for students interested in the food business. The course covers the fundamental aspects of food entrepreneurship, including basic food science, food regulation, food safety, product development, business planning, and marketing. Students will learn how various disciplines of food science are incorporated into entrepreneurship through lectures, hands-on activities, and presentations.

**Co-requisites** N/A

**Prerequisites** Junior or Senior standing. This course is open to any major.

**Rationale and Placement in Curriculum** Applying knowledge gained from technical courses to real-world scenarios is fundamental in food science education. While our capstone course, FOS4435C Food Product Development, offers this experience, its technical prerequisites (at least three 4000-level FOS courses) limit its access only to Food Science majors. Most Food Science minors and non-major students lack the required technical background and thus they are excluded from this valuable learning opportunity.

The proposed course, Principles of Food Entrepreneurship, bridges this gap. This course empowers students, regardless of their technical expertise, to explore food science concepts in a practical manner. This course provides an overview of food science and develops skills in critical thinking of applying food science principles to a food business idea by integrating business aspects such as

business plan, marketing, and promotion, training students for food entrepreneurship. In addition, as this course is offered as 100% asynchronous online, students of any major can take the course without conflict with other course schedules.

This course enriches our curriculum by specifically serving students with limited scientific backgrounds.

This course was offered for two terms (Fall 2022 and Fall 2023) under a temporary course number (FOS4936) and is submitted to obtain the permanent course number.

**Course Objectives** This course aims to provide students with the opportunity to learn three different sides of food businesses: science, regulations, and business planning.

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

1. Analyze and sequence the multifaceted states involved in launching a new food product to the market.
2. Evaluate the effect of intrinsic and external factors influencing food safety.
3. Formulate strategies for safely handling various food commodities.
4. Analyze and compare the roles of major federal and state food regulatory agencies.
5. Evaluate and justify the essential information required on food labeling.
6. Create a comprehensive business plan and pitch a new business idea to the class.
7. Assess the importance of market analysis and compare various marketing strategies for launching new food products.
8. Analyze current trends in the food industry and evaluate resources to learn current food industry trends.

**Course Textbook(s) and/or Other Assigned Reading** This course has a required textbook, which will be used for class discussion

- *Cooking Up a Business* by R Hofstetter, 2013 (published by TarcherPerigree)

Other recommended books include:

- *Good Food, Great Business: How to take your artisan food idea from concept to marketplace* by Susie Wyshak, 2014 (Chronicle Books)
- *From Kitchen to Market – Sell your specialty food: Market, Distribute, and Profit from Your Kitchen Creation* by Stephen F. Hall, 2015 (Food Marketing International)
- *Product Entrepreneur: How to Launch your product idea: Napkin Sketch to \$1 Million in Sales* by Chris Clearman, 2021

Other supplementary materials will be provided by the instructor and be posted on the course page.

**Weekly Schedule of Topics** Following schedule is based on Fall 2023:

Week 1 (Aug 23): Course Introduction / Activities and Assessments: ?Extra Credit: Introduce yourself (Due: Sep 5) ?Syllabus Quiz (Aug 25-27)

Week 2 (Aug 28): Module 1. Introduction to Food Entrepreneurship / Activities and Assessments: ?Module 1 Quiz (Sep 1-5) ?Assignment 1 – What is your idea? (Due: Sep 11)

Week 3 (Sep 4): Module 2. Business Planning – Marketing, Financing, and Other Consideration / Activities and Assessments: ?Module 2 Quiz (Sep 8-10) ?Project – Part I. Write a business plan (First Draft Due: Sep 25; Final Draft Due: Nov 6)

Week 4 (Sep 11): Module 3. Product Development / Activities and Assessments: ? Module 3 Quiz (Sep 15-17)

Week 5 (Sep 18): Module 4. Food Safety Concerns / Activities and Assessments: ? Module 4 Quiz (Sep 22-24)

Week 6 (Sep 25): Module 5. Factors Affecting Safety of Food / Activities and Assessments: ? Module 5 Quiz (Sep 29 - Oct 1) ? Assignment 2 – Is your food product safe? (Due: Oct 9)

Week 7 (Oct 2): Module 6. Case Study I

/ Activities and Assessments: ? Discussion 1 (Due: Oct 16)

Week 8 (Oct 9): Module 7. Food Analysis / Activities and Assessments: ? Module 7 Quiz (Oct 13-15)

Week 9 (Oct 16): Module 8. Sensory Testing of New Food Products / Activities and Assessments: ? Module 8 Quiz (Oct 20-22) ? Extra Credit: Planning a sensory testing for your product (Due: Oct 25)

Week 10 (Oct 23): Module 9. Food Regulations / Activities and Assessments: ? Module 9 Quiz (Oct 27-29)

Week 11 (Oct 30): Module 10. Florida Food Regulations / Activities and Assessments: ? Module 10 Quiz (Nov 3-5) ? Assignment 3 – Who regulates your food product? (Due: Nov 13)

Week 12 (Nov 6): Module 11. Home-based Business / Activities and Assessments: ? Module 11 Quiz (Nov 9-13)3

Week 13 (Nov 13): Module 12. From Idea to Store Shelf / Activities and Assessments: ? Module 12

Quiz (Nov 17-19) ? Project – Part II. Product Sales Pitch (Due: Dec 4)  
Week 14 (Nov 20): No New Module Opens (Work on your Project Part II)  
Week 15 (Nov 27): Module 13. Other Considerations / Activities and Assessments: ? Module 13 Quiz  
(Dec 1-3) ? Extra Credit: What would help your business? (Due: Dec 6)  
Week 16 (Dec 4): Module 144. Case Study II

/ Activities and Assessments: ? Discussion 2 (Due: Dec 11)

**Grading Scheme** Assessment / Weight  
Weekly Quizzes (13), (two lowest grade dropped) / 30%  
Assignments (3) (one lowest grade dropped) / 25%  
Project (Part I and Part II) / 30%  
Discussion / 15%  
Total 100%

**Instructor(s)** Soohyoun (Soo) Ahn  
**Attendance & Make-up** Yes  
**Accomodations** Yes  
**UF Grading Policies for assigning Grade Points** Yes  
**Course Evaluation Policy** Yes

# CALS Curriculum Committee Submission Checklist

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

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

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

\_SA\_ 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/>.

\_SA\_ 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.

\_SA\_ 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.

SA\_ 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.

SA\_ 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](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf) ). Do not use the words demonstrate or understand when listing learning objectives.

\_SA\_ 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.

\_SA\_ 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/>.

\_SA\_ 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.

\_SA\_ 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.

\_SA\_ 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.

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

## **Certificates**

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

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

|              |                |
|--------------|----------------|
| Department   | Name and Title |
| _____        | _____          |
| Phone Number | E-mail         |
| _____        | _____          |
| Comments     |                |
|              |                |

|              |                |
|--------------|----------------|
| Department   | Name and Title |
| _____        | _____          |
| Phone Number | E-mail         |
| _____        | _____          |
| Comments     |                |
|              |                |

|              |                |
|--------------|----------------|
| Department   | Name and Title |
| _____        | _____          |
| Phone Number | E-mail         |
| _____        | _____          |
| Comments     |                |
|              |                |



## FOS 4936 – Principles of Food Entrepreneurship

Fall 2023

3 Credit Hours

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### Instructor:

Dr. Soohyoun (Soo) Ahn

Office: Room 104A, Bldg. 120, Newell Drive

E-mail: [sahn82@ufl.edu](mailto:sahn82@ufl.edu) (Please allow 24- 48 hrs for response)

Phone: 352-294-3710

Virtual Office hours: M/W 9:30 to 10:30 am, <https://ufl.zoom.us/j/2231135293>  
all other times – by appointment.

### Course Description:

This course is designed for students interested in the food business. The course covers the fundamental aspects of food entrepreneurship, including basic food science, food regulation, food safety, product development, business planning, and marketing. Students will learn how various disciplines of food science are incorporated into entrepreneurship through lectures, hands-on activities, and presentations.

**Prerequisites:** Junior or Senior standing. This course is open to any major.

### Course Format:

This course is delivered 100% online. All students are expected to find and study the course content at <https://ufl.instructure.com/courses/480657>. The course is divided into 14 modules. Each module consists of video lectures, presentation slides and handouts, reading assignments, and additional supplementary materials (videos and/or readings) relevant to the module. For each module, there will be an assessment quiz, which covers material for that specific module. In addition to quizzes, we have three assignments and two projects. For details, please refer to “Assessment Details”.

It is your responsibility to take quizzes in time and submit assignments and projects by the due date. Grades will be posted on Canvas. If you notice any discrepancy, report to the instructor immediately.

### Course Goals:

This course aims to provide students with the opportunity to learn three different sides of food businesses: science, regulations, and business planning.

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

1. Analyze and sequence the multifaceted states involved in launching a new food product to the market.
2. Evaluate the effect of intrinsic and external factors influencing food safety.
3. Formulate strategies for safely handling various food commodities.
4. Analyze and compare the roles of major federal and state food regulatory agencies.

5. Evaluate and justify the essential information required on food labeling.
6. Create a comprehensive business plan and pitch a new business idea to the class.
7. Assess the importance of market analysis and compare various marketing strategies for launching new food products.
8. Analyze current trends in the food industry and evaluate resources to learn current food industry trends.

**Textbook:**

This course has a required textbook, which will be used for class discussion

- *Cooking Up a Business* by R Hofstetter, 2013 (published by TarcherPerigree)

Other recommended books include:

- *Good Food, Great Business: How to take your artisan food idea from concept to marketplace* by Susie Wyshak, 2014 (Chronicle Books)
- *From Kitchen to Market – Sell your specialty food: Market, Distribute, and Profit from Your Kitchen Creation* by Stephen F. Hall, 2015 (Food Marketing International)
- *Product Entrepreneur: How to Launch your product idea: Napkin Sketch to \$1 Million in Sales* by Chris Clearman, 2021

Other supplementary materials will be provided by the instructor and be posted on the course page.

**Grading:**

| Assessment                                      | Weight      |
|---|-------------|
| Weekly Quizzes (13), (two lowest grade dropped) | 30%         |
| Assignments (3) (one lowest grade dropped)      | 25%         |
| Project (Part I and Part II)                    | 30%         |
| Discussion                                      | 15%         |
| <b>Total</b>                                    | <b>100%</b> |

**Grading scale<sup>a, b</sup>:**

| Passing grade             | A           | A-            | B+            | B             | B-            | C+            | C             | C-            | D+            | D             | D-            | E     |
|---------------------------|-------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-------|
| <b>Course Average (%)</b> | 100 to 94.0 | <94.0 to 90.0 | <90.0 to 87.0 | <87.0 to 84.0 | <84.0 to 80.0 | <80.0 to 77.0 | <77.0 to 74.0 | <74.0 to 70.0 | <70.0 to 67.0 | <67.0 to 64.0 | <64.0 to 60.0 | <60.0 |

<sup>a</sup>Further information on UF’s grading policy is available at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>

<sup>b</sup>Please note I do not round up grades. Requests to do so will not be considered.

### Assessment Details:

There are 13 quizzes, 2 projects, 3 assignments, and 2 discussions in this course. Additionally, throughout the semester, several optional activities for extra credit will be given. It is assumed you will **complete all work indenpenly** except group discussion. Any unauthorized collaboration (with current or former students of class) will be considered as violation of student honor code and be subject to SCCR. If you have any question, feel free to contact the instructor.

- 1) **Module assessment quizzes (30%):** There are **13** assessment quizzes (including one syllabus quiz). Each quiz covers the lecture contents and reading materials (except the first quiz that covers the syllabus). The quizzes should be taken online via the Canvas. The questions will be multiple choice or True/False questions selected from a question pool (15 questions for each quiz). Each quiz will be timed and should be completed in 20 min. You will have 2 attempts for each quiz, and the higher grades will be used as your final grade. The second attempt is optional. It is only to give you a chance to improve your grade/study more if you did not do well on your first attempt. Please remember you still need to complete your second attempt before the due. All quizzes are **closed-book, closed-note** test, and will be **proctored by Honorlock\***.

All quizzes will open on Fridays, and close on Sundays at 11:59 pm, so you have 3 days to take the quiz. It must be completed in one sitting (i.e. once you start the quiz, you must finish it). It is important that you read and watch the lecture for the covered module before taking the quiz. Out of 13 quizzes, I will drop two lowest grades and count the rest 11 quizzes towards your final grade. There is **no makeup or due extension** for missed quizzes unless the absence was excused by the instructor (and this is why I drop two lowest grades). For details, please refer to the course outline.

\***Honorlock** is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7, and all that is needed is a computer, a working webcam, and a stable Internet connection.

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at [www.honorlock.com/extension/install](http://www.honorlock.com/extension/install). When you are ready to test, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself and show your ID. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact them by live chat, phone (844-243-2500), and/or email ([support@honorlock.com](mailto:support@honorlock.com)).

**IMPORTANT Test Rules: 1) Neither notes nor textbook will be allowed.** Quizzes are **closed-book/closed-note test**. Using any note (whether digital or in paper) during the exam will be considered as violation of testing rule and consequently, violation of honor code, and will result in failing grade and immediately reported to SCCR. 2) **Use of electronic devices (phone, tablet, laptop)**

is **prohibited** (other than the computer you are using for the exam) during the exam. Honorlock detects the use of secondary electronic device and will flag your exam. Use of the electronic device is serious violation of student honor code and will be treated as such, potentially resulting in failing grade and other consequences.

- 2) **Projects (30%):** There are 2 projects in this course. These projects will be iterative process (learn about a principle(s), work on your draft, get a feedback, revise your draft, and so on). You will have **3-4 weeks to complete** each project. Project I is about writing your business plan. You will submit your draft first (30% of your Project I grade), get feedback from instructor, revise your draft, and then submit your final plan (70% of your Project I grade). You are highly encouraged (but not required) to schedule a virtual meeting with the instructor after getting feedback. Project II is about creating a short sales pitch video about your business idea. You are again highly encouraged (but not required) to schedule a virtual meeting to discuss your idea for Sales Pitch video. Detailed instruction and grading rubric will be provided through Canvas.

All projects should be submitted electronically through Canvas. Any late submission will be subject to late penalty (10% per day). For details about late submission policy, see “Make-Up Exam and Late Submission Grading Policy” shown below.

- 3) **Assignments (25%):** There are 3 assignments in this course. These assignments are related to course materials, and you will learn how to apply your learning to real-world situations. Detailed instructions for each project/assignment along with the grading rubric will be provided in the Canvas course website. You will have **2 weeks to complete** each assignment. Out of 2 assignments, I will **drop the lowest grade** and only count the two highest towards your final grade. All assignments should be submitted electronically through Canvas. Any late submission will be subject to late penalty (10% per day). For details about late submission policy, see “Make-Up Exam and Late Submission Grading Policy” shown below.
- 4) **Discussion (15%):** There are 2 case studies in this course. In each case study, you will read a real-life story about a food business, and will be asked to share your opinion (Specific topic questions will be provided). You will post your opinion and respond to 2 posts by your classmates. Detailed instruction and the grading rubric will be provided in the Canvas course website.
- 5) **Activities for extra credits (5%):** There are several activities in this course to earn extra credit, including self-introduction in Discussion section in the first week of the semester, and mini-assignment(s). These activities are **optional**, and simply given to improve you grade. For any activity/assignment not completed, 0 grade will be given – this simply means you will have 0 additional points. Not completing extra-credit activity will NEVER negatively affect your final grade. The more activities you complete, the more extra-credits you will receive. Detailed instructions for each activity will be provided in the course website in canvas.

**\*I do not create any additional assignment to improve students’ grade near the end of term.** Such request will not be honored in any circumstances.

### Make-Up Quiz and Late Submission Grading Policy:

Open and closing dates for weekly quizzes and due dates for projects/assignments/discussions are listed below in the course outline. It is your responsibility to take quizzes and submit assignments and discussion posts by the due date.

There is **no make-up for quizzes** as I drop two lowest grades. However, make-ups will be considered when students miss more than two quizzes and/or need to miss classes for long term (one week or longer) **only for legitimate reasons with proper documentation**. Acceptable reasons include illness, serious family emergencies, jury duties, and participation in official university activities (e.g. athletic competition).

For projects/assignments/discussions, you can request due extension **only for legitimate reasons with proper documentation**. If you submit your work or make post after the due date without the pre-approved due extension, I will still accept the submission, but **with 10% deduction each day** past due.

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/>.

### Due Extension Policy:

If you have legitimate reason(s) that are consistent with UF policy, you could ask for extension of due dates for assignment or discussion posting. The request must be made **prior to the due date** with proper documentation, and depending on the situation, 1 to 7 days of extension will be given. If the arrangement for extension request is not made, any assignments and postings submitted after due will be considered late and late submission policy will be applied (see above).

### Tentative Course Outline

| Week (Dates)    | Module /Topic   | Students' required activities, exams, quizzes <sup>1</sup>  |
|-----------------|---|---|
| Week 1 (Aug 23) | Course Introduction   | <ul style="list-style-type: none"><li>● <b>EC<sup>2</sup>: Introduce yourself (Due: Sep 5)</b></li><li>● Syllabus Quiz (Aug 25-27)</li></ul>  |
| Week 2 (Aug 28) | Module 1. Introduction to Food Entrepreneurship                             | <ul style="list-style-type: none"><li>● Module 1 Quiz (Sep 1-5)<sup>3</sup></li><li>● <b>Assignment 1 – What is your idea? (Due: Sep 11)</b></li></ul>                                |
| Week 3 (Sep 4)  | Module 2. Business Planning – Marketing, Financing, and Other Consideration | <ul style="list-style-type: none"><li>● Module 2 Quiz (Sep 8-10)</li><li>● <b>Project – Part I. Write a business plan (First Draft Due: Sep 25; Final Draft Due: Nov 6)</b></li></ul> |
| Week 4 (Sep 11) | Module 3. Product Development   | <ul style="list-style-type: none"><li>● Module 3 Quiz (Sep 15-17)</li></ul>   |
| Week 5 (Sep 18) | Module 4. Food Safety Concerns  | <ul style="list-style-type: none"><li>● Module 4 Quiz (Sep 22-24)</li></ul>   |

|                             |   |   |
|-----------------------------|---|---|
| <b>Week 6<br/>(Sep 25)</b>  | Module 5. Factors Affecting Safety of Food                | <ul style="list-style-type: none"> <li>Module 5 Quiz (Sep 29 - Oct 1)</li> <li><b>Assignment 2 – Is your food product safe? (Due: Oct 9)</b></li> </ul>               |
| <b>Week 7<br/>(Oct 2)</b>   | Module 6. Case Study I                                    | <ul style="list-style-type: none"> <li><b>Discussion 1 (Due: Oct 16)</b></li> </ul>   |
| <b>Week 8<br/>(Oct 9)</b>   | Module 7. Food Analysis                                   | <ul style="list-style-type: none"> <li>Module 7 Quiz (Oct 13-15)</li> </ul>   |
| <b>Week 9<br/>(Oct 16)</b>  | Module 8. Sensory Testing of New Food Products            | <ul style="list-style-type: none"> <li>Module 8 Quiz (Oct 20-22)</li> <li><b>EC<sup>2</sup>: Planning a sensory testing for your product (Due: Oct 25)</b></li> </ul> |
| <b>Week 10<br/>(Oct 23)</b> | Module 9. Food Regulations                                | <ul style="list-style-type: none"> <li>Module 9 Quiz (Oct 27-29)</li> </ul>   |
| <b>Week 11<br/>(Oct 30)</b> | Module 10. Florida Food Regulations                       | <ul style="list-style-type: none"> <li>Module 10 Quiz (Nov 3-5)</li> <li><b>Assignment 3 – Who regulates your food product? (Due: Nov 13)</b></li> </ul>              |
| <b>Week 12<br/>(Nov 6)</b>  | Module 11. Home-based Business                            | <ul style="list-style-type: none"> <li>Module 11 Quiz (Nov 9-13)<sup>3</sup></li> </ul>   |
| <b>Week 13<br/>(Nov 13)</b> | Module 12. From Idea to Store Shelf                       | <ul style="list-style-type: none"> <li>Module 12 Quiz (Nov 17-19)</li> <li><b>Project – Part II. Product Sales Pitch (Due: Dec 4)</b></li> </ul>                      |
| <b>Week 14<br/>(Nov 20)</b> | <b>No New Module Opens (Work on your Project Part II)</b> |   |
| <b>Week 15<br/>(Nov 27)</b> | Module 13. Other Considerations                           | <ul style="list-style-type: none"> <li>Module 13 Quiz (Dec 1-3)</li> <li><b>EC<sup>2</sup>: What would help your business? (Due: Dec 6)</b></li> </ul>                |
| <b>Week 16<br/>(Dec 4)</b>  | Module 14 <sup>4</sup> . Case Study II                    | <ul style="list-style-type: none"> <li><b>Discussion 2 (Due: Dec 11)</b></li> </ul>   |

<sup>1</sup>Detailed schedules on each requirement are shown in the table below.

<sup>2</sup>EC: Extra-credit activity

<sup>3</sup>These quizzes have different schedule than others due to holidays. Please note the extended open period.

<sup>4</sup>This module will open along with Module 13 on Nov 27 so you can have early access to the group discussion to complete posting in time for final grade submission.

### Quiz, Exam, Assignment, and Discussion Schedule

| Type            | Materials Covered | Opening Date / Posting Date | Closing Date / Submission Due |
|-----------------|-------------------|-----------------------------|-------------------------------|
| Syllabus Quiz*  | Syllabus          | Aug 25                      | Aug 27                        |
| Assessment Quiz | Module 1          | Sep 1                       | Sep 5**                       |
|                 | Module 2          | Sep 8                       | Sep 10                        |

|   |             |         |   |
|---|-------------|---------|---|
|   | Module 3    | Sep 15  | Sep 17                                    |
|   | Module 4    | Sep 22  | Sep 24                                    |
|   | Module 5    | Sep 29  | Oct 1                                     |
|   | Module 7    | Oct 13  | Oct 15                                    |
|   | Module 8    | Oct 20  | Oct 22                                    |
|   | Module 9    | Oct 27  | Oct 29                                    |
|   | Module 10   | Nov 3   | Nov 5                                     |
|   | Module 11   | Nov 9** | Nov 13**                                  |
|   | Module 12   | Nov 17  | Nov 19                                    |
|   | Module 13   | Dec 1   | Dec 3                                     |
| Discussion 1 – Case study I                                   | Module 6    | Oct 2   | Oct 16                                    |
| Discussion 2 – Case study II                                  | Module 14   | Nov 27  | Dec 11                                    |
| Assignment 1  | Module 1    | Aug 28  | Sep 11                                    |
| Assignment 2  | Module 4-5  | Sep 25  | Oct 9                                     |
| Assignment 3  | Module 10   | Oct 30  | Nov 13                                    |
| Project I – Business Plan                                     | Module 1-10 | Sep 4   | First Draft: Sep 25<br>Final Draft: Nov 6 |
| Project II – Sales Pitch                                      | Module 1-13 | Nov 13  | Dec 4                                     |
| Extra credit activity<br>(Self-introduction)                  | N/A         | Aug 23  | Sep 5                                     |
| Extra credit assignment 1<br>(Planning a sensory test)        | Module 8    | Oct 16  | Oct 25                                    |
| Extra credit assignment 2<br>(What would help your business?) | Module 13   | Nov 27  | Dec 6                                     |

*\*All weekly quizzes open on Fri and close on Sun.*

*\*\*Due to a holiday, these quiz schedules are different from Fri-Sun schedule.*

### Course Communication

Important announcements related to the course will be made through Canvas under Announcements. This will also generate an email that will be delivered to your Gatorlink email. In this course, I mostly

communicate with students via e-mail (the one on file with UF). So, if you use other e-mail accounts, please check your UF e-mail regularly or set-up forwarding on the UF system. While I do my best to reply to your emails as quickly as possible, please allow 48 hours to receive a reply.

### **Course Evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and then 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/Integrity**

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 Policy**

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.



## Accommodation for Students with Disabilities

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

## Netiquette:

All members of the class are expected to conduct themselves in a professional and respectful manner and follow rules of common courtesy in all email messages, threaded discussions, and chats. Please read the [Netiquette Guide for Online Courses](#).

## Online Security and Privacy:

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

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

This course offers pre-recorded video lectures so there will not be any recording of class sessions.

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
  - [Privacy Policy](#)
  - [Accessibility](#)
- Zoom
  - [Privacy Policy](#)
  - [Accessibility](#)
- Honorlock
  - [Privacy Policy](#)
  - [Accessibility](#)

## Campus Resources for Students

### **Health and Wellness:**

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu/](http://shcc.ufl.edu/).
- University Police Department: Visit <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).

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

### ***Academic Resources***

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail [athelpdesk@ufl.edu](mailto:athelpdesk@ufl.edu).
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services; <https://career.ufl.edu/>.
- Library Support: various ways to receive assistance with respect to using the libraries or finding resources; <https://cms.uflib.ufl.edu/ask>
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring; <https://teachingcenter.ufl.edu/>
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers; <https://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: [sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](http://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) On-Line Students Complaints: <https://distance.ufl.edu/student-complaint-process/>

# Cover Sheet: Request 19766

4

## HUN/FOS/DIE 4940 - Undergraduate Supervised Teaching

### Info

|                        |   |
|------------------------|---|
| Process                | Course New Ugrad/Pro  |
| Status                 | Pending at CALS - College of Agricultural and Life Sciences   |
| Submitter              | Laura Acosta ljacosta@ufl.edu   |
| Created                | 3/28/2024 4:57:30 PM  |
| Updated                | 3/28/2024 6:17:34 PM  |
| Description of request | Request to add a new course, Undergraduate Supervised Teaching, within our department (Food Science and Human Nutrition). |

### Actions

| Step  | Status   | Group   | User           | Comment | Updated   |
|---|----------|---|----------------|---------|-----------|
| Department  | Approved | CALS - Food Science and Human Nutrition<br>60150000 | Renee Goodrich |         | 3/28/2024 |
| HUN-FOS-DIE 4940 Undergraduate Supervised Teaching - Proposed Syllabus.docx |          |   |                |         | 3/28/2024 |
| CALS CC Checklist - HUN-FOS-DIE 4940.pdf                                    |          |   |                |         | 3/28/2024 |
| College   | Pending  | CALS - College of Agricultural and Life Sciences    |                |         | 3/28/2024 |
| 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   |          |   |                |         |           |

## Course|New for request 19766

### Info

**Request:** HUN/FOS/DIE 4940 - Undergraduate Supervised Teaching

**Description of request:** Request to add a new course, Undergraduate Supervised Teaching, within our department (Food Science and Human Nutrition).

**Submitter:** Laura Acosta ljacosta@ufl.edu

**Created:** 3/13/2019 9:30:25 AM

**Form version:** 1

### Responses

**Recommended Prefix** HUN

**Course Level** 4

**Number** 940

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Undergraduate Supervised Teaching

**Transcript Title** Supervised Teaching

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus, Off-Campus, Online

**Co-Listing** No

**Co-Listing Explanation** n/a

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** Yes

**If repeatable, # total repeatable credit allowed** 6

**Amount of Credit** Variable

**If variable, # min** 0

**If variable, # max** 3

**S/U Only?** Yes

**Contact Type** Supervision of Teaching/Research

**Weekly Contact Hours** 3

**Course Description** This course provides supervision, instruction, and facilitation for undergraduate students wishing to obtain teaching experience in Food Science and Human Nutrition under the supervision of a faculty mentor.

**Prerequisites** (Junior or Senior) & completion of the course for which the student will be assisting

**Co-requisites** n/a

**Rationale and Placement in Curriculum** Currently our department does not have a mechanism by which undergraduate students can assist with course design or delivery. We do offer Supervised Teaching at the graduate-level (FOS 6940/HUN 6940 Supervised Teaching), but no analogous course code at the undergraduate level. We have many capable and enthusiastic junior- and senior-level undergraduates who would be assets within our undergraduate courses, and who are eager to gain experience in teaching. We would like to be able to provide a formal mechanism by which qualified upper-division students can work with a faculty mentor to provide assistance within an undergraduate course, while learning principles of pedagogical design and lesson delivery.

Place in the Curriculum: This is not a required course, but could be an elective option for students with junior or senior standing.

**Course Objectives** By the end of the semester, Supervised Teaching students will be able to...

- Articulate the major tenets of FERPA, and the importance of upholding student privacy rights, and the importance of maintaining a safe and respectful campus.
- Navigate Canvas and perform basic functions such as publishing content, posting announcements, updating quiz questions, updating assignment due dates, adding comments, and moderating discussion boards.
- Integrate skills and strategies from professional development workshops to improve teaching practices.
- Integrate guidance from faculty mentor to effectively facilitate learning in the college classroom environment.

- Create and deliver an engaging learning experience with sound objectives and aligned assessments.
- Self-appraise teaching performance and identify areas for continued future growth and improvement.

**Course Textbook(s) and/or Other Assigned Reading** There are no required textbooks for this course. However, the following is an optional text that provides a strong context and foundation for how to be an effective and engaging teacher at the college level:

Bain, Ken. What the Best College Teachers Do. Harvard University Press, 2004. ISBN: 978-0674013254.

### **Weekly Schedule of Topics** WEEKLY COURSE SCHEDULE

Week 1: Getting Organized and Oriented

- Establish a regular weekly meeting time with your faculty mentor
- Learn about your mentor's expectations for class attendance and course management tasks
- Complete FERPA Basics Training and Maintaining and Safe and Respectful Campus Training
- Sign up for Canvas training through UFIT, or determine an acceptable alternative in collaboration with your mentor

Due: FERPA Basics Certificate; Maintaining and Safe and Respectful Campus Certificate

Week 2: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned
- Discuss with mentor possibilities for a teaching enhancement program/workshop to attend

Week 3: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned
- Begin discussing/brainstorming with mentor ideas for the lesson you will deliver
- Finalize which teaching enhancement program/workshop you will attend, and register\*

\*Teaching Enhancement Program Reflection is due 2 weeks after you attend your teaching program or workshop.

Week 4: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned

Due: Canvas Training Documentation

Week 5: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned
- With your mentor, finalize the topic for your lesson delivery and determine the date that you will deliver the lesson (by Week 14)

Week 6: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned
- Work on lesson plan with learning activities and assessments

Week 7: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned
- Work on lesson plan with learning activities and assessments
- Report to faculty mentor on your progress with the lesson plan, discuss as necessary

Week 8: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned
- Work on lesson plan with learning activities and assessments

- Report to faculty mentor on your progress with the lesson plan, discuss as necessary

Week 9: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned
- Work on lesson plan with learning activities and assessments
- Report to faculty mentor on your progress with the lesson plan, discuss as necessary

Week 10: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned
- Submit final lesson plan

Due: Lesson Plan with Objectives, Learning Activities, and Assessment Plan

Week 11: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned
- Faculty mentor provides feedback on submitted lesson plan

Week 12: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned

Week 13: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned

Week 14: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned

Due: Lesson delivery to take place by Week 14

Week 15: Course Activities as Assigned by Faculty Mentor

- Weekly meeting with mentor
- Course management tasks as assigned

Due: Lesson Delivery Self-Reflection

Note: The schedule of topics is based on 15 weeks of active instruction. A typical Fall or Spring semester is ~16 weeks long, but includes 1 break week (Thanksgiving or Spring Break).

### **Links and Policies UNIVERSITY POLICIES AND CAMPUS RESOURCES**

#### Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>  
Attendance and Make-Up Work

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

#### 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.ua.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.ua.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 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:  
<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

### Software Use

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

### Services for Students with Disabilities

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

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

### Campus Helping Resources

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

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu](http://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/](http://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>

### 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.

### 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.

### **Grading Scheme** Grading:

This course is intended to support undergraduates in honing their teaching skills, expanding their pedagogical and content knowledge, and navigating various teaching-related tasks. It is an S/U course. There are 600 possible points in the course, to be distributed as follows:

FERPA Training and Maintaining a Safe and Respectful Campus Training: 50 points (8%)  
Canvas Training: 50 points (8%)  
Attendance: 50 points (8%)  
Course Management Tasks: 50 points (8%)  
Teaching Enhancement Program Reflection: 100 points (17%)  
Lesson Plan with Objectives, Learning Activities, and Assessment Plan: 150 points (25%)  
Lesson Delivery: 100 points (17%)  
Lesson Delivery Self-Reflection: 50 points (8%)  
TOTAL: 600 points

### ASSIGNMENT DETAILS:

FERPA Training and Maintaining a Safe and Respectful Campus Training: Visit [mytraining.hr.ufl.edu](http://mytraining.hr.ufl.edu), click on University of Florida, and log in with your Gatorlink credentials. Search for the courses "FERPA Basics" and "Maintaining a Safe and Respectful Campus." Complete the courses. They are self-paced. FERPA Basics takes about 2 hours to complete, and Maintaining a Safe and Respectful Campus takes about 35 minutes. You will need to complete these trainings before you receive access to Canvas or interact with the students in the course you are assisting with.

Grading: Once you have completed the courses, send copies of your completion certificates to your faculty mentor with cc to Dr. Acosta. You will earn 50 points for completion of these trainings (with submission of certificates).

Canvas Training: You will need to gain training and experience with e-Learning (i.e. Canvas), UF's learning management system. Please register for UFIT's e-learning training courses:

E-Learning @UF: Build & Design - IT Training - University of Florida ([ufl.edu](http://ufl.edu))  
and

E-Learning @UF: Facilitate & Engage - IT Training - University of Florida ([ufl.edu](http://ufl.edu))

Each of these is a 3 hour training. Keep in mind, they are not "on-demand" trainings, but rather they are synchronous online workshops that you must pre-register for. Register as early as possible to secure a spot.\*

Grading: Submit a completion certificate or other proof of attendance to your faculty mentor with cc to Dr. Acosta. You will earn 50 points for completion of these training courses.

\*Note: If there are no sessions of e-learning training (above) scheduled during the semester that you are doing supervised teaching, you will need to arrange an alternative Canvas orientation activity with approval from your faculty mentor and Dr. Acosta.

Attendance: It is important that you attend regularly scheduled check-in meetings with your faculty mentor; and that you attend class, lab sessions, and other course activities as assigned. Within the first week of the semester, coordinate with your faculty mentor to establish a regular weekly meeting time, and learn about your mentor's expectations for class attendance and/or other events or activities they would like you to be present for (field trips, labs, seminars, etc.)

Grading: Attendance at regular weekly check-in meetings, class sessions, and other course activities per your mentor's expectations is worth 50 points. Unexcused absences will be penalized 10 points per absence.

Course Management Tasks: Throughout the semester, perform course management tasks as assigned by your faculty mentor. Examples of course management tasks may include (but are not limited to): tracking student attendance, responding to discussion posts, posting readings and other materials to Canvas, posting announcements, assisting with proctoring as needed, leading discussion groups, leading exam review sessions, etc.

Grading: See rubric in syllabus

Teaching Enhancement Program Reflection: In collaboration with your faculty member, decide on at least one teaching enhancement program or workshop to attend during the semester. Examples



include the Interface conference (held each Spring), a CALS teaching retreat, or a workshop offered through the CTE (Center for Teaching Excellence | University of Florida (ufl.edu)). Following the program/workshop, submit a reflection on your experience, what you learned, and how you can/will apply it to your teaching now or in the future. The reflection may take the form of a paper, a video, an oral presentation, or other format as determined by your faculty mentor.

Grading: See rubric in syllabus

Lesson Plan with Objectives, Learning Activities, and Assessment Plan: In collaboration with your faculty mentor, determine a topic that you will teach in the course. Develop a comprehensive lesson plan, including objectives, procedures/learning activities, materials and resources needed, and assessment plans.

Grading: See rubric in syllabus

Lesson Delivery: Deliver the lesson and assessment(s) that you planned (above).

Grading: See rubric in syllabus

Self-Reflection: Following your lesson delivery, submit a reflection on your experience, what you learned from it, and how you can/will apply what you learned to your future teaching endeavors. The reflection may take the form of a paper, a video, an oral presentation, or other format as determined by your faculty mentor.

Grading: See rubric in syllabus

**Instructor(s)** Course Coordinator: Dr. Laura Acosta

Faculty Mentor: To be determined, will vary

# 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.**

LA 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/>.

LA 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.

LA 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.

LA 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](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf) ). Do not use the words demonstrate or understand when listing learning objectives.

LA 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/>.

LA 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.

LA 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.

LA 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.

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

## **Certificates**

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

**HUN4940/FOS4940/DIE4940 Undergraduate Supervised Teaching**

**[Semester and Year]**

**[Class Number]**

**Course Coordinator:**

Laura Acosta, DCN, RDN, LDN

[ljacosta@ufl.edu](mailto:ljacosta@ufl.edu)

352-273-3472

Office: Building 120, Room 104D

Office Hours: Fridays 12:00-2:00pm by appointment

**Faculty Mentor:**

[Faculty Mentor's Name, Email, and Phone Number]

[Faculty Mentor's Office Location and Office Hours]

Name of Course Student is Assisting With: [Course Code and Course Name]

Course Days/Times and Location: [TBA]

**Course Description:** This course provides supervision, instruction, and facilitation for undergraduate students wishing to obtain teaching experience in Food Science and Human Nutrition under the supervision of a faculty mentor.

**Credits:** Variable (0-3 credits). Appropriate number of credits will be determined in cooperation with FSHN student services office and faculty mentor, and will depend on the number of contact hours anticipated. A maximum of 6 credits of Supervised Teaching may be applied to your degree.

**Prerequisite:** Junior or Senior standing. Permission of instructor and completion of the course for which the student will be assisting.

**Required Materials:**

- Computer with reliable internet access
- Access to e-Learning (Canvas)
- Other required materials may be stipulated by faculty mentor

**There are no required textbooks for this course. However, the following is an optional text that provides a strong context and foundation for how to be an effective and engaging teacher at the college level:**

- Bain, Ken. *What the Best College Teachers Do*. Harvard University Press, 2004. ISBN: 978-0674013254.

**Course Objectives:**

*Students enrolled in Supervised Teaching will...*

- Complete Family Educational Rights and Privacy Act (FERPA) training and Maintaining a Safe and Respectful Campus training.
- Complete training related to Canvas course management.
- Collaborate with faculty supervisor, performing course management duties as assigned.
- Meet at least weekly with faculty supervisor to check in and monitor progress.
- Attend at least one teaching enhancement program or workshop, such as the Interface conference, a CALS teaching retreat, or a workshop offered through COLT or CTE.
- Create and deliver at least one lesson within an undergraduate course, including associated learning activities and assessment.
- Perform a self-reflection upon completion of lesson delivery, identifying strengths, weaknesses, and areas for future growth.

By the end of the semester, Supervised Teaching students will be able to...

- Articulate the major tenets of FERPA, and the importance of upholding student privacy rights, and the importance of maintaining a safe and respectful campus.
- Navigate Canvas and perform basic functions such as publishing content, posting announcements, updating quiz questions, updating assignment due dates, adding comments, and moderating discussion boards.
- Integrate skills and strategies from professional development workshops to improve teaching practices.
- Integrate guidance from faculty mentor to effectively facilitate learning in the college classroom environment.
- Create and deliver an engaging learning experience with sound objectives and aligned assessments.
- Self-appraise teaching performance and identify areas for continued future growth and improvement.

**Grading:**

This course is intended to support undergraduates in honing their teaching skills, expanding their pedagogical and content knowledge, and navigating various teaching-related tasks. It is an S/U course. There are 600 possible points in the course, to be distributed as follows:

| Graded Item   | Possible Points |
|---|-----------------|
| FERPA Training and Maintaining a Safe and Respectful Campus Training  | 50              |
| Canvas Training   | 50              |
| Attendance  | 50              |
| Course Management Tasks   | 50              |
| Teaching Enhancement Program Reflection                               | 100             |
| Lesson Plan with Objectives, Learning Activities, and Assessment Plan | 150             |
| Lesson Delivery   | 100             |
| Lesson Delivery Self-Reflection                                       | 50              |
| <b>Total</b>  | <b>600</b>      |

This is an S/U course. Per university policy, a grade of “S” is equivalent to a “C” or higher. So, students with point totals corresponding to a letter grade of “C” or higher (≥440 points) in this course will receive a grade of “S” (Satisfactory). Thus, **the minimum number of points a student must earn to pass this course with an “S” is 440 points.**

| Points Earned | Percentage   | Corresponding Letter Grade | S/U Grade to be Assigned to Student |
|---------------|--------------|----------------------------|-------------------------------------|
| 560-600       | 93.34-100%   | A                          | S                                   |
| 540-559       | 90-93.33%    | A-                         | S                                   |
| 520-539       | 86.68-89.9%  | B+                         | S                                   |
| 500-519       | 83.34-86.67% | B                          | S                                   |
| 480-499       | 80-83.33%    | B-                         | S                                   |
| 460-479       | 76.68-79.9%  | C+                         | S                                   |
| 440-459       | 73.34-76.67% | C                          | S                                   |
| 420-439       | 70-73.33%    | C-                         | U                                   |
| 400-419       | 66.68-69.9%  | D+                         | U                                   |
| 380-399       | 63.34-66.67% | D                          | U                                   |
| 360-379       | 60-63.33%    | D-                         | U                                   |
| <360          | <60%         | E                          | U                                   |

**ASSIGNMENT DETAILS AND GRADING RUBRICS**

**FERPA Training and Maintaining a Safe and Respectful Campus Training:** Visit [myTraining Registration \(ufl.edu\)](https://myTraining.Registration.ufl.edu), click on University of Florida, and log in with your Gatorlink credentials. Search for the courses "FERPA Basics" and "Maintaining a Safe and Respectful Campus." Complete the courses. They are self-paced. FERPA Basics takes about 2 hours to

complete, and Maintaining a Safe and Respectful Campus takes about 35 minutes. You will need to complete these trainings before you receive access to Canvas or interact with the students in the course you are assisting with.

Grading: Once you have completed the courses, send copies of your completion certificates to your faculty mentor with cc to Dr. Acosta. You will earn 50 points for completion of these trainings (with submission of certificates).

**Canvas Training:** You will need to gain training and experience with e-Learning (i.e. Canvas), UF’s learning management system. Please register for UFIT’s e-learning training courses:

[E-Learning @UF: Build & Design - IT Training - University of Florida \(ufl.edu\)](#)

and

[E-Learning @UF: Facilitate & Engage - IT Training - University of Florida \(ufl.edu\)](#)

Each of these is a 3 hour training. Keep in mind, they are not “on-demand” trainings, but rather they are synchronous online workshops that you must pre-register for. Register as early as possible to secure a spot.\*

Grading: Submit a completion certificate or other proof of attendance to your faculty mentor with cc to Dr. Acosta. You will earn 50 points for completion of these training courses.

\*Note: If there are no sessions of e-learning training (above) scheduled during the semester that you are doing supervised teaching, you will need to arrange an alternative Canvas orientation activity with approval from your faculty mentor and Dr. Acosta.

**Attendance:** It is important that you attend regularly scheduled check-in meetings with your faculty mentor; and that you attend class, lab sessions, and other course activities as assigned. Within the first week of the semester, coordinate with your faculty mentor to establish a regular weekly meeting time, and learn about your mentor’s expectations for class attendance and/or other events or activities they would like you to be present for (field trips, labs, seminars, etc.)

Grading: Attendance at regular weekly check-in meetings, class sessions, and other course activities per your mentor’s expectations is worth 50 points. Unexcused absences will be penalized 10 points per absence.

**Course Management Tasks:** Throughout the semester, perform course management tasks as assigned by your faculty mentor. Examples of course management tasks may include (but are not limited to): tracking student attendance, responding to discussion posts, posting readings and other materials to Canvas, posting announcements, assisting with proctoring as needed, leading discussion groups, leading exam review sessions, etc.

Grading: See rubric below

**Course Management Tasks Rubric**

| Criteria   | Unsatisfactory  | Marginal   | Satisfactory   | Excellent  | Total |
|------------|---|--|--|--|-------|
|            | 0 points  | 10 points  | 20 points  | 25 points  |       |
| Promptness | Course management is consistently behind and out of date. Assigned tasks are not completed within the expected time frame as communicated by the faculty mentor, or not completed at all. | Course management is sometimes up to date, but sometimes lags behind. Assigned tasks are sometimes completed within the expected time frame as communicated by the faculty mentor, | Course management is mostly up to date, and only occasionally lags behind. Assigned tasks are mostly completed within the expected time frame as communicated by the faculty mentor, | Course management is up to date at all times. Assigned tasks are completed within the expected time frame as communicated by the faculty mentor. | /25   |

|               |  |   |   |  |            |
|---------------|--|---|---|--|------------|
|               |  | but this is not regularly the case.   | with a few exceptions.  |  |            |
| Quality       | <b>0 point</b>   | <b>10 points</b>  | <b>20 points</b>  | <b>25 points</b>   |            |
|               | Many assigned course management tasks are completed carelessly, or not completed at all. | Assigned course management tasks are completed, but not necessarily with thoroughness or attention to detail. | Most assigned course management tasks are completed thoroughly, and reflect reasonable attention to detail. | All assigned course management tasks are completed thoroughly, conscientiously, and with the utmost attention to detail. | <b>/25</b> |
| <b>Total:</b> |  |   |   |  | <b>/50</b> |

**Teaching Enhancement Program Reflection:** In collaboration with your faculty member, decide on at least one teaching enhancement program or workshop to attend during the semester. Examples include the Interface conference (held each Spring), a CALS teaching retreat, or a workshop offered through the CTE ([Center for Teaching Excellence | University of Florida \(ufl.edu\)](http://Center for Teaching Excellence | University of Florida (ufl.edu))). Following the program/workshop, submit a reflection on your experience, what you learned, and how you can/will apply it to your teaching now or in the future. The reflection may take the form of a paper, a video, an oral presentation, or other format as determined by your faculty mentor.

Grading: See rubric below.

#### Teaching Enhancement Program Reflection Rubric

| Criteria                   | Unsatisfactory  | Marginal   | Satisfactory   | Excellent  | Total      |
|----------------------------|---|--|--|--|------------|
| Relevance and Completeness | <b>0 points</b>   | <b>10 points</b>   | <b>15 points</b>   | <b>20 points</b>   |            |
|                            | Reflection does not address the assignment prompt.  | Reflection addresses the assignment prompt, but only partially.  | Reflection answers the assignment prompt satisfactorily.   | Reflection clearly and completely answers the assignment prompt.   | <b>/20</b> |
| Depth of Reflection        | Reflection has no depth or substance.   | Reflection is mostly superficial, with a few exceptions.   | Reflection is substantive, and demonstrates appropriate depth and synthesis.   | Reflection is highly substantive, with rich depth and meaningful synthesis.  | <b>/20</b> |
| Summary of Learning        | No summary of the teaching enhancement program and what was learned.  | Slight or unclear summary of the teaching enhancement program and what was learned.  | Satisfactory summary of the teaching enhancement program and what was learned.   | Clear and compelling summary of the teaching enhancement program and what was learned.   | <b>/20</b> |
| Connection                 | No conclusions or synthesis of ideas. No examples of how new learning can be applied to teaching experiences now and in the future. | Unclear synthesis of ideas, with only vague examples of how new learning can be applied to teaching experiences now and in the future. | Satisfactory synthesis of ideas, including specific examples of how new learning can be applied to teaching experiences now and in the future. | Insightful conclusions and synthesis of ideas. Includes clear, specific, and compelling examples of how new learning can be applied to teaching experiences now and in the future. | <b>/20</b> |

|   |   |   |   |   |             |
|---|---|---|---|---|-------------|
| <b>Organization and Presentation (written, video, oral, or other format approved by mentor)</b> | Presentation is unacceptably poor (i.e. numerous spelling and grammatical errors for written papers, obvious lack of preparation for oral presentation, etc.) | Presentation shows evidence of preparation, but lacks cohesion and feels somewhat disorganized. | Presentation is cohesive and organized. | Presentation is thoughtful, creative, cohesive, and well-organized with deep attention to detail. | <b>/20</b>  |
|   |   |   |   |   | <b>/100</b> |

**Lesson Plan with Objectives, Learning Activities, and Assessment Plan:** In collaboration with your faculty mentor, determine a topic that you will teach in the course. Develop a comprehensive lesson plan, including objectives, procedures/learning activities, materials and resources needed, and assessment plans.

Grading: See rubric below.

**Lesson Plan Rubric**

| <b>Criteria</b>  | <b>Unsatisfactory</b>                          | <b>Marginal</b>  | <b>Satisfactory</b>   | <b>Excellent</b>   | <b>Score</b> |
|--|--|--|---|--|--------------|
|  | <b>0</b>                                       | <b>10</b>  | <b>20</b>   | <b>30</b>  |              |
| Objectives for the lesson plans are written in behavioral or performance terms, specify learning outcomes, and should be aligned with assessments.               | No objectives are included in the lesson plan. | All or most objectives are not written in behavioral or performance terms and are not aligned with assessments.  | All objectives are written in behavioral or performance terms and are aligned with assessments. Most learning outcomes are specified. | All objectives are written in behavioral or performance terms, based on state frameworks, and are developmentally appropriate for students. All objectives are aligned with assessments and all learning outcomes are clearly specified. | <b>/30</b>   |
| Procedures explain what the teacher and the students will do to meet the objectives in the lesson plans. Explain pre-assessment measures used prior to planning. | No procedures are included in the lesson plan. | Procedures do not adequately explain what the teacher and the students will do to meet the objectives of the lesson plans. Pre-assessment measures are weak or poorly explained. | Procedures clearly explain what the teacher and the students will do to meet lesson objectives. Preassessment measures are explained. | Procedures clearly and thoroughly explain what the teacher and the students will do to meet the objectives of the lesson. Preassessments are appropriate for lessons and are clearly explained in lesson plans.                          | <b>/30</b>   |



|   |  |  |  |  |             |
|---|--|--|--|--|-------------|
| Various types of materials, technology, and resources that will be used to enhance lessons are included. Materials should show initiative and creativity.                         | No materials, technology, and/or resources are included in lesson plans.   | Some materials, technology, and resources used in lessons are included in lesson plans, but some are missing. Materials show little initiative and creativity. | All materials, technology, and resources used in lessons are included in lesson plans. Materials show some initiative and creativity.  | A variety of appropriate materials, technology, and resources used in lessons are included in lesson plans. Materials show much initiative and creativity and are used effectively to enhance lessons.                                       | <b>/30</b>  |
| Informal and formal assessments, which are aligned with objectives, are included in the lesson plans. Assessments accommodate developmental and/or educational needs of students. | No assessments are included in lesson plan.  | Assessments are poorly aligned with objectives and/or do not meet the developmental and educational needs of students.   | Informal and formal assessments are included in lesson plans and are aligned with objectives. Assessments attempt to accommodate the developmental and/or educational needs of students. | Informal and formal assessments are included in lesson plans and all assessments are aligned with objectives. Informal and formal assessments are planned to effectively accommodate the developmental and/or educational needs of students. | <b>/30</b>  |
| Overall Quality. Lesson plans are submitted on time, contain all required components, and are thoughtful and thorough, with attention to detail.                                  | Lesson plans are not submitted on time, do not contain all required components, and do not reflect thoughtful, thorough attention to detail. | Lesson plans are submitted late, but are satisfactory and contain all required components; OR Lesson plans are submitted on time but lack attention to detail. | Lesson plans are submitted on time and include all required components.  | Lesson plans are submitted on time. Plans include all required components, are very detailed, and show evidence of much time and effort.   | <b>/30</b>  |
|   |  |  |  | <b>Total</b>   | <b>/150</b> |

Rubric adapted from Mississippi State University

**Lesson Delivery:** Deliver the lesson and assessment(s) that you planned (above).

Grading: See rubric below.

**Lesson Delivery Rubric**

| Criteria | Ineffective | Marginally Effective | Effective | Highly Effective | Score |
|----------|-------------|----------------------|-----------|------------------|-------|
|          | <b>0</b>    | <b>10</b>            | <b>15</b> | <b>20</b>        |       |

|                               |   |   |   |  |            |
|-------------------------------|---|---|---|--|------------|
| <b>Culture of Learning</b>    | Shows no enthusiasm for the content, and establishes an environment in which students do not value the content or understand its importance.  | Shows some enthusiasm for the content, and establishes an environment in which students vaguely understand its implications and importance.   | Mostly exhibits enthusiasm for the content, and establishes a learning environment in which students generally understand the importance of what they're learning.  | Exhibits enthusiasm for the content, and establishes an undeniably positive learning environment in which students deeply understand the implications and importance of the material.  | <b>/20</b> |
| <b>Student Engagement</b>     | Incorporates no scaffolding or effort to meet the needs of all learners; Demonstrates no attempt to activate students' prior knowledge or acknowledge prior experiences to connect to the content; Demonstrates ineffective pacing and implementation strategies that disengage students. | Incorporates minimal scaffolding in an effort to meet the needs of all learners; Attempts to activate students' prior knowledge and experience but does not go far enough to engage students in the content; Attempts to pace the lesson but is unsuccessful in leveraging strategies that engage students. | Regularly incorporates scaffolding that attempts to meet the needs of all learners; Uses strategies that activate prior knowledge and experiences to connect to the content; Paces the lesson appropriately to facilitate engagement. | Consistently incorporates scaffolding that effectively meets the needs of all learners; Consistently uses strategies that vividly activate prior knowledge and experiences to deeply engage students in the content; Paces the lesson masterfully, leveraging highly effective strategies that ensure all students are intellectually engaged. | <b>/20</b> |
| <b>Questioning Techniques</b> | Rarely asks questions, dominates class discussions, and severely limits student interaction; Rarely or never checks for student understanding while executing a lesson.   | Asks some questions and attempts to facilitate discussion; Attempts to check for understanding, but does so inconsistently and ineffectively.   | Incorporates questioning techniques that encourage understanding; Facilitates discussion and student interaction; Uses checkpoints throughout the lesson that provide an accurate pulse of student understanding.                     | Incorporates a range of varied questioning techniques that encourage deep understanding and mastery; Facilitates discussions in which students initiate higher order questions and build on each other's responses; Consistently uses checkpoints throughout the lesson that provide an accurate pulse of student                              | <b>/20</b> |

|                            |  |   |   |   |             |
|----------------------------|--|---|---|---|-------------|
|                            |  |   |   | understanding and nimbly adjusts instruction accordingly.   |             |
| <b>Execution of Lesson</b> | Lacks structure and clarity; Leaves little to no opportunity for reflection or consolidation of student understanding. | Attempts to facilitate an objective-driven lesson, but structure is weak and outcomes are not clear nor communicated to students; Provides limited opportunity for reflection and consolidation of student understanding. | Facilitates an objective-driven lesson; Provides opportunities for reflection and consolidation of student understanding. | Facilitates a well-structured, objective-driven lesson with clear outcomes that are communicated to students; Provides ample opportunities for reflection and consolidation of student understanding. | <b>/20</b>  |
| <b>Use of Assessment</b>   | Does not assess learning.  | Attempts to use formal and/or informal assessments of learning, but assessments are not well-aligned with objectives.   | Uses formal and/or informal assessments that are somewhat aligned with objectives.  | Uses formal and/or informal assessments that are well-aligned with objectives; Able to modify instruction on the spot as necessary.   | <b>/20</b>  |
|                            |  |   |   | <b>Total</b>  | <b>/100</b> |

Rubric adapted from the State Superintendent of Education, <https://osse.dc.gov>

**Self-Reflection:** Following your lesson delivery, submit a reflection on your experience, what you learned from it, and how you can/will apply what you learned to your future teaching endeavors. The reflection may take the form of a paper, a video, an oral presentation, or other format as determined by your faculty mentor.

Grading: See rubric below.

#### Lesson Delivery Self-Reflection Rubric

| Criteria                          | Unsatisfactory                                     | Marginal  | Satisfactory   | Excellent   | Total      |
|-----------------------------------|--|---|--|---|------------|
|                                   | <b>0 points</b>                                    | <b>10 points</b>  | <b>20 points</b>   | <b>25 points</b>  |            |
| <b>Relevance and Completeness</b> | Reflection does not address the assignment prompt. | Reflection addresses the assignment prompt, but only partially. | Reflection answers the assignment prompt satisfactorily.                     | Reflection clearly and completely answers the assignment prompt.            | <b>/10</b> |
| <b>Depth of Reflection</b>        | Reflection has no depth or substance.              | Reflection is mostly superficial, with a few exceptions.        | Reflection is substantive, and demonstrates appropriate depth and synthesis. | Reflection is highly substantive, with rich depth and meaningful synthesis. | <b>/10</b> |
| <b>Summary of Learning</b>        | No summary of what was learned from the            | Slight or unclear summary of what was learned from the          | Satisfactory summary of what was learned                                     | Clear and compelling summary of what was learned from the                   | <b>/10</b> |

|   | lesson delivery experience.   | lesson delivery experience.   | from the lesson delivery experience.  | lesson delivery experience.   |            |
|---|---|---|---|---|------------|
| <b>Connection</b>   | No conclusions or synthesis of ideas. No examples of how this experience can be applied to teaching experiences in the future.                                | Unclear synthesis of ideas, with only vague examples of how this experience can be applied to teaching experiences in the future. | Satisfactory synthesis of ideas, including specific examples of how this experience can be applied to teaching experiences in the future. | Insightful conclusions and synthesis of ideas. Includes clear, specific, and compelling examples of how this experience can be applied to teaching experiences in the future. | <b>/10</b> |
| <b>Organization and Presentation (written, video, oral, or other format approved by mentor)</b> | Presentation is unacceptably poor (i.e. numerous spelling and grammatical errors for written papers, obvious lack of preparation for oral presentation, etc.) | Presentation shows evidence of preparation, but lacks cohesion and feels somewhat disorganized.                                   | Presentation is cohesive and organized.   | Presentation is thoughtful, creative, cohesive, and well-organized with deep attention to detail.   | <b>/10</b> |
|   |   |   |   |   | <b>/50</b> |

## UNIVERSITY POLICIES AND CAMPUS RESOURCES

### **Grades and Grade Points**

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

### **Attendance and Make-Up Work**

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

### **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 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: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

### **Software Use**

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

### **Services for Students with Disabilities**

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

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

### **Campus Helping Resources**

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

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu](http://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/](http://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>

### **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.

### **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.

## WEEKLY COURSE SCHEDULE

| <b>Week</b> | <b>Activities</b>   | <b>Assignments Due</b>   |
|-------------|---|--|
| 1           | <b>Getting Organized and Oriented</b> <ul style="list-style-type: none"> <li>Establish a regular weekly meeting time with your faculty mentor</li> <li>Learn about your mentor's expectations for class attendance and course management tasks</li> <li>Complete FERPA Basics Training and Maintaining and Safe and Respectful Campus Training</li> <li>Sign up for Canvas training through UFIT, or determine an acceptable alternative in collaboration with your mentor</li> </ul> | FERPA Basics Certificate<br><br>Maintaining and Safe and Respectful Campus Certificate |
| 2           | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> <li>Discuss with mentor possibilities for a teaching enhancement program/workshop to attend</li> </ul>   |  |
| 3           | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> <li>Begin discussing/brainstorming with mentor ideas for the lesson you will deliver</li> <li>Finalize which teaching enhancement program/workshop you will attend, and register*</li> </ul>   |  |
| 4           | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> </ul>  | Canvas Training Documentation  |
| 5           | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> <li>With your mentor, finalize the topic for your lesson delivery and determine the date that you will deliver the lesson (by Week 14)</li> </ul>  |  |
| 6           | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> <li>Work on lesson plan with learning activities and assessments</li> </ul>  |  |
| 7           | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> <li>Work on lesson plan with learning activities and assessments</li> <li>Report to faculty mentor on your progress with the lesson plan, discuss as necessary</li> </ul>  |  |
| 8           | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> <li>Work on lesson plan with learning activities and assessments</li> </ul>  |  |

|    |  |   |
|----|--|---|
|    | <ul style="list-style-type: none"> <li>Report to faculty mentor on your progress with the lesson plan, discuss as necessary</li> </ul>   |   |
| 9  | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> <li>Work on lesson plan with learning activities and assessments</li> <li>Report to faculty mentor on your progress with the lesson plan, discuss as necessary</li> </ul> |   |
| 10 | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> <li>Submit final lesson plan</li> </ul>   | Lesson Plan with Objectives, Learning Activities, and Assessment Plan |
| 11 | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> <li>Faculty mentor provides feedback on submitted lesson plan</li> </ul>  |   |
| 12 | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> </ul>   |   |
| 13 | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> </ul>   |   |
| 14 | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> </ul>   | Lesson delivery to take place by Week 14                              |
| 15 | <b>Course Activities as Assigned by Faculty Mentor</b> <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li>Course management tasks as assigned</li> </ul>   | Lesson Delivery Self-Reflection                                       |

\*Teaching Enhancement Program Reflection is due 2 weeks after you attend your teaching program or workshop.

# Cover Sheet: Request 19630

5

PLP4XXX

### Info

|                        |  |
|------------------------|--|
| Process                | Course New Grad  |
| Status                 | Pending at CALS - College of Agricultural and Life Sciences  |
| Submitter              | Ying Wang ying.wang1@ufl.edu   |
| Created                | 2/29/2024 10:44:35 AM  |
| Updated                | 4/15/2024 8:50:42 PM   |
| Description of request | This is a new course request. The PLP4XXX course, RNA biology, is designed for upper-level undergraduate students to comprehend in-depth knowledge regarding RNA structure and function. A draft syllabus is available upon requests. In addition, I have collected two letters from lectures teaching molecular genetics (PCB4522) and Introduction to Biochemistry and Molecular Biology (BCH4024) stating that there is no significant overlap with the pre-existing courses. Those documents are available upon request. |

### Actions

| Step                                     | Status   | Group  | User          | Comment   | Updated   |
|--|----------|--|---------------|---|-----------|
| Department                               | Approved | CALS - Plant Pathology 60190000                  | Mathews Paret | This is an exciting new course proposal by Dr. Wang and have great potential to attract students in Cals and beyond | 2/29/2024 |
| No document changes                      |          |  |               |   |           |
| College                                  | Pending  | CALS - College of Agricultural and Life Sciences |               |   | 2/29/2024 |
| 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                      |          |  |               |   |           |



## Course|New for request 19630

### Info

**Request:** PLP4XXX

**Description of request:** This is a new course request. The PLP4XXX course, RNA biology, is designed for upper-level undergraduate students to comprehend in-depth knowledge regarding RNA structure and function. A draft syllabus is available upon requests. In addition, I have collected two letters from lectures teaching molecular genetics (PCB4522) and Introduction to Biochemistry and Molecular Biology (BCH4024) stating that there is no significant overlap with the pre-existing courses. Those documents are available upon request.

**Submitter:** Ying Wang ying.wang1@ufl.edu

**Created:** 2/29/2024 10:12:25 AM

**Form version:** 1

### Responses

**Recommended Prefix** PLP

**Course Level** 4

**Course Number** XXX

**Lab Code** None

**Category of Instruction** Advanced

**Course Title** RNA biology

**Transcript Title** RNA biology

**Degree Type** Baccalaureate

**Delivery Method(s)** Online

**Co-Listing** No

**Effective Term** Spring

**Effective Year** 2025

**Rotating Topic** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Course Type** Lecture

**Weekly Contact Hours** 3

**Course Description** PLPXXXX, RNA Biology, has three one-hour online lectures per week. No laboratory. This advanced RNA biology course is designed for upper-level undergraduate students and focuses on a specialized biology topic, RNA biology, including structure and very diverse functions. Students will review, discuss and critique both classic and state-of-the-art literature.

**Co-requisites** N/A

**Prerequisites** A grade "C" or better in BCH4024, PCB4522, or their equivalents at other universities or permission by the instructor.

**Rationale and Placement in Curriculum** RNA biology remains as a hot topic in the past 60 years. Recent technology development based on mRNA vaccines and other RNA-related tools has showed great promise in medical research and industry. While there are more than 200 faculty listed in the RNA club directory at UF, there is no course dedicated solely to RNA biology. It is necessary to open an RNA biology to teach in-depth knowledge to students, which will help prepare them for future research and/or industry work.

**Course Objectives** By taking this course, students will comprehend fundamental knowledge of RNA structure and structure-based function in diverse biological processes. The course topics include the chemical basis of RNA and RNA structures, catalytic RNAs, basis of RNA-protein interactions, RNA

surveillance, RNA editing, RNA silencing, RNA movement, functions of circular and long noncoding RNAs, RNA in viruses, RNA stability, RNA in biotechnology, etc. This course will prepare students to pursue graduate studies in RNA biology and/or work in the biotech industry in areas related to RNA biology. This course will take a comparative approach to provide insights into RNA biology among a wide-spectrum of organisms, including plants, yeast, mammalian cells, etc. In addition, students are expected to explain and assess the literature and critically examine the concepts presented.

**Course Textbook(s) and/or Other Assigned Reading** Textbooks are optional but highly preferred:

- 1) Molecular Biology of RNA by David Elliott and Michael Lodomery, 2016
- 2) RNA, the epicenter of genetic information, [click here for free online version.](#)

Two relevant publications (see "Reading list" below) will be assigned to the whole class (available in the Class Canvas webpage). One publication will be used as an example for critical reading. The other publication will be used as a material for the literature quiz.

#### READING LIST

1. A Fire, S Xu, M K Montgomery, S A Kostas, S E Driver, C C Mello. Potent and specific genetic interference by double-stranded RNA in *Caenorhabditis elegans*. *Nature* 1998. 391(6669):806-811. doi: 10.1038/35888.
2. M K Montgomery, S Xu, A Fire. RNA as a target of double-stranded RNA-mediated genetic interference in *Caenorhabditis elegans*. *Proc Natl Acad Sci U S A*. 1998. 95(26):15502-15507. doi: 10.1073/pnas.95.26.15502.

#### Weekly Schedule of Topics Jan-13-2025

Syllabus  
Jan-15-2025

Recognizing RNA as genetic material  
Jan-17-2025

The chemical basis of RNAs  
Jan-22-2025 The principles of RNA structures  
Jan-24-2025 The basis of RNA-protein interactions (1)  
Jan-27-2025 The basis of RNA-protein interactions (2)  
Jan-29-2025 Catalytic RNAs (1)  
Jan-31-2025

Catalytic RNAs (2)  
Feb-3-2025

Regulation of splicing  
Feb-5-2025

Alternative splicing  
Feb-7-2025

Defects in splicing and disease  
Feb-10-2025 Nucleocytoplasm shuttling of RNAs (1)  
Feb-12-2025 Nucleocytoplasm shuttling of RNAs (2)  
Feb-14-2025 Polar localization of RNAs and its functional implication  
Feb-17-2025 Midterm I  
Feb-19-2025 RNA from birth to function  
Feb-21-2025 Translation process  
Feb-24-2025 UTR structure in regulating translation  
Feb-26-2025 Paper discussion in class (demonstration)  
Feb-28-2025 RNA quality control  
Mar-3-2025

RNA silencing, overview  
Mar-5-2025

RNA silencing, dicing to generate small RNAs  
Mar-7-2025

RNA silencing, RISC complex for slicing  
Mar-10-2025 RNA silencing, posttranscriptional regulation  
Mar-12-2025

RNA silencing, transcriptional regulation  
Mar-14-2025 Function of noncanonical small RNAs  
Mar-17-2025

Epigenetics and RNA-directed DNA methylation  
Mar-19-2025 Paper discussion and quiz  
Mar-21-2025 RNA editing, overview  
Mar-24-2025 RNA editing and epitranscriptome  
Mar-26-2025 tRNA and editing  
Mar-28-2025 Midterm II  
Mar-31-2025 RNA long distance trafficking (1)  
Apr-2-2025

RNA long distance trafficking (2)  
Apr-4-2025

RNA and membraneless organization of organelles (1)  
Apr-7-2025

RNA and membraneless organization of organelles (2)  
Apr-9-2025

Biogenesis of long noncoding RNAs  
Apr-11-2025

Function of long noncoding RNAs  
Apr-14-2025

Organization of viral RNAs  
Apr-16-2025

Sensing "foreign" RNAs  
Apr-18-2025

Viroid  
Apr-21-2025

RNA in biotechnology  
Apr-23-2025 RNA biology: future perspectives

**Grading Scheme** Grading:  
Total 450 points:  
Midterm I 100

Midterm II 100  
Final Exam 100  
Literature Quiz 100  
Attendance and Classroom Discussion 50

#### NOTE

- 1) Pop-quizzes will be given in some classes. Students who answered the questions in time will have the attendance points (5 pts for each pop-quiz; 9 quizzes in total). This serves as attendance grading.
- 2) Lecturer will ask questions randomly in class. Two points will be given to the first and second students who are engaged in answering questions in class. Students will get no more than 5 points in total for answering questions in class.

|    |                 |                    |
|----|-----------------|--------------------|
|    |                 | Out of 450 points: |
| A  | 90.00% – 100%   | 405 - 450          |
| B+ | 87.00% – 89.99% | 392 - 404          |
| B  | 83.00% – 86.99% |                    |

374 - 391

B- 80.00% – 82.99%

360 - 373

C+ 77.00% – 79.99% 347 - 359

C 73.00% – 76.99% 329 - 346

C- 70.00% – 72.99% 315 - 328

D+ 67.00% – 69.99% 302 - 314

D 63.00% – 66.99% 284 - 301

D- 60.00% – 62.99% 270 - 283

E 59.99% and below below or equal to 269

**Instructor(s)** Ying Wang, Associate Professor, Plant Pathology Department

**Attendance & Make-up** Yes

**Accomodations** Yes

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

**Course Evaluation Policy** Yes

# CALS Curriculum Committee

## Submission Checklist

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

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

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

Yes 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/>.

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

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

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

NA 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.

Yes 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](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf) ). Do not use the words demonstrate or understand when listing learning objectives.

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

NA 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.

Yes 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/>.

Yes 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.

Yes 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.

Yes 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.

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

## **Certificates**

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

**From:** Douma, Lauren G Lauren.Douma@medicine.ufl.edu  
**Subject:** Re: A new RNA biology course at UF  
**Date:** February 1, 2024 at 6:53 PM  
**To:** Wang, Ying ying.wang1@ufl.edu  
**Cc:** Gabriel, Dean W dgabr@ufl.edu



Hello Ying,

Thank you for reaching out and inquiring about the overlap of your course with BCH4024. While I cover some of these topics, I do not cover all of these topics, and probably not in the level of detail that you will cover the topics in your class. I also checked with some of the other professors, and we believe there is no significant overlap between your class and our biochemistry and molecular biology course.

Let me know if you need anything else!

Lauren

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**Lauren Douma, Ph.D.**  
Research Assistant Professor  
University of Florida | College of Medicine  
Department of Biochemistry & Molecular Biology  
P.O. Box 100245 | 1200 Newell Drive ARB R3-234  
Gainesville, FL, 32610  
Ph: 352-294-8693 | [Lauren.Douma@medicine.ufl.edu](mailto:Lauren.Douma@medicine.ufl.edu)  
Pronouns: she/her/hers

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**From:** Wang, Ying <ying.wang1@ufl.edu>  
**Sent:** Thursday, February 1, 2024 8:47 AM  
**To:** Douma, Lauren G <Lauren.Douma@medicine.ufl.edu>  
**Cc:** Gabriel, Dean W <dgabr@ufl.edu>  
**Subject:** A new RNA biology course at UF

Dear Lauren,  
I hope this email finds you well.


I am a new faculty in the Plant Pathology Department at UF. Since my research focuses on various aspects of RNA, I aim to initiate a new RNA-centered course for undergraduate students in Spring 2025. By reading your BCH4024 syllabus, I found your course covers "post-transcriptional RNA processing" and "translation". My RNA biology course will touch upon the concept of transcription and regulation, but the main focus will be RNA structure, noncoding RNA, RNA editing, epigenetics, RNA silencing, etc. I enclose my draft syllabus and tentative course schedule here. Could you please let me know whether you have any concerns.

I appreciate your feedback.

Kind regards,

Ying

\*\*\*\*\*  
[Ying Wang Ph.D.](#)  
Associate Professor  
Plant Pathology Department  
Plant Molecular and Cellular Biology Program  
University of Florida  
Gainesville, FL 32611  
Office: 2550 Hull Rd, Rm 2557  
Office Phone: 3522734674  
Lab Webpage: <https://plantpath.ifas.ufl.edu/people/faculty-pages/ying-wang/>

**From:** Fernandez Garcia, Jessie jessie.fernandez@ufl.edu   
**Subject:** RE: A new RNA biology course at UF  
**Date:** February 1, 2024 at 11:41 AM  
**To:** Wang, Ying ying.wang1@ufl.edu  
**Cc:** Gabriel,Dean W dgabr@ufl.edu



Hi Dr. Wang,  
Thank you for reaching out to me. I taught PCB4522/MCB6937 last fall for the first time because Dr. Gurley retired in May 2023. Our department is currently searching for a faculty member to teach this course in future academic years.  
Last year, I made changes to the syllabus, incorporating RNA biology topics such as RNA silencing, noncoding RNA, epigenetics, and more. However, these additions were mainly introductory concepts about the subject. I included them because it is an area that most molecular biology/genetics courses often neglect. I have attached my syllabus for PCB4522. I believe that having a dedicated class on RNA biology is an excellent idea. Students stand to benefit significantly from studying this field, gaining insights into real-world scenarios involving RNA biology, including relevant techniques and plant/animal diseases.  
I'll be happy to discuss more about this.  
Best,  
Jessie

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**From:** Wang, Ying <ying.wang1@ufl.edu>  
**Sent:** Thursday, February 1, 2024 9:03 AM  
**To:** Fernandez Garcia, Jessie <jessie.fernandez@ufl.edu>  
**Cc:** Gabriel,Dean W <dgabr@ufl.edu>  
**Subject:** A new RNA biology course at UF

Dear Dr. Fernandez,  
I hope this email finds you well.

I am interested in initiating a new RNA-centered course for undergraduate students in Spring 2025, so that we can strengthen our education and research program on RNA. By reading your PCB4522 syllabus, I found your course covers topics like "Evaluate the roles of DNA and RNA in prokaryotes and eukaryotes, including humans, by analyzing their organization and evolution" and "Comprehend the molecular mechanisms governing gene expression at the transcriptional level, with a focus on eukaryotes". My RNA biology course will mainly focus on RNA structure, noncoding RNA, RNA editing, epigenetics, RNA silencing, etc, with an emphasize on the in-depth knowledge of RNA itself. I enclose my draft syllabus and tentative course schedule here. Could you please let me know whether you have any concerns.

In addition, I wonder whether Dr. Gurley will teach PCB4522 in the future. If so, I may need to ask for his opinion.

I appreciate your feedback.

Kind regards,

Ying

\*\*\*\*\*

[Ying Wang Ph.D.](#)



Associate Professor  
Plant Pathology Department  
Plant Molecular and Cellular Biology Program  
University of Florida  
Gainesville, FL 32611  
Office: 2550 Hull Rd, Rm 2557  
Office Phone: 3522734674  
Lab Webpage: <https://plantpath.ifas.ufl.edu/people/faculty-pages/ying-wang/>

Academic Editor of PLOS Pathogens

**Syllabus-MCB 6937 Fall  
2023new.pdf**  
271 KB



**Course Syllabus**  
**Spring 2025 – PLPXXXX**  
**RNA Biology, Online Course, 3 Credits**

Time: TBD

Lecture Location: Online only

Instructor: Dr. Ying Wang

Office Location: 2557 Fifield Hall

Office Hours: TBD

Office Phone: 352-273-4674

Email: ying.wang1@ufl.edu

**Course Description & General Education Purpose:**

Three one-hour online lectures per week. No laboratory. This advanced graduate course is designed for graduate and upper-level undergraduate students and focuses on a specialized biology topic, RNA biology, including structure and very diverse functions. Students will review discuss and critique both classic or state-of-the-art literature.

**Course Prerequisites:**

A grade “C” or better in BCH4024, PCB4522, or their equivalents at other universities or permission by the instructor.

**Course Learning Objectives:**

By taking this course, students will comprehend fundamental knowledge of RNA structure and structure-based function in diverse biological processes. The course topics include the chemical basis of RNA and RNA structures, catalytic RNAs, basis of RNA-protein interactions, RNA surveillance, RNA editing, RNA silencing, RNA movement, functions of circular and long noncoding RNAs, RNA in viruses, RNA stability, RNA in biotechnology, etc. This course will prepare students to pursue graduate studies in RNA biology and/or work in the biotech industry in areas related to RNA biology. This course will take a comparative approach to provide insights into RNA biology among a wide-spectrum of organisms, including plants, yeast, mammalian cells, etc. In addition, students are expected to explain and assess the literature and critically examine the concepts presented.

**Recommended TEXTBOOKS:**

Textbooks are optional but highly preferred:

- 1) Molecular Biology of RNA by David Elliott and Michael Ladomery, 2016
- 2) RNA, the epicenter of genetic information, [click here for free online version](#).

Two relevant publications (see “Reading list” below) will be assigned to the whole class (available in the Class Canvas webpage). One publication will be used as an example for critical reading. The other publication will be used as a material for the literature quiz.

**READING LIST**

1. A Fire, S Xu, M K Montgomery, S A Kostas, S E Driver, C C Mello. Potent and specific genetic interference by double-stranded RNA in *Caenorhabditis elegans*. *Nature* 1998. 391(6669):806-811. doi: 10.1038/35888.
2. M K Montgomery, S Xu, A Fire. RNA as a target of double-stranded RNA-mediated genetic interference in *Caenorhabditis elegans*. *Proc Natl Acad Sci U S A*. 1998. 95(26):15502-15507. doi: 10.1073/pnas.95.26.15502.

**Instructor Interaction Plan:**

- 1) Instructor will response to email and Canvas messages within 3 weekdays.
- 2) The instructor will upload test grades within 4 weekdays after the test.
- 3) The instructor will send out reminders one week before the test.

- 4) Students may check their tests and grading by making appointments.
- 5) Students must turn on their video during online lecture time.

**Required Technology:**

Students should have functional equipment to attend this online course (e.g., proper speakers, camera, and microphones). The equipment should be adequate to allow the student to participate in discussions, exams, and lectures.

**Technical Support:**

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. <https://helpdesk.ufl.edu/> | 352-392-4357

**Critical Dates:**

To be listed later.

**Attendance Policy:**

Please see University policy here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext>

**Course Evaluation:**

**Exams:** You will be given **two** exams during the semester and **one** final exam. The final exam is **NOT** comprehensive and counts the same as the other two. All three exams will be 100 pts, rendering 300 pts in total.

All exams/final must be taken at the scheduled time to be announced. Once the first student turns in the answers, students entering late from this timepoint will not be allowed to take the exam.

**Literature Reading:**

Students will be assigned two publications to read. Both publications will be uploaded to E-Learning website. The whole class will discuss the first publication to learn how to read scientific papers. After reading the second paper, students will take a quiz in class. This assignment will be 100 pts in total.

**Attendance and Class Discussion:**

Course attendance will be worth 45 pts; students who are active in class discussion will earn an additional 5 pts for a total possible 50 pts. The attendance will be graded by pop-quizzes (5 pts each/9 in total).

**Make-up Exams:**

Make-up exams will be given only when students have a solid excuse in accordance to the University attendance policy. Students are expected to provide excuses ahead of the exams/tests.

**Grading:**

Total 450 points:

|                                     |     |
|-------------------------------------|-----|
| Midterm I                           | 100 |
| Midterm II                          | 100 |
| Final Exam                          | 100 |
| Literature Quiz                     | 100 |
| Attendance and Classroom Discussion | 50  |

**NOTE**

- 1) Pop-quizzes will be given in some classes. Students who answered the questions in time will have the attendance points (5 pts for each pop-quiz; 9 quizzes in total). This serves as attendance grading.
- 2) Lecturer will ask questions randomly in class. Two points will be given to the first and second students who are engaged in answering questions in class. Students will get no more than 5 points in total for answering questions in class.

Out of 450 points:

|    |                  |                       |
|----|------------------|-----------------------|
| A  | 90.00% – 100%    | 405 - 450             |
| B+ | 87.00% – 89.99%  | 392 - 404             |
| B  | 83.00% – 86.99%  | 374 - 391             |
| B- | 80.00% – 82.99%  | 360 - 373             |
| C+ | 77.00% – 79.99%  | 347 - 359             |
| C  | 73.00% – 76.99%  | 329 - 346             |
| C- | 70.00% – 72.99%  | 315 - 328             |
| D+ | 67.00% – 69.99%  | 302 - 314             |
| D  | 63.00% – 66.99%  | 284 - 301             |
| D- | 60.00% – 62.99%  | 270 - 283             |
| E  | 59.99% and below | below or equal to 269 |

**Classroom Etiquette:**

Any behavior in the classroom or laboratory that is disruptive, distracting, or disrespectful to the instructor or to your fellow students will not be tolerated and may result in dismissal from the classroom. This includes, but is not limited to, internet browsing with sound and related cell phone/wireless device activities with sound, disrespectful comments, chatting, or use of any type of communicative device with sound or flash. All cell phones or other such devices must remain silent while in the classroom. Repeated violations to the policy may result in a grading penalty (up to 45 pts of the final 450 grading scale).

**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/>.

**University Academic Integrity 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/>

## In-Class Recording Policy:

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.

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.

## Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources and support for academic, mental, physical and financial health can be accessed via the Campus Resources tab within our Canvas course site or directly from the Whole Gator website:

### [Whole Gator - ONE.UF.](#)

Health and Wellness: • *University Counseling & Wellness Center, 3190 Radio Road, 352-392-*

*1575, [www.counseling.ufl.edu](http://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/](http://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-student-conduct-code/>.
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

## University Safety Statement:

Under any emergency circumstances when UF Alert Emergency Notification is active (except for notified drills), the lecturer and students shall evacuate to the nearest safe place. The ongoing course/lab activities will be made up later upon notice.

## Weekly Course Schedule:

|             |   |
|-------------|---|
| Jan-13-2025 | Syllabus  |
| Jan-15-2025 | Recognizing RNA as genetic material                       |
| Jan-17-2025 | The chemical basis of RNAs                                |
| Jan-22-2025 | The principles of RNA structures                          |
| Jan-24-2025 | The basis of RNA-protein interactions (1)                 |
| Jan-27-2025 | The basis of RNA-protein interactions (2)                 |
| Jan-29-2025 | Catalytic RNAs (1)  |
| Jan-31-2025 | Catalytic RNAs (2)  |
| Feb-3-2025  | Regulation of splicing                                    |
| Feb-5-2025  | Alternative splicing                                      |
| Feb-7-2025  | Defects in splicing and disease                           |
| Feb-10-2025 | Nucleocytoplasm shuttling of RNAs (1)                     |
| Feb-12-2025 | Nucleocytoplasm shuttling of RNAs (2)                     |
| Feb-14-2025 | Polar localization of RNAs and its functional implication |
| Feb-17-2025 | Midterm I   |
| Feb-19-2025 | RNA from birth to function                                |
| Feb-21-2025 | Translation process                                       |
| Feb-24-2025 | UTR structure in regulating translation                   |
| Feb-26-2025 | Paper discussion in class (demonstration)                 |
| Feb-28-2025 | RNA quality control                                       |
| Mar-3-2025  | RNA silencing, overview                                   |
| Mar-5-2025  | RNA silencing, dicing to generate small RNAs              |
| Mar-7-2025  | RNA silencing, RISC complex for slicing                   |
| Mar-10-2025 | RNA silencing, posttranscriptional regulation             |
| Mar-12-2025 | RNA silencing, transcriptional regulation                 |
| Mar-14-2025 | Function of noncanonical small RNAs                       |
| Mar-17-2025 | Epigenetics and RNA-directed DNA methylation              |
| Mar-19-2025 | Paper discussion and quiz                                 |
| Mar-21-2025 | RNA editing, overview                                     |
| Mar-24-2025 | RNA editing and epitranscriptome                          |
| Mar-26-2025 | tRNA and editing  |
| Mar-28-2025 | Midterm II  |
| Mar-31-2025 | RNA long distance trafficking (1)                         |
| Apr-2-2025  | RNA long distance trafficking (2)                         |
| Apr-4-2025  | RNA and membraneless organization of organelles (1)       |
| Apr-7-2025  | RNA and membraneless organization of organelles (2)       |
| Apr-9-2025  | Biogenesis of long noncoding RNAs                         |
| Apr-11-2025 | Function of long noncoding RNAs                           |
| Apr-14-2025 | Organization of viral RNAs                                |
| Apr-16-2025 | Sensing "foreign" RNAs                                    |
| Apr-18-2025 | Viroid  |
| Apr-21-2025 | RNA in biotechnology                                      |
| Apr-23-2025 | RNA biology: future perspectives                          |

# Cover Sheet: Request 19689

## Change prerequisites for ANS 4623C Pork Production

### Info

|                        |   |
|------------------------|---|
| Process                | Course Modify Ugrad   |
| Status                 | Pending at CALS - College of Agricultural and Life Sciences   |
| Submitter              | Albert De Vries devries@ufl.edu   |
| Created                | 3/14/2024 12:26:54 PM   |
| Updated                | 3/14/2024 12:28:53 PM   |
| Description of request | Change the current prerequisites of ANS 3440 (Principles of Animal Nutrition) and ANS 3319C (Reproductive Physiology and Endocrinology in Domestic Animals) and (ANS 3613L (no longer taught) or ANS 4604C (no longer taught)) to ANS 3006 (Introduction to Animal Science) |

### Actions

| Step                                 | Status   | Group  | User            | Comment   | Updated   |
|--------------------------------------|----------|--|-----------------|---|-----------|
| Department                           | Approved | CALS - Animal Sciences<br>60090000               | Albert De Vries | Changes requested in collaboration with the instructor of ANS 4623C, Dr. Chad Carr. | 3/14/2024 |
| ANS 4632C Pork production- 2022.docx |          |  |                 |   | 3/14/2024 |
| ANS 4632C Pork production- new.docx  |          |  |                 |   | 3/14/2024 |
| calc cc checklist ANS 4623C.pdf      |          |  |                 |   | 3/14/2024 |
| College                              | Pending  | CALS - College of Agricultural and Life Sciences |                 |   | 3/14/2024 |
| 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                  |          |  |                 |   |           |

## Course|Modify for request 19689

### Info

**Request:** Change prerequisites for ANS 4623C Pork Production

**Description of request:** Change the current prerequisites of ANS 3440 (Principles of Animal Nutrition) and ANS 3319C (Reproductive Physiology and Endocrinology in Domestic Animals) and (ANS 3613L (no longer taught) or ANS 4604C (no longer taught)) to ANS 3006 (Introduction to Animal Science)

**Submitter:** Albert De Vries devries@ufl.edu

**Created:** 3/14/2024 12:09:17 PM

**Form version:** 1

### Responses

**Current Prefix** ANS

**Course Level** 4

**Lab Code** C

**Number** 623

**Course Title** Pork Production

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** No

**Change Contact Type?** No

**Course Type** Lecture

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No



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

**Change Course Objectives** No

**Change Prerequisites?** Yes

**Current Prerequisites** ANS 3440 and ANS 3319C and (ANS 3613L or ANS 4604C)

**Proposed Prerequisites** ANS 3006

**Change Co-requisites?** No

**Rationale** The current prerequisites ANS 3440 and ANS 3319C are found to not be necessary for successful completion of the course. In addition, ANS 3613L and ANS 4604C are no longer taught. The list of prerequisites has limited enrollment in the past because most transfer students do not have enough time to complete the prerequisites.

# CALS Curriculum Committee Submission Checklist

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

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

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

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

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

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

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

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

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

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

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

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

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

NA 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.

NA 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.

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

### **Certificates**

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

**ANS 4623C**  
**PORK PRODUCTION**

Lecture: 102 Animal Science Tuesday and Thursday (11:45 - 12:35- Period 5)

Lab: Tuesday (12:50-2:45)

Locations: 156 Animal Science, Swine Unit or TBA

Three Credit Hours

**Instructor**

**Chad Carr, PhD**

**Office:** 224B Animal Sci. Bldg. 459

**Office Phone:** 352-392-2454

**Cell Phone:** 352-213-4911

E-mail: [chadcarr@ufl.edu](mailto:chadcarr@ufl.edu)

**Course description:** ANS 4623C- This course will teach the principles of modern pork production including all aspects of swine production management systems (breeding systems, disease control, applied economics, housing, marketing, pork quality, and nutrition in a systems approach), relative to the U.S./Global Pork Supply. This course is a junior/senior level capstone class and will have written assignments. Students will use creativity, problem solving and critical thinking skills. Lectures will contain material relevant to the lab portion of the class.

**October 22, 2022- UF pig clinic & sale**

**Student Learning Outcomes:**

Understand of the scope of the swine industry in the U.S. and world.

Evaluate the different production systems in the swine industry.

Understand the breeding, reproduction, nutrition, health management and marketing of swine.

Be able to assess pork quality, analyze cash flow and profitability.

Increase awareness of the economic, social, and environmental challenges in the pork industry.

Expand awareness and accessibility of resource materials available to swine producers in the U.S.

Provide opportunity for significant exchange of ideas and fostering critical thinking.

**Laboratory:**

During this course you will spend hands-on time at the University swine barn. Acquire rubber boots and bring old clothes- STUDENTS ARE HIGHLY ENCOURAGED TO NOT CONTACT OTHER PIGS 72 HOURS PRIOR TO LAB FOR BIOSECURITY REASONS.

**Course grading:**

More information on the university wide grading policy can be accessed at:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

| Grades Based On The Following:        |     | Letter Grades Will Be Determined as Follows: |            |    |               |
|---------------------------------------|-----|--|------------|----|---------------|
| Two Exams (100 pts each)              | 200 | A  | 90 & Above | C  | 70 - 74.99    |
| Lab-                                  | 100 | B+   | 85 - 89.99 | D+ | 65 - 69.99    |
| Field trips/alternate assignment      | 100 | B  | 80 - 84.99 | D  | 60 - 64.99    |
| Farm plan                             | 150 | C+   | 75 - 79.99 | E  | 59.99 & Below |
| Group trial presentation              | 150 |  |            |    |               |
| Group Sow project/farrowing chronicle | 150 |  |            |    |               |
| Comprehensive Final                   | 150 |  |            |    |               |

Laboratory attendance will be worth 6.7 pts each week. The field trip(s) are worth 100 pts. Students who are not able to attend field trip(s) will be given alternate assignments.

**Farm Plan- Your outline should address the following parameters**

Number of animals

Type of operation (Niche meat market/direct to consumer, purebred, show pig, research pigs, commercial farrow to finish, commercial finishing)

Pig Flow/Cash flow/Yearly timeline

Genetics/Breeding Program

Nutrition Program

Housing, Facilities & Equipment

Health plan

Marketing plan

**Your project should address these core questions**

How much does it take for you to live annually?

What are your production costs per pig? (feed, facilities, health)

How much will you mkt your pigs for?

How many sows/marketable pigs will it take to hit your annual cost of living minus taxes?

How else can you accrue money from this gift you have been given?

How will you finance expansion?

Final outline- 50 points

Final oral report- 100 points

**Total 150 points**

The final written report will be due on 11-29 and student presentations will be during lab on 12-6.

Your group will be asked to develop a complete production plan for one of the following kind of swine operations (niche meat market/direct to consumer, purebred, show pig, research pigs, commercial farrow to finish, commercial finishing). Your grandparents have left you 100 acres of bahia grass pasture land in Hamilton County Florida in a trust that stipulates you must use these assets for pork production for five years. The farm is relatively secluded, has a perimeter fence, a small equipment shed, a few outdoor farrowing huts, and five 3<sup>rd</sup> parity whiteline sows your Grandpa used to raise and sell a few meathogs.

In short, you must put together a management plan detailing ALL receipts and expenditures showing that you can operate at a profit by the 5th year and beyond or you will lose it all. All other capital improvements, breeding stock purchase, equipment, etc. will be 100% financed. Each portion of the project turned in throughout the semester is to include capital costs, operating expenses and all expenses associated with that portion of the project. You are a recent UF Animal Sciences graduate with an entrepreneurial spirit, you are single, have no children, and will not have any appreciable off-farm income for these first five years. It is up to you to develop a feasible, profitable swine operation under these guidelines. It is now time to utilize all of the knowledge you have gained in your college career, plus the realistic view to make the correct management and financial decisions. This project will be considered PROFESSIONAL. Treat this opportunity as if it was your own operation and the profit or loss of the operation was in your own hands.

Group trial presentation- A small finishing trial will be conducted. All students will be assigned to one of three groups (Live, Carcass data; Meat quality). Each group should prepare an abstract of their portion of the project including objectives, methods, results, and general conclusions, not more than 2500 characters. Groups will present their results and interpretation showing their introduction, methods and materials, results, discussion, and conclusions in class on 12-6 and will be worth 150 pts.

Sow project and picture farrowing chronicle- Students will be assigned a post 100 d bred sow. Students will be responsible for enacting UF swine barn SOPs during late gestation & farrowing. A chronicle including pictures will be kept documenting parturition. Students will be responsible for 1) finding, bringing up, washing, & stalling sow in crate, 2) checking daily progress toward parturition & monitoring sow & litter performance 1 wk post-partum, 3) chronicling parturition (pictures, time interval, interventions, number born, NBA, etc.); 4) within 24 hrs recording litter birth wt, iron injections, clipping needle teeth 5) within 1 wk post-partum ear notching, docking tails, and castrating boars. Picture chronicle is due post-weaning.

**Supporting Material:**Pork [www.porkmag.com](http://www.porkmag.com)National Pork Board <http://www.pork.org>National Hog Farmer <http://nationalhogfarmer.com/>Feedstuffs [www.feedstuffs](http://www.feedstuffs)Chicago Mercantile Exchange [www.cme.com](http://www.cme.com)Journal of Animal Science [www.asas.org](http://www.asas.org)USDA-AMS [www.usda.gov](http://www.usda.gov)National Swine Improvement Federation [www.nsif.com](http://www.nsif.com)Pork Information Gateway (PIG) [www.porkgateway.com](http://www.porkgateway.com)National Daily Hog and Pork Summary <http://www.ams.usda.gov/mnreports/lstdhps.pdf>Daily Livestock Report [www.dailylivestockreport.com](http://www.dailylivestockreport.com)AgWeb <http://www.agweb.com/>National Swine Registry <http://nationalswine.com/index.php>Stages [http://nationalswine.com/pedigree\\_services/stages.php](http://nationalswine.com/pedigree_services/stages.php)American Assoc. of Swine Veterinarians <https://www.aasv.org/>**Class Schedule**

| <b>DATE</b> | <b>TOPIC</b>   |
|-------------|--|
| 8-25        | Introductions  |
| 8-30        | World, U.S. and Regional Pork Industry                                       |
| Lab 8-30    | Introductions- Establish groups/Production Systems- Pig Flow Scheduling- 156 |
| 9-1         | Biosecurity, Herd Health/Diseases  |
| 9-6         | Production Systems/ Commodity or Niche Marketing                             |
| Lab 9-6     | Gilt Selection- Swine Barn   |
| 9-8         | Genetics & Breeding  |
| 9-13        | Genetics & Breeding  |
| Lab 9-13    | Parturition/ Litter Management- Swine Barn                                   |
| 9-15        | Gestation Management   |
| 9-20        | Gestation Management   |
| Lab 9-20    | Genetics/Breeding Program due  |
| 9-22        | Reproduction Management  |
| 9-27        | Reproduction Management  |
| Lab 9-27    | Reproduction lab- Computer Diet Formulation                                  |
| 9-29        | Farrowing/Lactation Management   |
| 10-4        | Farrowing/Lactation Management   |
| Lab 10-4    | Put pigs on treatment- Swine Barn  |
| 10-6        | Nutrition  |
| 10-11       | <b>EXAM 1</b>  |
| Lab 10-11   | Health lab   |
| 10-13       | Nutrition  |
| 10-18       | Nutrition  |
| Lab 10-18   | Prep for Field Day   |
| 10-20       | Commodity Marketing/Economics/Contracts-                                     |
| 10-25       | Marketing  |
| Lab 10-25   | Prep for Field Day- Swine Barn Gestation & Reproductive Management-          |
| 10-27       | Nursery Management   |
| 11-1        | Nursery Management   |
| Lab 11-1    | Final Weights- Swine Barn  |
| 11-3        | Nutrient Management  |
| 11-8        | Grow-Finish Management   |
| Lab 11-8    | Meat Lab- Fresh Meat and Carcass Merit                                       |
| 11-10       | Grow-Finish Management   |
| 11-15       | Carcass merit  |
| Lab 11-15   | Final Weights- Swine Barn  |
| 11-17       | <b>EXAM 2</b>  |
| 11-22       | <b>Virtual</b>   |

|           |   |
|-----------|---|
| Lab 11-22 | <b>NO CLASS- Thanksgiving</b>                         |
| 11-24     | <b>NO CLASS- Thanksgiving</b>                         |
| 11-29     | Pork/Pork Quality                                     |
| Lab 11-29 | Meat Lab Sensory lab-156- Final farm outline          |
| 12-1      | Beta-agonists and immunological castration Efficiency |
| 12-6      | Reports on Class Lab Trials                           |
| Lab 12-6  | Student presentations on farm plan                    |
|           | Smithfield- December 8 & 9                            |

### **Digital devices (cell phones, iPads, laptops)**

Students are asked to silence their cellular phones before entering the classroom. Unless students are taking notes on their laptops, laptops should be OFF during class. If students are found to be Facebooking or texting, they will be asked to turn off their digital device.

### **Risk Associated with the Use of Livestock and their tissues**

Working with livestock is inherently *risky*. Many of these animals are capable of injuring people, especially when they are in the *flight or fight* 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.

Livestock species can carry microorganisms that can cause diarrhea and flu-like symptoms in humans. These microorganisms can be shed in an animal's feces and saliva. These organisms of concern such as Salmonella, Campylobacter, and E.coli can survive on the animal's hide or surroundings, and though unlikely could be present in/on meat. These pathogens can cause significant illness, especially to someone who is immunocompromised. Students should wash their hands after handling livestock and/or raw meat.

### **Attendance policy:**

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

The following are considered authorized (excused) absences if the indicated conditions are met:

University approved field trip or activity: These must be cleared at least one week in advance of the major examination. If not cleared in an appropriate fashion, a grade of zero will be assigned for the missed examination.

Death or serious illness in the family: A letter of explanation from the physician or minister who attended the patient or was in charge of the funeral services, respectively, must verify this. This letter must be within 14 days following the missed examination or the grade of zero will be assigned.

Personal illness that is too severe or contagious for the student to attend class: A letter of explanation from a physician on official letterhead must verify this. This letter must be within 14 days following the missed examination or the grade of zero will be assigned.

Legal procedure, administrative procedure, or military duty: The instructor must be notified at least one week in advance of the major examination and have a verification letter on official letterhead. If not cleared in an appropriate fashion, a grade of zero will be assigned for the missed examination.

Religious observance: The instructor must be notified at least one week in advance of the major examination. If not cleared in an appropriate fashion, a grade of zero will be assigned for the missed examination.

Mandatory admission interview for professional school which cannot be rescheduled:

The instructor must be notified at least one week in advance of the major examination and have a notification from the appropriate individual on official letterhead. If not cleared in an appropriate fashion, a grade of zero will be assigned for the missed examination.

### **General Information:**

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/>.

#### Health and Wellness

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

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

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

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

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

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

#### Academic Resources

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

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

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

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

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

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

On-Line Students Complaints: View the Distance Learning Student Complaint Process Policy on Course Syllabi 4



**ANS 4623C**  
**PORK PRODUCTION**

Lecture: 102 Animal Science Tuesday and Thursday (11:45 - 12:35- Period 5)

Lab: Tuesday (12:50-2:45)

Locations: 156 Animal Science, Swine Unit or TBA

Three Credit Hours

**Instructor**

**Chad Carr, PhD**

**Office:** 224B Animal Sci. Bldg. 459

**Office Phone:** 352-392-2454

**Cell Phone:** 352-213-4911

E-mail: [chadcarr@ufl.edu](mailto:chadcarr@ufl.edu)

**Course description:** ANS 4623C- This course will teach the principles of modern pork production including all aspects of swine production management systems (breeding systems, disease control, applied economics, housing, marketing, pork quality, and nutrition in a systems approach), relative to the U.S./Global Pork Supply. This course is a junior/senior level capstone class and will have written assignments. Students will use creativity, problem solving and critical thinking skills. Lectures will contain material relevant to the lab portion of the class.

**Prerequisite:** ANS 3006

**Student Learning Outcomes:**

Understand of the scope of the swine industry in the U.S. and world.

Evaluate the different production systems in the swine industry.

Understand the breeding, reproduction, nutrition, health management and marketing of swine.

Be able to assess pork quality, analyze cash flow and profitability.

Increase awareness of the economic, social, and environmental challenges in the pork industry.

Expand awareness and accessibility of resource materials available to swine producers in the U.S.

Provide opportunity for significant exchange of ideas and fostering critical thinking.

**Laboratory:**

During this course you will spend hands-on time at the University swine barn. Acquire rubber boots and bring old clothes- STUDENTS ARE HIGHLY ENCOURAGED TO NOT CONTACT OTHER PIGS 72 HOURS PRIOR TO LAB FOR BIOSECURITY REASONS.

**Course grading:**

More information on the university wide grading policy can be accessed at:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

| Grades Based On The Following:        |     | Letter Grades Will Be Determined as Follows: |            |    |               |
|---------------------------------------|-----|--|------------|----|---------------|
| Two Exams (100 pts each)              | 200 | A  | 90 & Above | C  | 70 - 74.99    |
| Lab-                                  | 100 | B+   | 85 - 89.99 | D+ | 65 - 69.99    |
| Field trips/alternate assignment      | 100 | B  | 80 - 84.99 | D  | 60 - 64.99    |
| Farm plan                             | 150 | C+   | 75 - 79.99 | E  | 59.99 & Below |
| Group trial presentation              | 150 |  |            |    |               |
| Group Sow project/farrowing chronicle | 150 |  |            |    |               |
| Comprehensive Final                   | 150 |  |            |    |               |

Laboratory attendance will be worth 6.7 pts each week. The field trip(s) are worth 100 pts. Students who are not able to attend field trip(s) will be given alternate assignments.

**Farm Plan- Your outline should address the following parameters**

Number of animals

Type of operation (Niche meat market/direct to consumer, purebred, show pig, research pigs, commercial farrow to finish, commercial finishing)

Pig Flow/Cash flow/Yearly timeline

Genetics/Breeding Program

Nutrition Program

Housing, Facilities & Equipment

Health plan

Marketing plan

**Your project should address these core questions**

How much does it take for you to live annually?

What are your production costs per pig? (feed, facilities, health)

How much will you mkt your pigs for?

How many sows/marketable pigs will it take to hit your annual cost of living minus taxes?

How else can you accrue money from this gift you have been given?

How will you finance expansion?

Final outline- 50 points

Final oral report- 100 points

**Total 150 points**

The final written report will be due on 11-29 and student presentations will be during lab on 12-6.

Your group will be asked to develop a complete production plan for one of the following kind of swine operations (niche meat market/direct to consumer, purebred, show pig, research pigs, commercial farrow to finish, commercial finishing). Your grandparents have left you 100 acres of bahia grass pasture land in Hamilton County Florida in a trust that stipulates you must use these assets for pork production for five years. The farm is relatively secluded, has a perimeter fence, a small equipment shed, a few outdoor farrowing huts, and five 3<sup>rd</sup> parity whiteline sows your Grandpa used to raise and sell a few meathogs.

In short, you must put together a management plan detailing ALL receipts and expenditures showing that you can operate at a profit by the 5th year and beyond or you will lose it all. All other capital improvements, breeding stock purchase, equipment, etc. will be 100% financed. Each portion of the project turned in throughout the semester is to include capital costs, operating expenses and all expenses associated with that portion of the project. You are a recent UF Animal Sciences graduate with an entrepreneurial spirit, you are single, have no children, and will not have any appreciable off-farm income for these first five years. It is up to you to develop a feasible, profitable swine operation under these guidelines. It is now time to utilize all of the knowledge you have gained in your college career, plus the realistic view to make the correct management and financial decisions. This project will be considered PROFESSIONAL. Treat this opportunity as if it was your own operation and the profit or loss of the operation was in your own hands.

Group trial presentation- A small finishing trial will be conducted. All students will be assigned to one of three groups (Live, Carcass data; Meat quality). Each group should prepare an abstract of their portion of the project including objectives, methods, results, and general conclusions, not more than 2500 characters. Groups will present their results and interpretation showing their introduction, methods and materials, results, discussion, and conclusions in class on 12-6 and will be worth 150 pts.

Sow project and picture farrowing chronicle- Students will be assigned a post 100 d bred sow. Students will be responsible for enacting UF swine barn SOPs during late gestation & farrowing. A chronicle including pictures will be kept documenting parturition. Students will be responsible for 1) finding, bringing up, washing, & stalling sow in crate, 2) checking daily progress toward parturition & monitoring sow & litter performance 1 wk post-partum, 3) chronicling parturition (pictures, time interval, interventions, number born, NBA, etc.); 4) within 24 hrs recording litter birth wt, iron injections, clipping needle teeth 5) within 1 wk post-partum ear notching, docking tails, and castrating boars. Picture chronicle is due post-weaning.

**Supporting Material:**Pork [www.porkmag.com](http://www.porkmag.com)National Pork Board <http://www.pork.org>National Hog Farmer <http://nationalhogfarmer.com/>Feedstuffs [www.feedstuffs](http://www.feedstuffs)Chicago Mercantile Exchange [www.cme.com](http://www.cme.com)Journal of Animal Science [www.asas.org](http://www.asas.org)USDA-AMS [www.usda.gov](http://www.usda.gov)National Swine Improvement Federation [www.nsif.com](http://www.nsif.com)Pork Information Gateway (PIG) [www.porkgateway.com](http://www.porkgateway.com)National Daily Hog and Pork Summary <http://www.ams.usda.gov/mnreports/lstdhps.pdf>Daily Livestock Report [www.dailylivestockreport.com](http://www.dailylivestockreport.com)AgWeb <http://www.agweb.com/>National Swine Registry <http://nationalswine.com/index.php>Stages [http://nationalswine.com/pedigree\\_services/stages.php](http://nationalswine.com/pedigree_services/stages.php)American Assoc. of Swine Veterinarians <https://www.aasv.org/>**Class Schedule**

| <b>DATE</b> | <b>TOPIC</b>   |
|-------------|--|
| 8-25        | Introductions  |
| 8-30        | World, U.S. and Regional Pork Industry                                       |
| Lab 8-30    | Introductions- Establish groups/Production Systems- Pig Flow Scheduling- 156 |
| 9-1         | Biosecurity, Herd Health/Diseases  |
| 9-6         | Production Systems/ Commodity or Niche Marketing                             |
| Lab 9-6     | Gilt Selection- Swine Barn   |
| 9-8         | Genetics & Breeding  |
| 9-13        | Genetics & Breeding  |
| Lab 9-13    | Parturition/ Litter Management- Swine Barn                                   |
| 9-15        | Gestation Management   |
| 9-20        | Gestation Management   |
| Lab 9-20    | Genetics/Breeding Program due  |
| 9-22        | Reproduction Management  |
| 9-27        | Reproduction Management  |
| Lab 9-27    | Reproduction lab- Computer Diet Formulation                                  |
| 9-29        | Farrowing/Lactation Management   |
| 10-4        | Farrowing/Lactation Management   |
| Lab 10-4    | Put pigs on treatment- Swine Barn  |
| 10-6        | Nutrition  |
| 10-11       | <b>EXAM 1</b>  |
| Lab 10-11   | Health lab   |
| 10-13       | Nutrition  |
| 10-18       | Nutrition  |
| Lab 10-18   | Prep for Field Day   |
| 10-20       | Commodity Marketing/Economics/Contracts-                                     |
| 10-25       | Marketing  |
| Lab 10-25   | Prep for Field Day- Swine Barn Gestation & Reproductive Management-          |
| 10-27       | Nursery Management   |
| 11-1        | Nursery Management   |
| Lab 11-1    | Final Weights- Swine Barn  |
| 11-3        | Nutrient Management  |
| 11-8        | Grow-Finish Management   |
| Lab 11-8    | Meat Lab- Fresh Meat and Carcass Merit                                       |
| 11-10       | Grow-Finish Management   |
| 11-15       | Carcass merit  |
| Lab 11-15   | Final Weights- Swine Barn  |
| 11-17       | <b>EXAM 2</b>  |
| 11-22       | <b>Virtual</b>   |

|           |   |
|-----------|---|
| Lab 11-22 | <b>NO CLASS- Thanksgiving</b>                         |
| 11-24     | <b>NO CLASS- Thanksgiving</b>                         |
| 11-29     | Pork/Pork Quality                                     |
| Lab 11-29 | Meat Lab Sensory lab-156- Final farm outline          |
| 12-1      | Beta-agonists and immunological castration Efficiency |
| 12-6      | Reports on Class Lab Trials                           |
| Lab 12-6  | Student presentations on farm plan                    |
|           | Smithfield- December 8 & 9                            |

### **Digital devices (cell phones, iPads, laptops)**

Students are asked to silence their cellular phones before entering the classroom. Unless students are taking notes on their laptops, laptops should be OFF during class. If students are found to be Facebooking or texting, they will be asked to turn off their digital device.

### **Risk Associated with the Use of Livestock and their tissues**

Working with livestock is inherently *risky*. Many of these animals are capable of injuring people, especially when they are in the *flight or fight* 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.

Livestock species can carry microorganisms that can cause diarrhea and flu-like symptoms in humans. These microorganisms can be shed in an animal's feces and saliva. These organisms of concern such as Salmonella, Campylobacter, and E.coli can survive on the animal's hide or surroundings, and though unlikely could be present in/on meat. These pathogens can cause significant illness, especially to someone who is immunocompromised. Students should wash their hands after handling livestock and/or raw meat.

### **Attendance policy:**

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

The following are considered authorized (excused) absences if the indicated conditions are met:

University approved field trip or activity: These must be cleared at least one week in advance of the major examination. If not cleared in an appropriate fashion, a grade of zero will be assigned for the missed examination.

Death or serious illness in the family: A letter of explanation from the physician or minister who attended the patient or was in charge of the funeral services, respectively, must verify this. This letter must be within 14 days following the missed examination or the grade of zero will be assigned.

Personal illness that is too severe or contagious for the student to attend class: A letter of explanation from a physician on official letterhead must verify this. This letter must be within 14 days following the missed examination or the grade of zero will be assigned.

Legal procedure, administrative procedure, or military duty: The instructor must be notified at least one week in advance of the major examination and have a verification letter on official letterhead. If not cleared in an appropriate fashion, a grade of zero will be assigned for the missed examination.

Religious observance: The instructor must be notified at least one week in advance of the major examination. If not cleared in an appropriate fashion, a grade of zero will be assigned for the missed examination.

Mandatory admission interview for professional school which cannot be rescheduled:

The instructor must be notified at least one week in advance of the major examination and have a notification from the appropriate individual on official letterhead. If not cleared in an appropriate fashion, a grade of zero will be assigned for the missed examination.

### **General Information:**

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/>.

#### Health and Wellness

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

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

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

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

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

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

#### Academic Resources

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

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

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

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

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

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

On-Line Students Complaints: View the Distance Learning Student Complaint Process Policy on Course Syllabi 4