

CALS Curriculum Committee Meeting
March 28, 2025
McCarty Hall D Rm. 1044/1045
1:00 p.m.

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

Members: D. Coenen, T. Easterly, D. Gabriel, B. Gankofskie, V. Hull, P. Inglett, T. Johns, P. Johnson, B. Kassas, R. Koenig J. Larkin, T. Martin, A. Mathews, H. McAuslane, G. Nunez, T. Rashed, J. Scheffler (Chair), B. Schutzman, A. Watson, J. Weeks, A. Wysocki

Agenda and Index for Materials

Approve Minutes from the February 21, 2025 meeting

Dr. Mathews: Update from UCC

Graduate Course Change Proposal

1. ANS 6751 – Physiology of Reproduction (req. #20615)

Undergraduate New Course Proposal

2. FYC 2XXX – An Ounce of Prevention: Building Resilience in Communities (req. #20349)

Recycled items

3. AEC 5XXX – Effectively Communicating Agricultural and Natural Resources Policy Issues (req. #20649)

This item was recycled on 1/24/2025. Previous comments: **Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Coenen to recycle this item back to the department for required updates and resubmission. The motion was approved. The course description on the UCC form and in the syllabus must match. There is concern with the course being proposed as three credits since it only meets for two periods once a week. The course should probably two credits. The number of course credits need to be included in the syllabus. The first course objective should be split into two separate objectives. Since this course will be co-taught you need to include a copy of the undergraduate syllabus with the submission. A separate document that outlines the differences between the graduate and undergraduate version needs to be included with the submission. List any alternatives for the field trips if they get cancelled. Indicate the penalty for a missed field trip. Dr. Koenig and Dr. Easterly can be contacted to provide language regarding the field trips. Indicate if there are any assignments attached to the field trips. Outside consultations from the Department of Food and Resource Economics and the School of Forest, Fisheries, and Geomatics are requested to ensure there is not

significant overlap with an existing course. Additional comments on review sheet: [20649 CCC Review Sheet correct.docx](#)

4. FNR 6XXXC – Lidar Remote Sensing for Forestry Applications (req. #20744)

This item was recycled on 1/24/2025. Previous comments: **Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Koenig to recycle this item back to the submitter for required edits and resubmission. The motion was approved. Please see the comments in Teams from Dr. McAuslane and Dr. Koenig. There should be safety language included with the description for the labs. Here are CCC comments on review sheet: [20744 CCC Review Sheet.docx](#)

**CALS Curriculum Committee Meeting
Minutes from February 21, 2025
Submitted by James Fant**

Members Present: D Coenen, T. Easterly, D. Gabriel, B. Gankofskie, V. Hull, P. Inglett, T. Johns, P. Johnson, B. Kassas, R. Koenig, J. Larkin, A. Mathews, H. McAuslane, T. Rashed, J. Scheffler, B. Schutzman, A. Watson, J. Weeks

Visitors: Monika Oli, Jennifer Vogel

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met in McCarty Hall D Rm. 1044/1045 on February 21, 2025. Dr. Scheffler called the meeting to order at 1:00 p.m.

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

Approval of Minutes: A motion was made by Dr. Weeks to approve the minutes from the January 24, 2025 meeting of the CALS CC. The motion was approved.

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

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

Dr. Mathews – Update from UCC:

1. #20861 UFOnline Minor in Agricultural Curriculum and Development: approved
2. #20590 FAS 4XXX Applied Aquaculture Genetics: approved
3. #20821 Fire Ecology and Management UG certificate modification: approved
4. #20371 FNR 2XXX Conserving Nature for Whom?: conditionally approved
5. #20809 AEB seminar: recycled
6. #20590 ENV 3040C prerequisite change: approved

General Announcements:

1. March 12th – Quest Day in Reitz Union
2. Catalog revisions are in process. FOR to FNR prefix changes are occurring centrally and do not need to be included in our updates.
3. Hamilton Center being renamed as Hamilton School for Classical and Civic Education

Undergraduate New Course Proposal

1. MCB 4XXXX – Biotechnology Aptitude and Competency Experience Capstone (req. #20920)

A motion was made by Dr. Coenen to approve this item with edits required. The motion was approved. Please see the [comments in Teams](#).

Recycled item

2. AEB 2XXX – World Agricultural Policy (req. #20379)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Watson to approve this item with edits required. The motion was approved. The course description on the UCC form and in the syllabus must match. Review the entire syllabus for grammatical errors. It was suggested to increase the font size for text in the syllabus. The make-up policy for quizzes needs to follow the university policy (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). The modules are confusing. It's unclear if homework and reflections are one thing or two separate things. This needs to be explained better. Please see the [comments in Teams for additional issues](#).

The meeting was adjourned at **1:33** p.m.

Cover Sheet: Request 20615

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ANS6751 Physiology of Reproduction

Info

Process	Course Modify Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Peter Hansen pjhansen@ufl.edu
Created	10/8/2024 2:26:06 PM
Updated	3/14/2025 11:50:59 AM
Description of request	increase credits from 3 to 4

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Jason Scheffler		3/14/2025
ANS 6751 Fall 2025 syllabus.docx					1/14/2025
CALS CC Checklist ANS 6751.pdf					1/14/2025
ANS 6751 Spring 2023 Syllabus.pdf					1/14/2025
College	Pending	CALS - College of Agricultural and Life Sciences			3/14/2025
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|Modify for request 20615

Info

Request: ANS6751 Physiology of Reproduction
Description of request: increase credits from 3 to 4
Submitter: Peter Hansen pjhansen@ufl.edu
Created: 1/14/2025 1:19:02 PM
Form version: 2

Responses

Current Prefix ANS
Course Level 6

Lab Code None

Number 751

Course Title Physiology of Reproduction

Effective Term Fall

Effective Year 2025

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

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes

Current Credit Hours 3

Proposed Credit Hours 4

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Course Type Lecture

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Multiple Offerings in a Single Semester No

Change Course Description? No

Change Course Objectives? No

Change Prerequisites? No

Change Co-requisites? No

Rationale The faculty teaching the course are requesting a change in credits associated with ANS 6751 (Physiology or Reproduction) from 3 credits to 4 credits. The change is being requested because the available class time for a 3-credit course is insufficient to teach all of the critical concepts underpinning reproductive biology needed to provide a student with the knowledge to gain proficiency in the topic. By expanding the course, we are able to add an additional 50 minutes of class time per week. As a result, we are planning on expanding the number of topics taught in a semester and also allowing more time to teach some existing topics. All faculty participating the course have agreed to this change.

CALS Curriculum Committee

Submission Checklist

Updated Sept 2024

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.

 P J H 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/>.

 P J H 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/facultystaff/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.

 P J H 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.

 P J H The course description on the UCC form and in the syllabus must match and should be no longer than 500 characters. Any other information you wish to include needs to be under a different heading such as background or additional course information.

__PJH__ 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-courseobjectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

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

__PJH__ 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.

__PJH__ Outside consultations are required if there is a possibility of the proposed course covering a significant amount of 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. (Graduate courses should not have specific courses listed as prerequisites. If needed a statement of skills required prior to taking the course can be provided under other course information.)

__PJH__ 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.

__PJH__ 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 are included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

__PJH__ 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

PJH 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. Anne Mathews (anne.mathews@ufl.edu) for further instruction)

ANS 6751-Physiology of Reproduction (4 credits)

Description

The course provides graduate students with a state-of-the-art perspective on mammalian reproductive biology at molecular, cellular and whole-animal levels of organization.

Prerequisites

None. It is suggested that students have taken previous courses in reproductive biology and biochemistry.

Time and Place

Lectures on Tuesdays and Thursdays will be period 3 (9:35 - 11:30 am) and 4 (9:35 - 11:30 am). Class will meet in Room 102 Bldg 459 (Animal Sciences Building). Lectures will be broadcast by Zoom - <https://ufl.zoom.us/j/94746056926> so that students at remote locations can view the course and so that lectures are available for students to review lecture material.

Office Hours

Office hours will be Fridays from 1:00 PM to 2:00 PM.

Course Coordinator

P.J. Hansen

Dept. of Animal Sciences

Room 122B Bldg 499 (Dairy Science Building)

Phone: 352-359-5753 Fax: 352-392-5595

pjhansen@ufl.edu

Other Instructors

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Dr. Helen Jones
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Dr. Jose E.P. Santos
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email: jepsantos@ufl.edu

Textbooks and Other Readings

Senger, P. *Pathways to Pregnancy and Parturition*. 3rd Edition, Current Conceptions, Pullman, WA. Various other readings will be made available on Canvas.

Learning Objectives

After completion of the course, the student will comprehend mammalian reproductive biology at the molecular, cellular and whole-animal levels of organization.

Specific objectives include:

- Explain the pathways through which inputs to the brain regulate GnRH secretion.
- Describe in detail processes controlling formation of male and female gametes.
- Identify key molecular mechanisms controlling fertilization and early embryonic development.
- Detail the actions of progesterone and estrogen on the reproductive tract and brain.
- Explain key features of function of the oviduct and endometrium related to establishment and maintenance of pregnancy.

- Explain the molecular processes causing placentation and key functions of the placenta.
- Outline the steps causing parturition
- Recognize the neural and physiological processes controlling sexual behavior.
- Detail molecular processes causing development of external genitalia
- Describe how evolution has changed processes involved in reproductive biology.
- Explain interactions between the immune and reproductive systems.
- Sketch critical pathways by which nutritional inputs affect reproduction.
- Apply information on reproductive biology to appraisal of research data.

Schedule

Week 1	Thurs 1	Introduction
	Thurs 2	Hypothalamic-Pituitary Axis
Week 2	Tues 1	Hypothalamic-Pituitary Axis
	Tues 1	Hypothalamic-Pituitary Axis
	Thurs 1	Primordial Germ Cells and Sex Determination
	Thurs 2	Spermatogenesis
Week 3	Tues 1	Spermatogenesis
	Tues 2	Spermatogenesis
	Thurs 1	Sperm Maturation
	Thurs 2	Actions of testosterone
Week 4	Tues 1	Folliculogenesis and oogenesis
	Tues 2	Folliculogenesis and oogenesis
	Thurs 1	Folliculogenesis and oogenesis
	Thurs 2	Ovulation and oocyte maturation
Week 5	Tues 1	EXAM 1
	Tues 2	EXAM 1
	Thurs 1	Estrogen
	Thurs 2	Progesterone
Week 6	Tues 1	Fertilization
	Tues 2	Fertilization
	Thurs 1	Oviduct
	Thurs 2	Oviduct
Week 7	Tues 1	Uterus - adenogenesis
	Tues 2	Uterus - function

	Thurs 1	Uterus - function
	Thurs 2	Uterus - paracrine and endocrine control
Week 8	Tues 1	Preimplantation embryo - characteristics
	Tues 2	Preimplantation embryo - embryonic gene activation
	Thurs 1	Preimplantation embryo - lineage commitment
	Thurs 2	Embryo - regulation of pluripotency
Week 9	Tues 1	Embryo epigenetics
	Tues 2	Embryo epigenetics
	Thurs 1	Corpus luteum
	Thurs 2	Corpus luteum
Week 10	Tues 1	EXAM 2
	Tues 2	EXAM 2
	Thurs 1	Maternal recognition of pregnancy
	Thurs 2	Maternal recognition of pregnancy
Week 11	Tues 1	Placentation
	Tues 2	Placental function
	Thurs 1	Placental function
	Thurs 2	Parturition
Week 12	Tues 1	Sexual behavior
	Tues 2	Sexual behavior
	Thurs 1	Differentiation of external genitalia
	Thurs 2	Differentiation of external genitalia
Week 14	Tues 1	Evolution of reproduction
	Tues 2	Evolution of reproduction
	Thurs 1	Reproductive immunology
	Thurs 2	Reproductive immunology
Week 15	Tues 1	Nutritional influences
	Tues 2	Nutritional influences
	Thurs 1	Nutritional influences
	Thurs 2	Nutritional influences
Week 16	Tues 1	EXAM
	Tues 2	EXAM

Grading

The grading scale is A, 92.0-100%; A minus, 91.9-90.0; B+, 86.0-89.9; B 82.0-85.9; B minus, 81.9 to 80.0; C, 79.9-70.0; D, 69.9 – 60.0; E, less than 60.0. The final grade will be based on performance in the exams as well as in course participation. The breakdown is as follows:

Exam 1 – 33.33%

Exam 2 – 33.33%

Exam 3 – 33.33%

If you are having trouble with the course, see Pete Hansen.

For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Exams

Exams will primarily be essay, problem solving, and short answer questions. Exams will focus on material that is new since the last exam although it is expected that students will be familiar with concepts from the entire course. For each exam, the student will be able to select a specific number of questions to answer from a wider range of questions.

Students with Disabilities

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

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/>

Note about Online Course Recording

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

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/> Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.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
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Student Complaints

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code>
- Online Course: <https://distance.ufl.edu/state-authorization-status/#student-complaint>

ANS 6751-Physiology of Reproduction

Description

The course provides graduate students with a state-of-the-art perspective on mammalian reproductive biology at molecular, cellular and whole-animal levels of organization. It is expected that students will have a good understanding of the fundamentals of reproductive biology and biochemistry.

Frequency of Offering

Alternate years (odd years). The course will next be offered in Spring 2023.

Prerequisites

BCH 5045 or equivalent. An undergraduate course in animal reproduction would be helpful.

Time and Place

Lectures on Tuesdays will be period 3 (9:35 - 10:25 am) and 4 (10:40 - 11:30 am). Lectures on Thursdays will be period 4 (10:40 - 11:30 am). Class will meet in Room 102 Bldg 459 (Animal Sciences Building). Lectures will be broadcast by Zoom - <https://ufl.zoom.us/j/94746056926>

Course Coordinator

P.J. Hansen
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Room 122B Bldg 499 (Dairy Science Building)
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Dr. Helen Jones
 Dept. of Physiology and Functional Genomics
 email: jonesh@ufl.edu

Dr. Jose E.P. Santos
 Dept. of Animal Sciences
 email: jepsantos@ufl.edu

Textbooks and Other Readings

There is no required textbook. Various readings will be handed out during the semester or made available by email.

Learning Objectives

After completion of the course, the student will comprehend mammalian reproductive biology at the molecular, cellular and whole-animal levels of organization.

Schedule

10-Jan	Hypothalamic-pituitary axis	Hansen
10-Jan	Hypothalamic-pituitary axis	Hansen
12-Jan	Hypothalamic-pituitary axis	Hansen
17-Jan	Folliculogenesis, oogenesis, and oocyte maturation	Bromfield
17-Jan	Folliculogenesis, oogenesis, and oocyte maturation	Bromfield
19-Jan	Folliculogenesis, oogenesis, and oocyte maturation	Bromfield
24-Jan	Reproductive behavior	Bisinotto
24-Jan	Spermatogenesis and testicular function	Hansen
26-Jan	Spermatogenesis and testicular function	Hansen
31-Jan	EXAM 1	
31-Jan	EXAM 1	
2-Feb	Sex determination	Daigneault
7-Feb	Fertilization	Daigneault
7-Feb	Fertilization	Daigneault
9-Feb	Fertilization	Daigneault
14-Feb	Corpus luteum	Binelli
14-Feb	Luteolysis	Binelli

16-Feb	Maternal recognition of pregnancy	Hansen
21-Feb	Endometrium	Binelli
21-Feb	Endometrium	Binelli
23-Feb	Endometrium	Binelli
28-Feb	Preimplantation embryo	Hansen
28-Feb	Preimplantation embryo	Hansen
2-Mar	Preimplantation embryo	Hansen
7-Mar	EXAM 2	
7-Mar	EXAM 2	
9-Mar	Preimplantation embryo (9:30 AM)	Hansen
14-Mar	Spring Break	
14-Mar	Spring Break	
16-Mar	Spring Break	
21-Mar	Placenta	Jones
21-Mar	Placenta	Jones
23-Mar	Placenta	Jones
28-Mar	Nutritional influences	Santos
28-Mar	Nutritional influences	Santos
30-Mar	Nutritional influences	Santos
4-Apr	Reproductive immunology	Bromfield
4-Apr	Reproductive immunology	Bromfield
6-Apr	Reproductive Immunology	Bromfield
11-Apr	Epigenetics of the preimplantation embryo	Jiang
11-Apr	Epigenetics of the preimplantation embryo	Jiang
13-Apr	Regulation of pluripotency in the embryo	Jiang
18-Apr	Evolution of reproduction	Hansen
18-Apr	Evolution of reproduction	Hansen
20-Apr	Evolution of reproduction	Hansen
25-Apr	EXAM 3	
25-Apr	EXAM 3	

Grading

The grading scale is A, 90-100%; B+, 86-89; B 80-85, etc. The final grade will be based on performance in the exams as well as in course participation. The breakdown is as follows:

Exam 1 - 30%

Exam 2 - 30%

Exam 3 - 30%

Participation - 10%

If you are having trouble with the course, see Pete Hansen.

For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Exams

Exams will primarily be essay, problem solving, and short answer questions. Exams will focus on material that is new since the last exam although it is expected that students will be familiar with concepts from the entire course. For each exam, the student will be able to select a specific number of questions to answer from a wider range of questions.

Students with Disabilities

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

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/>

Privacy Statement

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

Online Course Evaluation Process

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

Communication about the Class

Email will be used as the major method for communicating when not in class. Therefore, provide Dr. Hansen with your email address, if one is available. Dr. Hansen's email is pjhansen@ufl.edu

Academic Honesty

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

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

Software Use

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

Services for Students with Disabilities

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

the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu>

Campus Helping Resources

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

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

www.counseling.ufl.edu

Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Wellness Coaching

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

- Career Connections Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Student Complaints

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

- Online Course: <https://distance.ufl.edu/state-authorization-status/#student-complaint>

Cover Sheet: Request 20349

FYC 2XXX: An Ounce of Prevention: Building Resilience in Communities (Q2 Perm.)

Info

Process	Course New/Close/Modify Ugrad Gen Ed Quest Perm
Status	Pending at CALS - Family, Youth and Community Sciences 60320000
Submitter	Madison Henry madison.henry@ufl.edu
Created	8/27/2024 12:46:44 PM
Updated	8/27/2024 1:48:03 PM
Description of request	Quest 2, Social and Behavioral Sciences,

Actions

Step	Status	Group	User	Comment	Updated
General Education Program Coordinator	Approved	PV - Quest Director	Kendall Kroger		8/27/2024
FYC 2XXX An Ounce of Prevention-Building Resilience in Communities_Lynne.pdf					8/27/2024
Department	Pending	CALS - Family, Youth and Community Sciences 60320000			8/27/2024
No document changes					
College					
No document changes					
Quest Director					
No document changes					
University Curriculum Committee					
No document changes					
General Education Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog Notified					
No document changes					
College Notified					
No document changes					

Step	Status	Group	User	Comment	Updated
General Education Program Coordinator Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify|Quest-Perm for request 20349

Info

Request: FYC 2XXX: An Ounce of Prevention: Building Resilience in Communities (Q2 Perm.)
Description of request: Quest 2, Social and Behavioral Sciences,
Submitter: Madison Henry madison.henry@ufl.edu
Created: 2/25/2025 2:45:53 PM
Form version: 3

Responses

Recommended Prefix FYC
Course Level 2
Course Number XXX
Category of Instruction Introductory
Lab Code None
Course Title An Ounce of Prevention: Building Resilience in Communities
Transcript Title An Ounce of Prevention
Degree Type Baccalaureate
Delivery Method(s) On-Campus
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit No
Amount of Credit 3 credits
S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description Prevention science seeks to improve the health and well-being of individuals, families, and communities through empirical approaches. This Quest 2 course will provide you with foundational knowledge in prevention science, and each student will apply what they learn in this class to ongoing prevention activities at the University of Florida.
Prerequisites Quest 1 course with a "C" or better.
Co-requisites N/A
Rationale and Placement in Curriculum Quest 2
Course Objectives Information is present on attached syllabus.
Course Textbook(s) and/or Other Assigned Reading Information is present on attached syllabus.
Weekly Schedule of Topics Is not present on attached syllabus.
Grading Scheme Information is present on attached syllabus.
Instructor(s) Sarah D. Lynne
Permanent Quest and General Education Approval Yes
Previous Temporary Approval N/A
Which level of Quest will this course be offered under? Quest 2

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

Quest 2 Objectives Yes
Quest 2 Student Learning Outcomes Yes

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

Course Updates: Temporary vs Permanent requests N/A
Attendance & Make-up Yes
Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

FYC 2XXX – UF Quest 2 Section

An Ounce of Prevention: Building Resilience in Communities

Class Time: T 1:55 PM – 2:45 PM
R 1:55 PM – 3:50 PM

Class Location: PUGH 120 ([Pugh Hall](#))
Credit hours: 3

Instructor: Tennisha Riley Ph.D.
Email: tennriley03@ufl.edu

Office Location: McCarty Hall D (room 3028A) or Zoom, 352-273-3535
Office Hours: Tuesdays 9:30 – 10:30am
* appointments are welcomed...come see me!

General Education Course Requirement: *a minimum grade of C is required for general education credit.*

Required Reading(s):

1. Sloboda Z. & Petras H. (2014) Defining Prevention Science. New York: Springer. [text is available through UF Libraries]
2. U.S. Department of Health and Human Services. (2023). Prevention Resource Guide. <https://www.childwelfare.gov/resources/20232024-prevention-resource-guide/>
3. Society for Prevention Research. (2011). Standards of Knowledge for the Science of Prevention. <https://preventionresearch.org/Society%20for%20Prevention%20Research%20Standards%20of%20Knowledge.pdf>
4. Selected Readings as outlined in the course calendar

Course Description

Introduction to prevention science which seeks to improve personal and community well-being by addressing the cause of social problems (e.g., opioid crisis, obesity, mental health). Examines foundational knowledge of prevention science and evaluating programs and assessing impact. Designed to equip students with knowledge to investigate prevention activities. Analyzes evidence-based programs, policy impacts, reducing risk factors and increasing protective factors to solve problems.

Course Background

Some may describe our society as a “band-aid” society—when a social problem crops up like the opioid crisis, the obesity epidemic, or the student mental health crisis, we try to patch it up on the back end instead of heading off the problem from the start. Prevention science seeks to improve the health and well-being of individuals, families, and communities through empirical approaches to prevention and intervention. By looking at root causes of social problems early on, we can leverage prevention science to improve the health and well-being of individuals, families, and communities. This interdisciplinary Quest 2 course will provide you with foundational knowledge in prevention science, and each student will apply what they learn in this class to investigating ongoing prevention activities at the University of Florida. Through course activities and engagement with prevention-oriented faculty and community organizations of their choosing at UF, students will have the opportunity to learn: 1.) the evidence-base of prevention programs and how they address existing and emerging public health problems and threats to well-being; 2.) how to critically evaluate program implementation based on rigorous scientific standards of the field of prevention science; 3.) how prevention science research is used to inform policy (e.g., health, education, child welfare, justice, drug and alcohol, and mental health systems); and 4.) how prevention science research aims to reduce disparities in well-being. By reducing risk factors and increasing protective factors, we can systematically reduce the major social problems of our time, including drug and alcohol abuse, obesity, youth violence and bullying, and child and family poverty. This course meets the requirements of a General Education Social Sciences class.

Course Delivery

This course is in-person. Dr. Tennisha Riley is the instructor for Spring 2025 and is available for office hours on Tuesdays by appointment. There will be in-class activities that will require participation—if you are not in class, you will not receive participation points. There are also required engagement activities to develop an investigation into prevention-oriented academic research and organizations within the Gainesville community.

Quest 2 and Gen Ed Descriptions

Quest 2 Objectives:

1. Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.
2. Present different social and/or biophysical science methods and theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.
3. Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.
4. Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.
5. Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those resources complements classroom work.

Quest Course Student Learning Outcomes:

1. Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. (Content)
2. Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge. (Critical Thinking)
3. Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges. (Communication)
4. Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Connection)

General Education Objectives: Social Science (S)

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. **Social and Behavioral Sciences** is a sub-designation of Social Sciences at the University of Florida.

Social and Behavioral Sciences Objectives

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

Social and Behavioral Sciences Student Learning Outcomes:

1. Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes. (Content)
2. Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. (Critical Thinking)

3. Communicate knowledge, thoughts, and reasoning clearly and effectively. (Communication)

Course Learning Objectives

This Quest course will provide a conceptual overview of the history, process, and methods of prevention science. We will cover examples of prevention science programs in topical areas such as substance abuse, obesity, sexual risk, and mental health, especially among populations that face health disparities. For example, we will examine topics such as the structural and social biases that contribute to substance abuse among immigrant families, obesity among Latinx and African American youth, and bullying among youth. To obtain a multidisciplinary perspective, guest speakers from multiple disciplines (e.g., criminology, education) will be invited to engage with the class each semester. Students will also learn basic research techniques for working with a variety of communities in the field.

Student Learning Outcomes:

Reflecting the curricular structures of Quest 2 and these Gen Ed designations, after taking An Ounce of Prevention, students will be able to:

1. Identify multidisciplinary theories, research, and practice relevant to prevention science and programs aimed at improving the health (e.g., physical, behavioral, mental) and well-being of individuals and families across the lifespan. (Content SLO for Quest 2, Gen Ed Soc. Sci.)
2. Explain the history and influence of social determinants of health and structural inequalities on health, educational, and social disparities. (Content SLO for Quest 2)
3. Describe preventative interventions with respect to health disparities, a pressing concern in our society, and acknowledge multiple points of view, including a variety of influences in prevention and intervention. (Critical Thinking SLO for Quest 2)
4. Critically analyze qualitative and quantitative research from a variety of disciplines to get different perspectives on key issues addressed by prevention science, including scientific journal articles, newsletters, and infographics. (Critical Thinking SLO for Quest 2, Gen Ed Soc. Sci.)
5. Explain prevention science content knowledge, including the history in parallel disciplines, basic principles, theoretical concepts, and multidisciplinary methods. (Communication SLO for Quest 2, Gen Ed Soc. Sci.)
6. Reflect on the role you could play as an individual and potentially as a prevention science professional in addressing social issues in collaboration with families, communities, practitioners, and policy makers. (Connection SLO for Quest 2, Gen Ed Soc. Sci.)
7. Develop skills needed by professionals in prevention science, including problem solving, ethical decision making, and goal setting skills. (Connection SLO for Quest 2, Gen Ed Soc. Sci.)

Assigned Work

Writing Assignments:

- **Theory application paper (500 words)**—This application paper will allow you to think critically by applying theoretical concepts to a real-world social issue. You will choose a social issue (for example, substance abuse, obesity). Using complete paragraphs, please answer the following questions: What prevention theory applies best to the real-world social issue you chose? What concepts could be used to measure behavior change? How could you see yourself using this theory in a future career? Cite at least two class readings and provide references in APA style. (Quest Course SLO #2—Critical Thinking)
- **Research proposal (500 words)**—Based on your chosen social issue write a prevention research proposal to reduce risk factors and/or increase protective factors for that issue. Using complete paragraphs, please answer the following questions: Why is the issue you chose important to address in our current society? What social determinants of health contribute to this problem? What steps could be taken to reduce risk and increase

protection against this issue? Cite at least two class readings and provide references in APA style. (Social Behavioral Sciences SLO #2—Critical Thinking)

- **Reflection: class learning (250 words each)**—You will submit 3 papers throughout the semester that will give you the opportunity to self-reflect on your intellectual, personal, and professional development at UF and beyond. For the first reflection please answer the following questions: Why did you choose to take this course? What are your perspectives of social issues and prevention science? What do you hope to learn from the course? For the following 2 reflections please answer the following questions: How has this class changed the way you think about social issues, intellectually and personally? How might you apply the ideas you’ve learned about in this class to your future career? (Social Behavioral Sciences SLO #3—Connection)
- **Group Field Experience and Investigative Paper (1500 words)**: Students will have the opportunity to do investigative research in the field and reflect on the experience. The purpose of this investigation is to determine, “what is prevention science?” and how UF faculty and the Gainesville community engage in prevention science. As a group you will interview 2 faculty, 1 non-profit organization, 1 extension agent, and 1 policy maker (or attend a policy-driven imitative meeting). Training for field experiences and interviewing techniques will be provided, and students do not need to have prior experience to participate. Cite at least two class readings and provide references in APA style. (Social Behavioral Sciences SLO #2 & 3—Critical Analysis and Connection)
- **In class activities**: The purpose of in-class activities is to promote synthesis of course content and its application to future career possibilities. Students will receive full credit for participating in these formative exercises (Social Behavioral Sciences SLO#3 – Connection)
- **Undergraduate Research Symposium**: Students will attend and engage with presenters at the undergraduate research symposium and prepare a paper reflecting on a specific presentation and engagement (200 words) (Quest Course SLO#3 & Social and Behavioral Sciences SLO#3 – Connection)
- **Exams**: Students will demonstrate understanding of Prevention science theory and methods as well as application to social issues (Quest Course SLO # 1, Social Behavioral Sciences SLO #1—Content)
 - Exam 1 (History, Ethics, Theory, Populations)
 - Exam 2 (EBPs, Methods, Effectiveness, Dissemination)

Grading

Writing assignments:

Theory application paper (500 words)	50 points
Research proposal (500 words)	50 points
Pre-Class Reflection (250 words)	25 points
Mid-Class Reflection (250 words)	25 points
Final Class Reflection (250 words)	25 points
Group investigative paper (1500 words)	75 points
Participation points	50 points
Undergraduate Research Symposium	50 points
Reading Quizzes (5 of 6, lowest score dropped)	50 points
Exam 1 (History, Ethics, Theory, Populations)	100 points
Exam 2 (EBPs, Methods, Effectiveness, Dissemination)	100 points

Total 600 points

Course Grading Scale (% of total)	Final Letter Grade
93-100	A
90-92.99	A-
87-89.99	B+
83-86.99	B
80-82.99	B-
77-79.99	C+

73-76.99	C
70-72.99	C-
67-69.99	D+
63-66.99	D
60-62.99	D-
Below 60	Failing (E)

- **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/>.

Course Policies

1. Late work: The course materials and schedule have been thoughtfully outlined. If you have concerns or you are dealing with circumstances that prevent you from engaging in the class timeline for assignments, please contact me directly in a timely manner using Canvas email.
2. Respect for Others: Our classroom is a place where everyone is accepted, encouraged, and valued. The differences between class members are embraced, and differences in opinions and backgrounds are viewed as a learning experience. Language that degrades any individual or group because of sex or gender, ethnicity, nationality, race, socioeconomic status, disability status, religion, or sexual orientation will not be tolerated.

University Policies and Regulations

1. Disability Accommodations: Every attempt will be made to accommodate students with disabilities. You must have established your eligibility for support services through the appropriate office, Disability Resource Center. Please contact [Disability Resource Center](#) for more information at 352.392.8565 as soon as possible if accommodations are needed. The office is located on the ground floor of the Reid Hall, Room 001. Appointments can be made to see a specialist between 8 AM to 5 PM, Monday through Friday. Note that services are confidential, may take time to put into place, and are not retroactive; captions and alternate media for print materials may take three or more weeks to be produced.
 - a. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
 - b. Any student who requires testing accommodations must follow university procedure for securing the accommodations. Please see <https://www.dso.ufl.edu/drc/students> for how to access resources and setting up accommodations.
 - c. Students who require testing accommodations should follow DRC policy for making an appointment to take the test(s) at the DRC. Do not assume that I can provide additional assistance for testing needs. If you fail to follow through on making arrangements with the DRC to take a test, you will take the test with the rest of the class and will be given the same amount of time to take the test as the rest of the class.
2. Religious Obligations and Holidays: I will make every effort to accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or other requirements. The Florida Board of Education and state law govern university policy regarding observance of religious holidays. [The following guidelines apply:](#)
 - a. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
 - b. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

- c. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.
 - d. If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time.
 - e. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.
3. Academic Honesty: UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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). It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: (<https://policy.ufl.edu/regulation/4-040/>)

4. Software Use: All faculty, staff, and students at the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.
5. Sexual Misconduct: As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and UF’s Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can find several resources for help on [the Office of Accessibility and Gender Equity website](#). It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Assistant Vice President of Accessibility and Gender Equity, ADA, and UF’s Title IX Coordinator. In that event, those individuals from the Office of Accessibility and Gender Equity will work to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit the university website about Title IX policies. To learn more, visit the [UF title IX policy webpage](#).
6. 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. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and

delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

- b. 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.
7. Online Course Evaluations: Student assessment of instruction is an important part of efforts to improve teaching and learning. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online.

Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Campus Helping Resources

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

Whole Gator App and website connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care.
<https://one.uf.edu/whole-gator/topics>

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- 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.

- Hitchcock Field and Fork Pantry. Food and toiletries for those experiencing food insecurity.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.
- Dean of Students Office. 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromise their ability to attend classes. This includes family emergencies and medical issues.

Student Complaints:

- Residential Course: <https://www.ombuds.ufl.edu/complaint-portal/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

Course Outline and Assignment Due Dates

	Date	Course Discussion Topics and Readings	Assignments Due
		UNIT 1: Introduction to Prevention Science	
Week 1	Jan 14 th	Course Introduction and Expectations	
	Jan 16 th	Course Introduction and Expectations	Pre-Class Reflection Due by 11:59pm
Week 2	Jan 21 st	History and Introduction to Prevention Science	<ul style="list-style-type: none"> Chapter 11 of Defining Prevention Science: Petras, H. & Sloboda, Z. (2014). An integrated prevention science model: A conceptual foundation for prevention research, pp. 251-273. U.S. Department of Health and Human Services. (2018). Prevention Research Guide. pp. 26-33.
	Jan 23 rd	History and Introduction to Prevention Science	<ul style="list-style-type: none"> In-Class activity: Speed Meet
Week 3	Jan 28 th	Research with Human Subjects: Ethical issues working with Communities	
	Jan 30 th	NO Class – Professor Out of Office	Submit Names of Group Members and Develop Investigative Topic
Week 4	Feb 4 th	Social Determinates of Health Inequalities and Promotion of Resilience	
	Feb 6 th	Social Determinates of Health Inequalities and Promotion of Resilience	
		UNIT 2: Theory and Interdisciplinary Prevention Science	
Week 5	Feb 11 th	Theories of Change: Theory of Planned Behavior	
	Feb 13 th	Theories of Change: Theory of Planned Behavior	
Week 6	Feb 18 th	Theories of Change: Social Ecological Theory Levels of Prevention Science	

	Feb 20 th	Theories of Change: Social Ecological Theory	<ul style="list-style-type: none"> Ferguson, K. T., & Evans, G. W. (2019). Social ecological theory: Family systems and family psychology in bioecological and bioecocultural perspective. In B. H. Fiese, M. Celano, K. Deater-Deckard, E. N. Jouriles, & M. A. Whisman (Eds.), <i>APA handbooks in psychology® series. APA handbook of contemporary family psychology: Foundations, methods, and contemporary issues across the lifespan</i> (pp. 143-161). Washington, DC, US: American Psychological Association.http://dx.doi.org/10.1037/0000099-009 	
Week 7	Feb 25 th	Levels of Prevention Science Research		
	Feb 27 th	Exam 1: In Class		Theory Paper Due by 11:50pm
		UNIT 3: Methods of Prevention Science		
Week 8	Mar 4 th	Understanding Risk and Protective Factors	<ul style="list-style-type: none"> Chapters 1 & 2 of U.S. Department of Health and Human Services. (2018). Prevention Research Guide (pp. 3-26). https://www.childwelfare.gov/pubPDFs/guide_2018.pdf 	
	Mar 6 th	Understanding Risk and Protective Factors		
Week 9	Mar 11 th	Evaluating Efficacy and Effectiveness		
	Mar 12 th	Evaluating Efficacy and Effectiveness		Mid-Class Reflection due by 11:59pm
	Mar 17 th	No Class – SPRING BREAK		
	Mar 19 th	No Class – SPRING BREAK		
Week 10	Mar 25 th	Sustainability and Dissemination	<ul style="list-style-type: none"> Chapter 13 in Defining Prevention Science: Sloboda, Z., Dusenbury, L., & Petras, H. (2014). Implementation science and the effective delivery of evidence-based prevention, pp. 293-314. 	
	Mar 27 th	Sustainability and Dissemination		
		UNIT 4: Preventing Social Problems and Promoting Resiliency		
Week 11	Apr 1 st	Special Topics in Prevention Science I: Adolescent Substance Use and Mental Health		

	Apr 3 rd	Special Topics in Prevention Science I: Adolescent Substance Use and Mental Health		Application Paper Due by 11:59pm
Week 12	Apr 8 th	Special Topics in Prevention Science II: TBD		
	Apr 10 th	Special Topics in Prevention Science II: TBD		In-Class Peer Review and 1 st Draft Due
Week 13	Apr 15 th	Special Topics in Prevention Science III: TBD		
	Apr 17 th	Special Topics in Prevention Science III: TBD		Final Class Reflection due by 11:59pm
Week 14	Apr 22 nd	Group Presentation		
	Apr 24 th	No Classes – READING DAY		Submit Final Group Paper
Finals Week	Apr 29 th – May 3 rd	Exam 2		

Cover Sheet: Request 20649

AEC 5XXX: Effectively Communicating Agricultural and Natural Resources Policy Issues

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Ricky Telg rwtelg@ufl.edu
Created	10/24/2024 10:48:52 AM
Updated	3/12/2025 3:15:30 PM
Description of request	This is a request to add a new course: AEC 5XXX: Effectively Communicating Agricultural and Natural Resources Policy Issues.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		11/15/2024
No document changes					
College	Recycled	CALS - College of Agricultural and Life Sciences	Anne Mathews	This submission needs a syllabus and CALS syllabus checklist to be reviewed. Thus sending back to AEC. Tx - Anne Mathews	11/17/2024
No document changes					
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		11/18/2024
No document changes					
College	Recycled	CALS - College of Agricultural and Life Sciences	Anne Mathews	Recycled at January CCC. See minutes and review sheet. Contact Anne Mathews if needed. Tx!	2/6/2025
No document changes					
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		3/1/2025
CALS.CC.LETTER.docx					2/27/2025
External-Consult - SFFGS + FRE.pdf					2/27/2025
AEC 5XXX Course Readings.docx					2/27/2025
CALS.CC.Checklist.COMM.POLICY.docx					2/27/2025
College	Pending	CALS - College of Agricultural and Life Sciences			3/1/2025
No document changes					
Graduate Curriculum Committee					
No document changes					

Step	Status	Group	User	Comment	Updated
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 20649

Info

Request: AEC 5XXX: Effectively Communicating Agricultural and Natural Resources Policy Issues

Description of request: This is a request to add a new course: AEC 5XXX: Effectively Communicating Agricultural and Natural Resources Policy Issues.

Submitter: Anne Mathews anne.mathews@ufl.edu

Created: 3/12/2025 3:23:42 PM

Form version: 2

Responses

Recommended Prefix AEC

Course Level 5

Undergraduate students in 5000-level courses No

Rationale for 5000-level course request This is an introductory level graduate course.

Course Number XXX

Lab Code None

Course Title Effectively Communicating Agricultural and Natural Resources Policy Issues

Transcript Title ANR COMM POLICY ISSUES

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Students will be exposed to major policy issues in agriculture and natural resources (ANR) and to a variety of methods used to effectively communicate, inform, and influence decisions about these issues.

Prerequisites N/A

Co-requisites NA/

Rationale for Placement in the Curriculum Graduate level.

The course would be an elective.

Syllabus Content Requirements All Items Included

CALS Curriculum Committee

Submission Checklist

Updated Sept 2024

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.

 RWT 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/>.

 RWT 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/facultystaff/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.

 RWT The course description on the UCC form and in the syllabus must match and should be no longer than 500 characters. Any other information you wish to include needs to be under a different heading such as background or additional course information.

__ RWT __ 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-courseobjectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

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

__ RWT __ 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. **(NOTE: I provided a list of outside readings, including a textbook which is required for this course.)**

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

__ N/A __ Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable. (Graduate courses should not have specific courses listed as prerequisites. If needed a statement of skills required prior to taking the course can be provided under other course information.)

__ N/A __ 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.

__ RWT __ 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 are included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

__ RWT __ 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. Anne Mathews (anne.mathews@ufl.edu) for further instruction)

Dear CALS Curriculum Committee:

Thank you for your comments and suggested edits for our submission: **AEC 5XXX: Effectively Communicating Agricultural and Natural Resources Policy Issues.**

After more consideration, we would like to revise the course level to a **5000-level course**, rather than a 6000-level course. We believe the 5000-level designation will be more in line with the knowledge and skill level for students interested in taking this course. We have made this change throughout the materials and syllabus.

Below is how we have addressed your comments/edits.

Objectives: We have revised the objectives to reflect the comments from the committee and one recommendation from Dr. Lisa House (FRE) during the “external consult” process.

External consultation: We were asked to have this course submission reviewed by FRE and SFFGS. Neither department saw that this proposed course significantly overlapped courses they teach. We made one edit to the course objectives, as requested by FRE.

Course credit: This course meets for two hours in person. However, there is at least an hour of online content students must complete each week prior to the in-person class. We have included language on the syllabus to reflect that online content is a required part of the course.

Co-taught course?: This course will be taught separately from the undergraduate course that has some similar content. We have also updated the syllabus to reflect the assignments that graduate students would be required to complete, which are different from the undergraduate course. One-third of the assignments and grades associated with these assignments are different from the undergraduate course.

Statement about field trips: The syllabus has been revised to encourage participation in the field trips, but not that they are mandatory. Students will provide their thoughts about the field trips in the reflection assignments throughout the semester.

Please let me know if you have any questions.

Sincerely,

Ricky Telg

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	

**AEC 5XXX: Effectively Communicating Agricultural and
Natural Resources Policy Issues
SPRING 2026
FRIDAY 3-4th periods (9:35-11:30)
(Plus One Hour of Online Content Each Week)**



Instructors

Ricky W. Telg, Ph.D.
E-Mail: rwtelg@ufl.edu
Office: 126 Bryant Space Science Center
Phone: 352-273-2094

Lisa K. Lundy, Ph.D.
E-mail: lisalundy@ufl.edu
Office: 121E Bryant Space Science Center
Phone: 352-273-2588

Teaching Assistant

Madison Dyment
madison.dyment@ufl.edu
411 Rolfs Hall

Class Times

Fridays (3-4th periods, 9:35 a.m. – 11:30 p.m.)

Location

107 Bryant Space Science Center

Note: One hour of weekly course content, in the form of pre-recorded videos and short assignments, outside of the regular two-hour class meeting will be provided for students in Canvas.

Office Hours

TELG: F 8:30-9:30 a.m. and by appointment
LUNDY: TH 10:30-11:30 a.m. and by appointment

Course Description

Students will be exposed to major policy issues in agriculture and natural resources (ANR) and to a variety of methods used to effectively communicate, inform, and influence decisions about these issues.

Course Objectives

After this course, the student should be able to:

- Recognize topical policy issues in agriculture and natural resources.
- Track topical policy issues in agriculture and natural resources.
- Facilitate consensus building and issues management.
- Develop messages to communicate about topical policy issues in agriculture and natural resources using appropriate media.

Course Design

This is an in-person course for the two-hour Friday class time. Students must also view additional online content, at least one hour of pre-recorded and online content, prior to the in-person class meeting. Zoom may be available on a case-by-case basis for students to use to access live content. Other course materials are available through Canvas.

The course field trips are an integral part of the course. Please note these days in the course calendar. Your attendance and participation are expected. No makeups will be offered for the field trips or assignments related to the field trips unless students have a University of Florida excused absence and advance notice is given.

Requirements

Textbooks:

Smith, C.F. (2022). *Writing public policy: A practical guide to communicating in the policy making process (6th Edition)*, Oxford University Press.

Telg, R.W., Irani, T., Kent, K., & Lundy, L. (Eds.). (2022). *Agricultural and natural resources communications*. <https://anrcommunications.org/>

Successful students will read assigned materials **before class** and be prepared for discussion with the instructor and fellow students.

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Word - [Microsoft 365 basics video training](#)
- Adobe Reader - [Acrobat tutorials](#)
- Zoom - [Zoom Privacy Policy](#)
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - View [Canvas Privacy Policy](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Equipment and Bryant Space Science Center Mac Lab:

Food and drink are **NOT** permitted in the computer lab. Only water in a container that has a screw-on lid or can be closed is permitted.

Minimum Technical Skills:

Minimum technical skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Ability to perform online research using a variety of search engines and library databases.

Instructor Response & Feedback

The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**. Quizzes are graded automatically upon submission.

Assignments

Assignment Points & Explanation:

	<u>Total Score</u>	<u>Your Score</u>
Message Box, Communication Points, Storytelling	100	_____
Issues Presentation + One-pager 1	100	_____
Issues Presentation + One-pager 2	125	_____
Reflection 1	50	_____
Reflection 2	50	_____
Reflection 3	100	_____
Issues Tracking	100	_____
Local Committee/Council/Board Meeting Summary	50	_____
Interview with a Political Leader/Communicator	125	_____
Poster and Presentation	50	_____
Quizzes (5 x 20)	100	_____
	1000	

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

- *Local Committee/Council/Board Meeting Summary*: Students will attend a local (city or county) committee, council, or board meeting and provide a one-page summary of the issues/topics that were discussed and how they were communicated, using criteria discussed in class.
- *Interview with a Political Leader/Communicator*: Students will identify a Political Leader/Communicator with whom to conduct an interview via Zoom. A list of suggested questions will be provided. Students will supplement with questions relevant to the interviewee's work.
- *Poster and Presentation*: Students will create a poster suitable for a conference poster session on their agricultural and life sciences policy issue and present the poster in an actual poster session at the end of the semester.
- *Quizzes (5)*: There will be five quizzes on the assigned readings and course materials. These will be due **prior** to class every other week. A sixth quiz will be conducted near the end of the semester; students will be able to make up one quiz by taking the sixth quiz OR drop their lowest quiz grade.

Course Grading:

All written assignments **MUST be typed**. Following is the grading scale and assignments:

Grading Scale

A = 1023-1100

A- = 990-1022

B+ = 946-989

B = 913-945

B- = 880-912

C+ = 836-879

C = 803-835

C- = 770-802

D+ = 726-769

D = 693-725

D- = 660-692

E = 659 and below

Further information on current UF policies for assigning grade points, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Late Assignment Policy:

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

Academic Integrity

Academic Honesty:

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

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). 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: (New Link: <https://policy.ufl.edu/regulation/4-040/>)

Plagiarism:

Plagiarism includes taking **verbatim phrases of just a few words** without permission or full attribution. It includes **quoting too much** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes **unique expression**, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources**. We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use*, including direct quotes.

Attendance Policies

Given the importance of class discussion and participation in laboratory demonstrations and exercises, it is not possible for a student to perform satisfactorily in the course without regular attendance. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: [UF Attendance Policies](#).

Institutional Policies

Recording Statement:

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. [UF IN-CLASS RECORDING](#)

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. [UF ACCEPTABLE USE POLICY](#)

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/>.

Student Services

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.

Whole Gator App and website connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care. <https://one.ufl.edu/whole-gator/topics>

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

- 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.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

Academic Resources:

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).
- Students Complaints:
 - Residential Course: <https://www.ombuds.ufl.edu/complaint-portal/>
 - Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

Accommodations for Students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “[Get Started With the DRC](#)” webpage on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Schedule

WEEK 1 (1/17)

TOPIC: COURSE OVERVIEW
LAWS, STATUTES, AND POLICIES
TRUE COLORS

TEXT: *ANR Communications: Policy Communication*

WEEK 2 (1/24)

TOPIC: PUBLIC POLICY IS LANGUAGE USE
COMMUNICATING POLICY ISSUES W/ THE PUBLIC AND POLICYMAKERS
COMMUNICATION POINTS, MESSAGE BOX, & STORYTELLING

TEXT: *ANR Communications: Policy Communication*
Chapter 1: Public Policy is Language Use

READINGS: [It takes two: Public understanding of agricultural science and agricultural scientists' understanding of the public](#)
EDIS Publication Series
[Communicating with Local Elected Officials](#)
[Educating Your State Legislators](#)
[Meeting with Elected Officials](#)
[Strategies for Engaging and Communicating with Elected Officials](#)
[Why Lobbying for Ag is a Contact Sport \(by Mary Hartney. PDF from Florida Grower magazine, Aug. 2019\)](#)
[American Farm Bureau establishes 2023 policies](#)

WEEK 3 (1/31)

TOPIC: LOCAL POLICY COMMUNICATION & LEADERSHIP

READINGS: [Impacting Agriculture and Natural Resource Policy: County Commissioners' Decision-Making Behaviors and Communication Preferences](#)

FIELD TRIP: GAINESVILLE GOVERNMENT (DOWNTOWN)

QUIZ: QUIZ 1: Covers materials from 1/17 and 1/24.

WEEK 4 (2/7)

TOPIC: COMMUNICATING IN POLICYMAKING
DEFINITION: DESCRIBING THE PROBLEM
NEWS AND PERSUASION
DESIGNING A ONE-PAGER

TEXT: *Chapter 2: Communicating in Policymaking*
Chapter 3: Definition: Describing the Problem

READINGS: [A note to researchers: communicating science to policy makers and practitioners](#)

GUESTS: Sarah Grace Fowler, Felicity Stewart

ASSIGNMENT: REFLECTION 1

WEEK 5 (2/14)

TOPIC: GRASSROOTS POLICY COMMUNICATION & LEADERSHIP
READINGS: [Research and Policy for the Food-Delivery Revolution](#)
[Florida Farm Bureau ADVOCACY](#)
[Florida Farm Bureau Policy Development Handbook](#)
[Florida Farm Bureau Policy Book](#)
ASSIGNMENT: COMMUNICATION POINTS, MESSAGE BOX, & STORYTELLING
FIELD TRIP: FLORIDA FARM BUREAU
QUIZ: QUIZ 2: Covers materials from 1/31 and 2/7.

WEEK 6 (2/21)

TOPIC: EVALUATION: ANALYZE AND ADVISE
LEGISLATIVE HISTORY: KNOW THE RECORD
TEXT: *Chapter 4: Evaluation: Analyze and Advise*
Chapter 5: Legislative History: Know the Record
GUEST: Emmie Fuson Addamus

WEEK 7 (2/28)

TOPIC: POSITION PAPER: KNOW THE ARGUMENTS
PETITION, PROPOSAL, LETTER: REQUEST ACTION
TEXT: *Chapter 6: Position Paper: Know the Arguments*
Chapter 7: Petition, Proposal, Letter: Request Action
STATE AGENCY POLICY COMMUNICATION & LEADERSHIP
READINGS: [Identifying Trustworthy Experts: How Do Policymakers Find and Assess Public Health Researchers Worth Consulting or Collaborating With?](#)
GUEST: Reba Hicks
QUIZ: QUIZ 3: Covers materials from 2/14 and 2/21.
ASSIGNMENT: LOCAL COMMITTEE/COUNCIL/BOARD MEETING SUMMARY

WEEK 8 (3/7)

TOPIC: PRESENTATIONS
ASSIGNMENT: ISSUES PRESENTATION + ONE-PAGER (1)

WEEK 9 (3/14)

TOPIC: BRIEF, OPINION, RESOLUTION: INFORM POLICY MAKERS
TESTIMONY: WITNESS IN A PUBLIC HEARING
NATURAL RESOURCES POLICY COMMUNICATION & LEADERSHIP
TEXT: *Chapter 8: Brief, Opinion, Resolution: Inform Policy Makers*
Chapter 9: Testimony: Witness in a Public Hearing
GUESTS: Katelyn Potter, Marly Fuller
ASSIGNMENT: REFLECTION 2

WEEK 10 (3/21)

SPRING BREAK

WEEK 11 (3/28)

TOPIC: PUBLIC COMMENT: INFLUENCE ADMINISTRATION
ETHICS FOR POLICY MAKERS
STATE POLICY COMMUNICATION & LEADERSHIP

TEXT: *Chapter 10: Public Comment: Influence Administration*
Conclusion: Ethics for Policy Makers

GUEST: Mary Ann Hooks

QUIZ: QUIZ 4: Covers materials from 2/28, 3/7, and 3/14.

ASSIGNMENT: INTERVIEW W/ POLITICAL LEADER/COMMUNICATOR

WEEK 12 (4/4)

TOPIC: AGRICULTURAL ASSOCIATION POLICY COMMUNICATION & LEADERSHIP

GUESTS: Jim Handley, Mike Joyner, Tal Coley

ASSIGNMENT: ISSUES TRACKING

WEEK 13 (4/11)

TOPIC: PRESENTATIONS

ASSIGNMENT: REFLECTION 3

ASSIGNMENT: FINAL ISSUES PRESENTATIONS + ONE-PAGERS (2)

QUIZ: QUIZ 5: Covers materials from 3/28 and 4/4.

WEEK 14 (4/18)

TOPIC: PRESENTATIONS

ASSIGNMENT: POSTER AND PRESENTATION

QUIZ: MAKE-UP QUIZ: Covers the entire semester.

AEC 5XXX Course Readings

Required Textbooks:

Smith, C. (2023). *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process (6th Edition)*. Oxford University Press, UK.

Agricultural and Natural Resources Communications (<https://anrcommunications.org/>)

Reading List:

[It takes two: Public understanding of agricultural science and agricultural scientists' understanding of the public](#)

EDIS Publication Series

[Communicating with Local Elected Officials](#)

[Educating Your State Legislators](#)

[Meeting with Elected Officials](#)

[Strategies for Engaging and Communicating with Elected Officials](#)

[Why Lobbying for Ag is a Contact Sport \(by Mary Hartney. PDF from Florida Grower magazine, Aug. 2019\)](#)

[American Farm Bureau establishes 2023 policies](#)

[Impacting Agriculture and Natural Resource Policy: County Commissioners' Decision-Making Behaviors and Communication Preferences](#)

[How to communicate effectively with policymakers: Combine insights from psychology and policy studies](#)

[A note to researchers: communicating science to policymakers and practitioners](#)

[Research and Policy for the Food-Delivery Revolution](#)

[Florida Farm Bureau ADVOCACY](#)

[Florida Farm Bureau Policy Development Handbook](#)

[Florida Farm Bureau Policy Book](#)

[Identifying Trustworthy Experts: How Do Policymakers Find and Assess Public Health Researchers Worth Consulting or Collaborating With?](#)

Cover Sheet: Request 20744

FNR6xxxC Lidar Remote Sensing for Forestry Applications

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jennifer Vogel alpha32605@ufl.edu
Created	11/21/2024 1:37:00 PM
Updated	3/26/2025 3:33:18 PM
Description of request	Forestry-focused Lidar remote sensing

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	SFRC - Forest Resources and Conservation 60460000	Terrell Baker III		11/21/2024
CALs CC Checklist_Lidar.pdf					11/21/2024
College	Recycled	CALS - College of Agricultural and Life Sciences	Anne Mathews	This was recycled at the January CCC. Please see minutes/review spreadsheet. Contact Anne Mathews for questions.	2/6/2025
No document changes					
Department	Approved	SFRC - Forest Resources and Conservation 60460000	Terrell Baker III		2/6/2025
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			2/6/2025
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					

Step	Status	Group	User	Comment	Updated
No document changes					

Course|New for request 20744

Info

Request: FNR6xxxC Lidar Remote Sensing for Forestry Applications

Description of request: Forestry-focused Lidar remote sensing

Submitter: Jennifer Vogel alpha32605@ufl.edu

Created: 11/21/2024 1:29:01 PM

Form version: 1

Responses

Recommended Prefix FNR

Course Level 6

Course Number xxx

Lab Code C

Course Title Lidar Remote Sensing for Forestry Applications

Transcript Title Lidar Remote Sensing Forestry

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3 hours

Course Description Lidar remote sensing is a state-of-the-art technology widely used in research and forestry applications. Learn how to visualize, process lidar point cloud data, build terrain and canopy height models and establish statistical models using open-source software including R-statistical language and FUSION/LDV. This face-to-face course includes a chance to develop your own lidar project in data visualization, aboveground biomass and fuel load estimations and more with the many datasets available.

Prerequisites na

Co-requisites na

Rationale for Placement in the Curriculum This course is designed primarily for graduate students (but I have students from 4+1 program as well) in forestry, geomatics, and environmental sciences, but it is also highly relevant for students in geography, ecology, and engineering (and beyond) at UF who are interested in geospatial technologies. By focusing on the specialized applications of LiDAR in forestry, the course fills a critical gap in the curriculum, complementing existing offerings in forestry and geomatics at SFFGS. With the increasing demand from industry for expertise in LiDAR data acquisition, processing, and interpretation, this course aims to equip students with advanced technical skills essential for addressing real-world challenges in forest inventory, ecosystem monitoring, and carbon assessment.

Syllabus Content Requirements All Items Included

CALS Curriculum Committee

Submission Checklist

Updated Sept 2024

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

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

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

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

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

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

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

 x The course description on the UCC form and in the syllabus must match and should be no longer than 500 characters. Any other information you wish to include needs to be under a different heading such as background or additional course information.

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

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

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

na Outside consultations are required if there is a possibility of the proposed course covering a significant amount of 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. (Graduate courses should not have specific courses listed as prerequisites. If needed a statement of skills required prior to taking the course can be provided under other course information.)

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.

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

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

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the 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. Anne Mathews (anne.mathews@ufl.edu) for further instruction)

Lidar Remote Sensing for Forestry Applications

FNR6xxxC

Spring 2024



Dr. Carlos Alberto Silva, Instructor
Newins Ziegler Room 342

c.silva@ufl.edu (352)-294-6885

Silva Lab: <https://carlos-alberto-silva.github.io/silvalab/lab.html>

Teaching Assistant: Jinyi Xia (Ph.D. student)

Office Hours: Monday 1:40 – 2:40 pm or email for appointment (Instructor C. Silva)

Office Hours: Tuesday 3:50 – 4:50 pm or email for appointment (TA Jinyi Xia)

Lecture Schedule: Monday: Period 5-6 (11:45 am – 1:40 pm)

Lecture Location: McCarty Hall B - 1676 MCCARTY Dr Gainesville, FL 32611

Bldg #: 0496 – Class Room 3108

Lab Schedule: Tuesday: Period 6-8 (12:50 pm – 3:50 pm)

Lab Location: While the exact location may vary, in general we will be meeting at the CALS Computer Lab (3086 McCarty Hall B – MCCB 3086) and at the Austin Cary Forest.

Class website: <https://elearning.ufl.edu/> | **Austin Cary Forest** <https://ffgs.ifas.ufl.edu/forestcampus/>

Course Description

Lidar remote sensing is a state-of-the-art technology widely used in research and forestry applications. Learn how to visualize, process lidar point cloud data, build terrain and canopy height models and establish statistical models using open-source software including R-statistical language and FUSION/LDV. This face-to-face course includes a chance to develop your own lidar project in data visualization, aboveground biomass and fuel load estimations and more with the many datasets available.

Course Essential Questions

- What is lidar and how can this technology be applied in forestry?
- What are the lidar platforms and systems?
- What are the state-of-the-art open-source tools for lidar data processing?

Learning Objectives

Upon completing the course, students will be able to:

- describe how lidar technology works and how it can be used in forestry applications
- process raw (las/laz) lidar data to digital terrain and canopy height models.
- extract various lidar metrics for estimating vegetation structure.
- build statistical models for estimating and mapping vegetation attributes.
- analyze and evaluate your own lidar dataset using some of the methods described above. properly measure physical attributes of individual trees and forest stands (e.g. timber volume);

Course Assignments and Assessments

- **Laboratory Assignments:** Written reports will describe lab activities and synthesis of collected field data plus reinforce R skills.
- **Quizzes:** Online assessments of student knowledge through the course website (<https://elearning.ufl.edu/>)
- **Lecture notes:** One-page of lecture notes
- **Reading Assignment:** Written reports will describe summarized research articles assigned for reading.
- **Final Project:** Student team will collaboratively plan, develop, and present a lidar application project as the final project.

Teaching Methods

- **Lectures:** Narrated PowerPoint lectures will focus on presenting new information as well as summarizing main points from the assigned readings. Guest speakers will be invited to give talks during the second half period of the lecture.
- **Assigned Readings:** Each week various articles and videos will be posted on-line prior to lecture. It is to your advantage to read these articles as they will often reinforce information given in lecture, aid in field study, or contain information needed in assignments.
- **Labs:** Lab periods may happen in the classroom, on campus, or at nearby locations (tbd). Lab exercises are designed to provide students with hands-on experience with lidar processing methods, to reinforce lecture material, and to hear from guest experts. Typically, a written lab report will be prepared based on the subject matter and specialized instructions.
- **Quizzes:** Quizzes will be given covering lecture material, assigned readings/videos, and lab subjects.
- **Group Study:** Students will often work in assigned groups (teams) to complete lab data collection, processing, analysis, and certain reports. Students are encouraged to form small *ad hoc* study groups outside of class to reinforce concepts and to informally quiz each other on the course material presented.
- **Individual Study:** Each student will be expected to attend class and labs in person; detailed note-taking is encouraged. In addition, students should complete assigned readings, produce required lab reports, and spend individual time reviewing materials in advance of quizzes.

Suggested textbook

- Maltamo M, Næsset E and Vauhkonen J (ed) 2014. *Forestry Applications of Airborne LaserScanning: Concepts and Case Studies* (Dordrecht: Springer Science & Business Media) p464. Online available free through: <https://link.springer.com/book/10.1007/978-94-017-8663-8>

Grading

<i>Quizzes (10 @ 10 pts each):</i>	100 pts
<i>Lecture Notes (10 @ 5 pts each):</i>	50 pts
<i>Readings (10 @ 5 pts each):</i>	50 pts
<i>Lab Assignments (10 @ 15 pts each):</i>	150 pts
<i>Final Project (written 200 pts + presentation 150 pts)</i>	350 pts
Total:	700 pts

Quizzes: Timed quizzes will be given at intervals during the semester. Quizzes will be “open book”. Quizzes will be completed on Canvas. You will be given 2 attempts to complete the quiz and your best attempt will be kept.

Readings Assignment: A research article will be assigned for reading at home and discussion in class. One-page notes on the article are due at 11:45 am on the following Monday at the beginning of class. Additional information including grading rubrics, format and content for this assignment is on the course Canvas site. Late assignments will be assessed a penalty of 50% before grading.

Lecture Notes: One-page lecture notes due at 11:45 am on Monday the next week at the beginning of class. Additional information including grading rubrics, format and content for this assignment is on the course Canvas site. Late homework will be assessed a penalty of 50% before grading.

Group Project: Students will collaboratively plan, develop, and present a lidar project based on lidar data already collected and available in the course.

Lab Assignments: Laboratory assignments will consist of: 1) a few questions related to the actual laboratory activities, 2) submission of data recorded in the lab as a file and analysis. Assignments will be completed by your team but submitted individually.

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

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Course Score	638 - 700	580 - <638	522 - <580	464 - <522	406 - <464	348 - <406	290 - <348	232 - <290	174 - <232	116 - <174	58 - <116	0-<58
Grade Points	4 - 3.68	3.67 - 3.34	3.33 - 3.1	3 - 2.68	2.67 - 2.34	2.33 - 2.1	2 - 1.68	1.67 - 1.34	1.33 - 1.1	1 - .68	<0.67	0

General Course Prerequisites

n/a

General Course Requirements, Attendance, and Make-Up Work

This course is designed for SFFGS graduate students with a background in natural sciences. For a rewarding and safe experience in this class it is necessary that you be self-motivated, independent, and that you follow the instructor’s safety rules and activity instructions. Be prepared for class means also having completed assigned readings.

Due to the nature of most labs in that data are collected for further workup or an experience is shared that requires analysis or comment, **attendance in lab is mandatory and lab reports may only be turned in if you attend the labs.** However, if there is a special circumstance covered by

the UF attendance policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>), please contact the instructor ahead of time.

It is your responsibility to keep track of assignment due dates and times as listed in Canvas.

Some assignments may be due on paper at the beginning of a lecture period. Online assignment due times will be 11:59pm (*before* midnight). Assignments open and close based on the clock governing the Canvas server so submitting assignments at the last minute may prove troublesome for you – don't wait! A grace period, usually 12 hours, **may** be added to each assignment due date during which late work will be accepted (but deemed late). Any late assignment scores will be reduced by 50% of the original point value and then be graded according to the rubric. No assignments will be accepted after the assignment closes so do not email them to an instructor.

No make-up or extra credit assignments will be offered other than for exceptional situations covered by the UF attendance policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>), serious illness or injury (reported to the instructor and followed by a physician's note within five days of the first absence), or extreme weather resulting in the closure of campus.

Things you will need for this class:

- 1) A computer with R (<https://www.r-project.org/>), RStudio (<https://www.rstudio.com/>) and office software for written reports and internet access to the class eLearning site in Canvas. An alternative is accessing UF APPS <http://apps.ufl.edu> and using office software available there. Mac users are encouraged to use the version of Excel and other Microsoft Office software in UF APPS to ensure file compatibility.
- 2) Some way to take class and field notes (clipboard or hard binder for field notes).
- 3) For field labs, sunscreen, long sleeves, and a hat will help prevent sunburn.
- 4) A water bottle for field labs.
- 5) Some field activities may expose you to challenging environments that could include stinging insects, dense and thorny brush, heat, and wet terrain. Appropriate field gear, including heavy pants and boots, IS MANDATORY for this class in order to participate in field labs. **Individuals not properly dressed will not be allowed to participate. (University Insurance covers only properly outfitted individuals).** You may get muddy, wet, and sweaty depending on the lab site. Field labs happen rain or shine and we follow UF policies regarding weather hazards. Students must follow the instructors guidance during weather hazards to ensure safety

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

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

- Chiggers: <http://edis.ifas.ufl.edu/pdffiles/IG/IG08500.pdf> or <http://pherec.org/EntGuides/EntGuide6.pdf>
- Ticks & Lyme Disease: <http://edis.ifas.ufl.edu/pdffiles/MG/MG20400.pdf> or <http://fmeal.ifas.ufl.edu/buzz/clticks.shtml>
- Heat: http://solutionsforyourlife.ufl.edu/hot_topics/agriculture/heat_stress.html
- Dehydration: <http://fineinstitute.com/patient-education/?id=11913&lang=English&db=hlt&ebSCOType=static&widgetTitle=Spinal+Links>

Class and Discussion Decorum

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

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

Respect the formal learning environment. This includes arriving and leaving on time, shutting off cell phones and other electronic devices while in class, being open to the opinions and ideas of others, and working effectively and professionally in the field. Irresponsible and careless acts that create a safety hazard in the field may be considered a Code of Conduct violation.

Academic Honesty

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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). It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://policy.ufl.edu/regulation/4-040/>

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.

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/>.

Campus Helping Resources

Whole Gator App

The Whole Gator and website and app connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care. <https://one.ufl.edu/whole-gator/topics>

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- 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.
- Student Success Initiative, <http://studentsuccess.ufl.edu>

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

Student Complaints:

- Residential Course: <https://www.ombuds.ufl.edu/complaint-portal/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

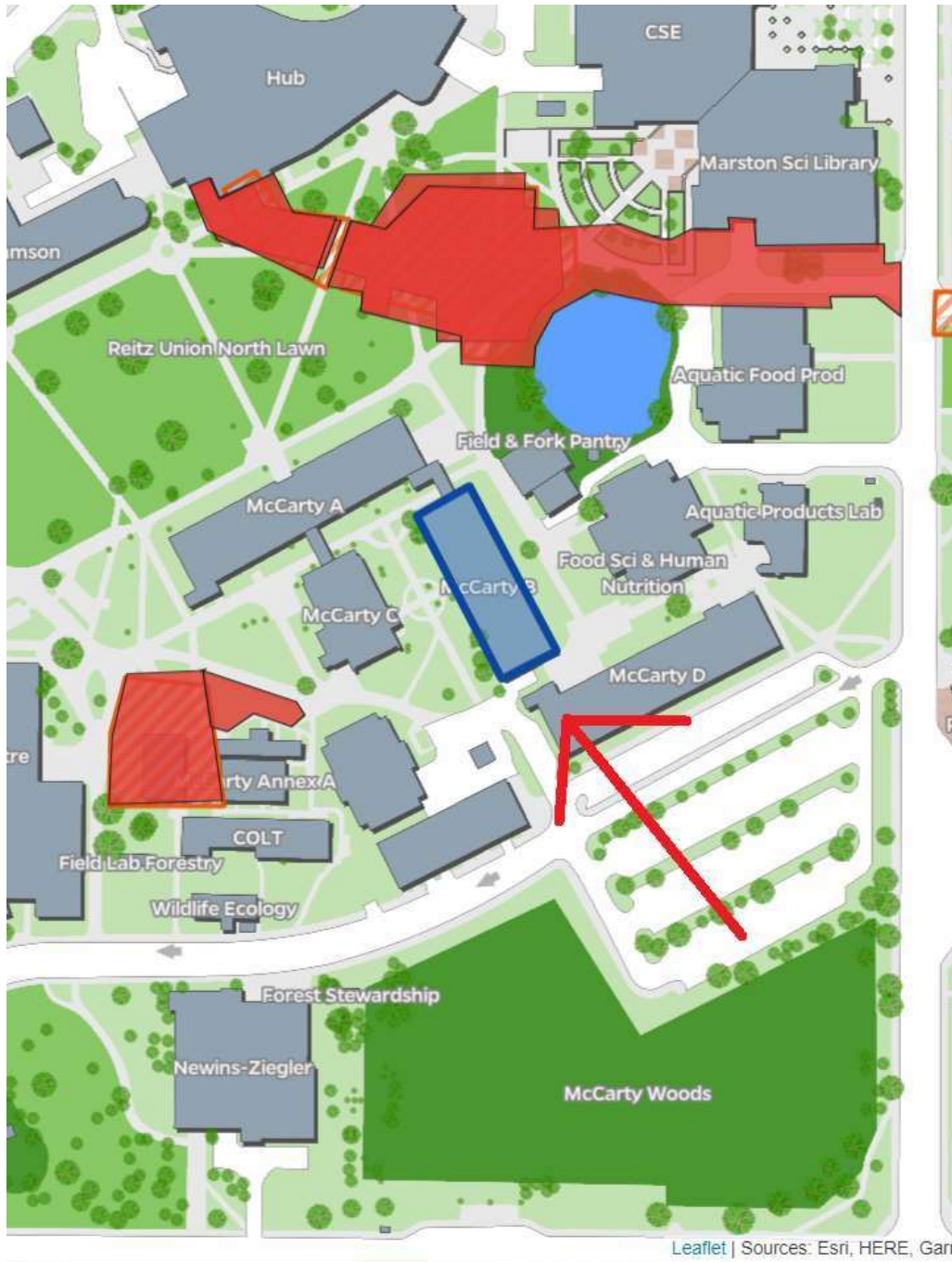
Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC” webpage on the Disability Resource Center site <https://disability.ufl.edu/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Lecture and lab location

Lecture: McCarty Hall B - 1676 MCCARTY Dr Gainesville, FL 32611 Bldg #: 0496 – Class Room 3108

Lab: CALS Computer Lab (3082 McCarty Hall B)



FOR6934: Lidar Remote Sensing For Forestry Applications: 2024 Spring Class Schedule

(Sequence and topics subject to change)

Week	Topics	Readings	Assignment/Due Date/Value
1	Course Introduction		
2	HOLIDAY (Martin Luther King Jr. Day)		
3	Principles of lidar remote sensing, platforms, and systems & applications of lidar in forestry Quiz 1 & Lecture Notes 1	Ch 1 & Research Articles 1	
4	Open-source tools for lidar data processing & Quiz 2 & Lecture Notes 2	Ch 3 & Research Articles 2	Quiz 1 / 10 pts, Lecture Notes 1/ 5 pts and Reading 1 / 5 pts
5	Lidar-derived digital terrain, digital surface and canopy models & Quiz 3 & Lecture Notes 3	Research Articles 3	Quiz 2 / 10 pts and Lecture Notes 2/ 5 pts and Reading 2 / 5 pts
6	Lidar-derived plot and grid canopy metrics & Quiz 4 & Lecture Notes 4		Feb 19
7	HOLIDAY (Presidents' Day)	Research Articles 4	Quiz 3/ 10 pts, Lecture Notes 3/ 5 pts and Reading 3 / 10 pts
8	Area-based approach for estimating and mapping forest attributes using lidar data & Quiz 5 & Lecture Notes 5	Ch 20 & Research Articles 5	Quiz 4/ 10 pts, Lecture Notes 4/ 5 pts and Reading 4 / 10 pts
9	Individual tree detection (ITD) & Quiz 6-7 & Lecture Notes 6-7 Guest speaker: TBD	Research Articles 6	Quiz 5 / 10 pts, Lecture Notes 5/ 5 pts and Reading 5 / 10 pts
10	SPRING BREAK		
11	Forest canopy gap detection & Quiz 8 & Lecture Notes 8	Ch 21 & Research Articles 7-8	Quiz 6/ 10 pts, Lecture Notes 6/ 5 pts and Reading 6 / 10 pts
12	TLS-leaf and wood classification and quantitative structure models (QSMs) & Quiz 9 & Lecture Notes 9	Ch 8-16 & Research Articles 9	Quiz 7-8/ 20 pts, Lecture Notes 7-8/ 5 pts and Reading 7-8 / 10 pts
13	NASA's Global Ecosystem Dynamics Investigation Lidar & Quiz 10 & Lecture Notes 10	Ch 5-6 & Research Articles 10	Quiz 9/ 10 pts, Lecture Notes 9/ 5 pts and Reading 9 / 10 pts
14	Final Project		Quiz 10/ 10 pts, Lecture Notes 10/ 5 pts and Reading 10 / 10 pts
15	Final Project		

Note: The schedule may be affected by field conditions, any changes to planned activities, graded assignments or assessments will be communicated as soon as possible and provide students additional time for completion.

FOR6934: Lidar Remote Sensing For Forestry Applications: 2024 Spring Class Schedule

(Sequence and topics subject to change)

Week		Topics	Assignment/Due Date/Value	Location
1	Jan 9	Orientation		
2	Jan 16	Lab 1 - Lidar demo (TLS) & Lab Assign. 1		SilvaLab – SFFGS Room #374
3	Jan 23	Lab 2 - Lidar demo (MLS) & Lab Assign. 2	Lab 1 Assign. - 20 pts	SilvaLab – SFFGS Room #374
4	Jan 30	Lab 3 - Lidar tools - Introduction to R, FUSION/LDV, CloudCompare and FugroViewer & Lab Assign. 3	Lab 2 Assign. –20 pts	Computer Lab
5	Feb 6	Lab 4 - Digital terrain, surface and canopy modeling models & Lab Assign. 4	Lab 3 Assign. - 20 pts	Computer Lab
6	Feb 13	Lab 5 - Final project selection & Lab Assign. 5	Lab 4 Assign. - 20 pts	Computer Lab
7	Feb 20	Lab 6 - Lidar-derived plot and grid canopy metrics & Lab Assign. 6	Lab 5 Assign. - 20 pts	Computer Lab
8	Feb 27	Lab 7 - Modeling Forest Attributes from lidar data & Lab Assign. 7	Lab 6 Assign. - 20 pts	Computer Lab
9	Mar 5	Lab 8 - Individual tree detection (ITD) and Treetop App & Lab Assign. 8	Lab 7 Assign. - 20 pts	Computer Lab
10	Mar 12	SPRING BREAK		
11	Mar 19	Lab 9 - Forest canopy gap detection & Lab Assign. 9	Lab 8 Assign. - 20 pts	Computer Lab
12	Mar 26	Lab 10 - TLS-leaf and wood classification and quantitative structure models (QSMs) & Lab Assign. 10	Lab 9 Assign. – 20 pts	Computer Lab
13	April 2	Final Project	Lab 10 Assign. Final Project – preliminary report - 20 pts	Computer Lab
14	Apr 9	Final Project		Computer Lab
15	Apr 16	Final Project		Computer Lab
15	Apr 23	Final Project (Presentation)	Final Project report and presentation 350 pts	Computer Lab
All assignments & topics are subject to change				