Cover Sheet: Request 14840

Change prerequisites for ENY4573 Beekeeping I

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Cameron Jack cjack@ufl.edu
Created	3/30/2020 4:03:41 PM
Updated	5/7/2020 2:09:36 PM
Description of request	I would like to remove the current prerequisites BSC2005 and the requirement of junior standing. I believe more appropriate would be the prerequisite of BSC2005 or BSC2010, as many CALS students take BSC2010. I would also like to drop the junior standing requirement as an introductory level biology course is all that is necessary for academic success in this newly revised course.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Entomology and Nematology 514914000	Heather Mcauslane		4/2/2020
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Approved by CALS CC 4/10/20.	4/10/2020
CALS CC Checklist_Beekeeping I Prerequiste Change.pdf					4/2/2020
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/10/2020
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					
No document changes					
College Notified					
No document changes					

Course|Modify for request 14840

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Submitter: Casey Griffith cgriffith@aa.ufl.edu
Created: 5/8/2020 8:55:32 AM
Form version: 7

Responses

Current Prefix ENY
Course Level 4
Number 573
Lab Code None
Course Title Beekeeping I
Effective Term Earliest Available
Effective Year Earliest Available
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? Yes
Current Prerequisites BSC2005 & junior standing
Proposed Prerequisites BSC 2005 or BSC 2010
Remove junior standing requirement
Change Co-requisites? No

Rationale Most CALS majors take BSC2010, not BSC2005. Thus, BSC2005 or equivalent should allow for CALS students who have taken BSC2010 to register. A junior standing would have allowed students with limited biology to take the previous Beekeeping course. However, an introductory level biology course is all that is necessary for academic success in the newly revised course. Thus, the junior standing requirement should be removed.

CALS Curriculum Committee
Submission Checklist

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

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

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

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

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

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

The Course Description is the catalog copy and cannot exceed 50 words. The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

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

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

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

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

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

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

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

The most recent version of the CALS Syllabus Statements boilerplate 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.

ENY 4573
Beekeeping I
Summer 2020
3 credits
This course is co-taught with ENY 6934 Apiculture I.

Lead-Instructor: Cameron Jack, MSc
Office Room #: ENY (Bldg 964), room 114
Office Address: Steinmetz Hall, Natural Area Drive, P.O. Box 110620, Gainesville, FL 32611
Office Phone #: 352-294-6926 (*Please email to set up a phone appointment.*)
E-mail: cjack@ufl.edu

Instructor: Jamie Ellis, PhD
Office Room #: ENY (Bldg 964), room 116
Office Address: Steinmetz Hall, Natural Area Drive, P.O. Box 110620, Gainesville, FL 32611
Office Phone #: 352-273-3924 (*Please email to set up a phone appointment.*)
E-mail: jdellis@ufl.edu
Website: www.ufhoneybee.com

TA: TBA
Office Room #:
Office Address:
E-mail:

Special Note on Contact via Email: Due to UF privacy laws, you must use your GatorLink account or the Canvas mail system when emailing the Instructor or TA. Emails sent from other accounts (gmail, hotmail, etc.) will not be answered by the Instructor or TA.

Office Hours: Tuesday and Thursdays 1:00 – 3:00 pm in ENY (Bldg 964), room 114 or via Zoom. Please schedule by appointment.

Course Description: The biology of honey bees and the craft of apiculture will be examined by exploring the life cycle of honey bees, biogeography and evolution of beekeeping. Equipment, techniques, management practices, pollination ecology, economic practices and current issues within beekeeping will be discussed.

Course Learning Objectives:
1. Identify the different members of a honey bee colony and discuss their different roles within the honey bee nest.
2. Summarize the innovations through history that have shaped our modern beekeeping practices.
3. Recognize the essential pieces of equipment in beekeeping and explain their uses.
4. Discuss the basic management practices used throughout the year and relate how these practices achieve the goals of the beekeeper.
5. Compare honey bees to other pollinators and summarize their economic importance.

1

6. Identify the valuable and dangerous honey plants of Florida.
7. Discuss the impacts of common stressors to honey bee colonies and describe how to manage them.

Required Readings:
1. Textbook: Caron, D.W. 2013 (revised from 1999). Honey Bee Biology and Beekeeping. Wicwas Press. Cheshire, CT, 368 pp.
2. American Bee Journal articles written by Dr. Jamie Ellis which are appropriate for the content of this course.

Lectures: This is a fully online, Canvas-based course. The website for the syllabus, all lectures, reading materials, announcements, tests, etc. will be posted on eLearning: http://lss.at.ufl.edu. All lectures for this course are narrated presentations and will include videos and supplemental readings. We will provide text from all the narrated presentations, but you should pay close attention, as knowing and understanding the spoken information is critical for success in this course. All lectures and tests will be delivered online in Canvas.

Please note that all video clips and photographs are copyrighted and are NOT to be used outside of this class and may be used only this semester. Please do not copy or distribute these photographs or video clips. All class notes are provided for educational use only.

Course Notifications and Communication: All course communications (assignments, announcements, test information, etc.) will be made via the Announcements in Canvas. Please ensure that your Canvas profile is set to receive notifications (i.e. please check the appropriate box to receive all notifications). To do this, click on your name in the upper right corner of the Canvas homepage after logging into Canvas. Next, click "notifications" on the left. This will take you to the Notification Preferences page. Then, click the check symbol for at least the following notifications: Due Date, Course Content, Announcement, and Grading.

Course Schedule: This course is offered via Canvas as a distance education course. To stay on track, students must adhere to the course schedule.

Module	Video Content	Required Readings	Module Assessments	Critical Thinking Exercises	Beekeeping Experience Report
Getting Started	Syllabus, course orientation, tips for success	Course syllabus; Tips for success	Syllabus quiz May 15th		
Bees and Beekeeping	Why keep honey bees?	Textbook: p. 9-15; 22-25. ABJ: Members of a colony; Honey bee stings.	Bees and Beekeeping quiz May 22nd		
	Educational resources for beekeepers				
	Naming the bee				
	What to do about honey bee stings?				
	Differentiating bees and wasps				
	Common bee groups				
Honey Bee Biology	Adult members of a honey bee colony	Textbook: p. 49-57; 61-73. ABJ: Honey bee biology; Worker tasks; Swarms.	Honey Bee Biology quiz May 29th	Critical Thinking Exercise 1 May 29th	Beekeeping Experience RSVP and Sting Quiz May 29th
	Immature members of honey bee colony				
	Components of a honey bee nest				
	Life Cycle of a honey bee colony				
	Tasks of honey bee workers				
	Honey bee dance language				
	Honey bee thermoregulation				
Evolution of beekeeping	Ancient honey bee/human interactions	Textbook: p. 13-19. ABJ: Langstroth Hive; Time commitment of beekeeping.	Evolution of Beekeeping quiz June 5th		Beekeeping Field Day Activity June 6th
	The evolution of beekeeping				
	The golden age of beekeeping				
	Beekeeping today				
	Making money with beekeeping				
Beekeeping equipment	The parts of a Langstroth hive	Textbook: p. 159-165. ABJ: Hive tool and smoker; Protective equipment.	Equipment quiz June 12th	Critical Thinking Exercise 2 June 19th	
	Frames and foundation				
	Three essential beekeeping tools				
	Other beekeeping equipment				
	Alternative hive types and sizes				
	Assembling hive equipment				
Getting Started with Beekeeping	Hive choice and configuration	Textbook: p. 177-195. ABJ: Choosing an apiary site; Beekeeping goals.	Getting Started in Beekeeping quiz June 19th		
	Starting a new honey bee colony				
	Monetary and time requirements of beekeeping				
	Rules and regulations for keeping honey bees				
	Your bees and other people				
	Qualities of a good apiary location				

Beekeeping Basics	Characteristics of a healthy colony	Textbook: p. 115-126; 232-235. ABJ: Inspecting new colonies; Installing packages and nucs.			
	How to light a smoker				
	Proper colony inspection techniques				
	Installing packages and nucs				
	Marking and clipping queens				
	Requeening				
	Basic swarm management techniques				
	Making splits		Beekeeping Basics quiz July 3rd	Critical Thinking Exercise 3 July 3rd	
	Feeding bees				
	Moving bees				
Pollination	Flower anatomy, pollen, and nectar	Textbook: 289-305. ABJ: Making money with bees.			
	Pollination Ecology		Pollination quiz July 10th		Beekeeping Report Due July 10th
	Who are the pollinators?				
	Bees as super pollinators				
	Pollination with honey bees				
Production and Selling of Honey	How bees make honey	Textbook: 237-252. ABJ: Honey extraction and bottling equipment.			
	Optimum Foraging Theory				
	Managing for honey production				
	Monofloral honey				
	Wildflower honey				Peer Reviews of Beekeeping Report July 17th
	Bad/good honey plants				
	Harvesting honey				
	Honey house rules				
	Honey processing/handling equipment				
	Extracting honey		Honey Production and Selling quiz July 24th	Critical Thinking Exercise 4 July 24th	
	Bottling honey				
	Other honey products				
	Labeling and selling honey				
Colony Stressors and Yearly Management	Major arthropod pests of honey bee colonies	Textbook: 205-221; 223-230. ABJ: Biotic stressors; Other stressors.			
	Minor arthropod & other pests of honey bee colonies				
	Pathogen stressors of honey bee colonies		Colony Stressors and Yearly Management quiz July 31st		
	Other stressors of honey bee colonies				
	Principle stressors of honey bee colonies				
	Spring and summer management			Critical Thinking Exercise 5 July 31st	
	Fall and winter management				

Evaluation: The course grade is based on total points earned out of 500 possible points.

Module assessments	25 points each × 10 assessments	250 points
Section critical thinking exercises	35 points each × 5 exercises	175 points
Submission of your peer evaluations of two of your peers' beekeeping reports	25 points	25 points
Beekeeping Report (based on the scores assigned by peer evaluations of your beekeeping report	50 points	50 points
	Total Course Points	500 points

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

FINAL GRADING		
% grade	Letter grade	Points needed to achieve letter grade
100-93	A	≥ 465
90-92	A-	450 – 464
87-89	B+	435 – 449
83-86	B	415 – 434
80-82	B-	400 – 414
77-79	C+	385 – 399
73-76	C	365 – 384
70-72	C-	350 – 364
67-69	D+	335 – 349
63-66	D	315 – 334
60-62	D-	300 – 314
0-59	E	0 – 299

Assignments:

(1) Module Assessments: There is a 25-point assessment associated with each of the ten modules in this course. These assessments are *open note* (i.e. you *are* allowed to use class lectures, books, websites, etc. while taking the assessments). The assessments will be composed of true/false and multiple choice questions. **The assessments 1) open the Saturday morning after the previous module ends, 2) are timed (60 minutes each), and 3) are due at 11:59 pm on the date listed in the course schedule.** These are individual assessments so please do your own work and do not work in groups or share your answers. There is a large bank of test questions for each assessment and the assessment questions are selected randomly for each student. You will receive a 5-point deduction for each day a module assessment is late.

The first module assessment is a graded syllabus quiz on the "Getting Started" module. You need to read the syllabus and answer quiz questions related to it by **11:59 pm ET on the date listed in the course schedule**. You must complete the syllabus quiz before you are able to advance to the

5

next module. This quiz will show you how your online assessments will be formatted as well as allow you to demonstrate that you understand how this course works and important due dates.

(2) Critical Thinking Exercises: The 10 modules are arranged into five sections. There is a critical thinking exercise associated with each section. The exercises are designed to encourage you to think critically about the content presented in the module lectures. The critical thinking exercises are worth 35 points each. These are individual exercises so please do your own work and do not work in groups or share your answers. All of the critical thinking exercises are open note and untimed. You can close and reopen the exercise as many times as you would like until the due date (see course schedule), but you will not be able to make any changes once you have officially submitted your final exercise. **The exercises will be available only during the section open period (see course schedule), are due at 11:59 pm on the date listed in the course schedule.** You will receive a 5 deduction for each day a module assessment is late.

(3) Beekeeping Report: Historically, the beekeeping report was always preceded by some hands-on activity with honey bees. Usually this beekeeping experience was achieved by attending the Beekeeping Field Day (a half-day event at the UF Honey Bee Lab), shadowing a beekeeper or attending at least three UF Honey Bee Club meetings. Unfortunately, due to the current situation with the COVID-19 pandemic, none of these options are safe to do while still practicing social distancing. Thus, this semester the beekeeping experience will need to be obtained virtually. I will provide a series of beekeeping videos that I will ask you to watch, but you will also need to seek out two additional beekeeping videos on your own.

These two videos of your own selection will be quite important. There is a lot of misinformation available on the internet and I want you to be able to tell the difference between good and bad information. I want the first video you choose to be what you deem a "bad example". This video should present a particular beekeeping practice or honey bee biology concept that is incorrect. The second video should be your "good example" and will teach a beekeeping skill or concept correctly. You will need to be able to describe the difference.

One of the most useful skills in any profession is writing. As such, you are expected to produce a written report based on the videos you've watched. Your report should be well-written and thoughtfully consider the messages in the videos. From the videos that I provide, describe what you've learned, what you found interesting, ask questions that may have arisen, and think about how this information might relate to you if you are now or will ever keep bees in the future. From the "bad example" video that you chose, identify the critical flaw, misinformation and/or misrepresentation of the "bad example" and tell us what the correct message should have been. From the "good example" video, describe what you learned and why the message, skill or teaching is important for beekeepers.

Your report must include:

- Name
- Title
- Photos or figures (it's OK to take something from online, just make sure you cite it properly. Choose a citation style, just be consistent.)

- Introductory and concluding paragraphs
- Links to your two videos
- Subheadings to differentiate between videos
- Page numbers
- 12-point, professional font
- Double spaced
- 4-5 pages long (including pictures and/or figures)

A grading rubric will be provided to facilitate development and peer review of the beekeeping report. **Five points will be deducted from reports every day past the due date (see the course schedule) that the report is submitted.** Please do not wait until the last minute to produce your report.

The beekeeping report grade (up to 75 pts) is composed of two components.

1) 25 points for submitting your peer evaluations of two other students' reports (10 points per report) – After submission of all students' beekeeping reports, you will be randomly assigned two other students' beekeeping reports to peer evaluate using the rubric at the end of this syllabus. You will be awarded 0, 10, and 25 points for submitting zero, one or two peer reviews respectively. Your evaluations of two of your peer's reports are due by the date listed in the course schedule.

2) 50 points from the Instructor or TA's reviews of your beekeeping report – The two peer reviews offered by the two students in the class based on the beekeeping report rubric will help serve as a reviewing guide. The Instructor or TA will also read your report and assign the final grades based on the rubric provided on the beekeeping report page.

The report must include a title, student name and email address, page numbers, photographs and/or figures, and introductory, supporting (or body), and conclusion paragraphs. The text of the report must be 4-5 double spaced pages long. It should be formatted in 12-point, Times New Roman Font.

Five points will be deducted from reports every day past the due date (see the course schedule) that the report is submitted. Please do not wait until the last minute to produce your report.

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

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

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

Services for Students with Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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.

Campus Resources:

Health and Wellness

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

Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

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

University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

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

Academic Resources

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

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services [career.ufl.edu/](#).

Library Support: [cms.uflib.ufl.edu/ask](#) various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. [teachingcenter.ufl.edu/](#)

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio/](#)

Student Complaints On-Campus: [sccr.dso.ufl.edu/policies/student-honor- codestudent-conduct-code/](#)

On-Line Students Complaints: [distance.ufl.edu/student-complaint-process/](#)