

PART I: TO BE COMPLETED BY THE INSTITUTION

Institution Name: University of Florida	Institutional Code: 001535	Instructional Unit or Department Name, Department Code and SAMAS Number:	
Recommended SCNS Course Identification: Discipline (SMA) _____ Prefix _____ Level _____ Course Number _____ Lab Code _____			
Institution's Course Title:			
Effective Term (first date course will be offered): _____			
Amount of Credit:	Type of Credit: <input checked="" type="checkbox"/> College	If Repeatable Credit or Variable Credit: _____ total repeatable credit allowed _____ minimum / _____ maximum credit within a semester	
Total Clock Hours: N/A		Contact Hour Base _____ or head count _____	
Course Description (A course syllabus must be attached.):		Mark all that apply: Rotating Topic <input type="checkbox"/> yes <input type="checkbox"/> no S/U Only <input type="checkbox"/> yes <input type="checkbox"/> no Repeatable for Credit <input type="checkbox"/> yes <input type="checkbox"/> no	
Prerequisites: (This form does not update ISIS or registration prerequisite checking.)			
Corequisites:			
All faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a masters degree.		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Degree Type (Mark all that apply.): <input type="checkbox"/> Associate of Arts <input type="checkbox"/> Graduate Students <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Other (specify): _____		Gordon Rule Course? <i>Requires action by the General Education Council</i> <input type="checkbox"/> Yes _____ <input checked="" type="checkbox"/> No Number of Words _____	
General Education Requirement (check all applicable): <i>Requires action by the General Education Council</i>		<input checked="" type="checkbox"/> Communications <input type="checkbox"/> Math <input type="checkbox"/> Social Sciences <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Natural Science	
Category of Instruction: <input type="checkbox"/> Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced			
Department Contact, Telephone Number and PO Box: _____ (Date) _____		Signature, Department Chair: _____ (Date) _____	
College Contact, Telephone Number and PO Box: _____ (Date) _____		Signature, College Dean: _____ (Date) _____	
Signature, Graduate Dean (if applicable): _____ (Date) _____		Signature, Registrar (Institutional Contact): _____ (Date) _____	

PART II: TO BE COMPLETED BY THE FACULTY DISCIPLINE COMMITTEE REPRESENTATIVE

Approved Course Classification (Prefix, Number, Lab Code): _____

If not the same as recommended by institution, please explain:

SCNS Course Title (if new): _____

Decade Title (if new): _____

Century Title (if new): _____

Signature, Faculty Discipline Committee Representative: _____ Date: _____

PART III: SCNS STAFF USE ONLY

Signature, SCNS Staff _____	Date Entered _____	Correspondence Number _____
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NEW COURSE TRANSMITTAL FORM ♦ INSTRUCTIONS FOR COMPLETION OF PART I

The New Course Transmittal form is used for transmitting new course information to the Statewide Course Numbering System (SCNS):

1. Institutional **RECOMMENDATIONS** regarding prefixes and course numbers for new courses.
2. Additional course information to be recorded in the SCNS inventory.
3. Supporting documentation for use by the faculty discipline coordinator in reviewing and assigning a prefix and course number.

All information requested on this form is necessary for the efficient and timely maintenance of the SCNS inventory. Thus, all items on Part I must be completed and the course syllabus attached before it is forwarded to the Florida Department of Education (DOE).

The following instructions and definitions are provided to clarify items to be completed on the New Course Transmittal form.

Department Name/SAMAS #/Department Code: Academic unit, SAMAS # and dept. code responsible for teaching the course. Use complete name, not abbreviations or acronyms.

Recommended SCNS Course Identification: (Subject to approval by the appropriate Faculty Discipline Coordinator based on SCNS taxonomy and course classification system.)

Discipline (SMA): A three-digit code representing a broad Subject Matter Area. This code can be obtained from the SCNS handbook.

Prefix: A three-letter code indicating placement of a course within the discipline.

Level: A one-digit code preceding the course number that indicates the level (e.g., freshman, sophomore, etc.) at which the course is to be taught. This number is to be recommended by the institution according to state and institutional policy.

Course Number: A three-digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Lab Code: This code is left blank if the course is a lecture course (has no laboratory component). The letter "C" may be used to indicate a combination of lecture and laboratory. An "L" indicates a laboratory course for which there may or may not be an associated lecture course.

Institution's Course Title: The title of the course as it is to appear in the catalog.

Effective Date: Provide month and year of term in which the course will be first offered.

Number of Credits: The type and amount of credit are regulated by Rule 6A-10.033, FAC.

Contact Hours: "Base" contact hours are determined by dividing the total number of classroom meeting hours per semester by the number of weeks in the semester. For example,

$$\frac{8 \text{ (hours class meets per week)} \times 4 \text{ (number of weeks class meets)}}{16 \text{ (number of weeks in semester)}} = \frac{32}{16} = 2 \text{ Base Contact Hours}$$

"Headcount" contact hours are determined by dividing the average number of hours the instructor meets with one student during the semester by 3 times the number of weeks in the semester. For example,

$$\frac{1 \text{ (average number hours per student)} \times 16 \text{ (number weeks in semester)}}{3 \times 16 \text{ (number of weeks in semester)}} = \frac{16}{48} = .33 \text{ Headcount Contact Hours}$$

Course Description: Provide a brief narrative description of the course content. Attach a course syllabus and outline of major topics, readings and grading criteria.

Mark All That Apply: Mark 'yes' or 'no' if a course is to be Rotating Topic, S/U Grading Only or is Repeatable for Credit.

Prerequisites: Indicate prefix and number or content of courses and other requirements that must be satisfied prior to enrollment in this course.

Corequisites: Indicate prefix and number or content of courses and other requirements that must be taken concurrently with this course.

Faculty Credentials: Indicate yes or no if the faculty teaching this course have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree.

Degree Type: Check all appropriate categories. For category of "Other," describe the intended registrants, e.g., law enforcement officers, registered nurses, retail merchants, etc.

Gordon Rule: Does this course satisfy the Gordon Rule requirements (Rule 6A-10.030, FAC)? *Requires action by the General Education Council.*

General Education Requirement: If this course is part of the 36 hour general education requirement, mark all applicable subject matter area(s): communications, mathematics, social sciences, humanities and/or natural sciences. *Requires action by the General Education Council.*

Category of Instruction: Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Department Contact and Telephone Number: Name, phone and PO Box number where notification of approval will be sent.

College Contact and Telephone Number: Name, phone and PO Box number where notification of approval will be sent.

Signatures:

Department Chair: Signature and date indicate department approval of the request.

College Dean: Signature of college dean and date indicate approval of the college-level curriculum committee or, if no such committee exists, approval of college.

Graduate Dean: All graduate level courses must be approved by the Graduate Curriculum Committee; signature and date indicate the course has the committee's review and approval.

Institutional Contact: All forms must be signed and dated by the institution's designated SCNS contact person. For undergraduate and professional courses, this signature also indicates approval of the University Curriculum Committee.

Do Not Complete Parts II and III.

Should you have questions concerning the completion of this form, please call Traci Holmes at 392-1361, ext. 7241. Call Helen Martin at 392-1282 for questions concerning graduate courses.

Ecology of Waterborne Pathogens (SOS 5xxx).

Instructor: Max Teplitski
Assistant Professor
Soil and Water Science Department
2159 McCarty Hall A
University of Florida – IFAS
Gainesville, FL 32611

Phone: 392-1951 ext 254
maxtep@ufl.edu

Office hours: TBA

Prerequisites: MCB3020 (Basic Biology of Microorganisms), or MCB4203 (Bacterial and Viral Pathogens) or equivalent.

Course Description: Survival strategies, gene regulation and metabolism of waterborne pathogens outside of their mammalian hosts will be discussed in detail. Risk assessment of drinking water: methods of the indicator organism identification and microbial source tracking will be addressed. Cultural and environmental factors contributing to the emergence (and re-emergence) of new pathogens. Control and management of waterborne pathogens.

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

- define processes associated with the survival of waterborne pathogens outside of their mammalian hosts.
- critically evaluate methods of pathogen identification and control.
- analyze cultural practices and environmental factors in the ecology of waterborne pathogens.
- use genome data for developing identification and monitoring methods

Course Format: Three lectures per week.

Frequency Taught: Spring semester, every year. Taught concurrently with SOS4xxx.

Class attendance: Required

Evaluation and Grading:

Group Project: 30%

Midterm: 40%

Paper + Presentation: 30%

Group Project: Each group (3-4 students) will identify a problem related to the microbiological quality of water (e.g. “Multidrug-resistant coliforms are detected in the river on July 28, 2005”). The group will then formulate a hypothesis, which addresses the cause of the problem (e.g. “A break in the sewage pipe at a local hospital released multi-drug resistant bacteria into the river”). At least five experiments will be proposed to test the hypothesis. These proposed experiments

should be based on the techniques and information presented during the lectures. Advantages and limitations of each approach will be discussed. At the end of the semester, each group delivers a 15-minute presentation and a 3-5 page report.

The evaluation will be based on the following criteria:

- a) does the hypothesis address reasonable causes of the problem?
- b) are proposed experiments appropriate to test the hypothesis?
- c) does the proposal rely on a single experimental approach? (i.e. five experiments to enumerate coliforms on five different indicator media is an example of a single experimental approach). Relying on a single experimental approach is discouraged.
- d) does the report carefully discuss advantages and limitations of each experimental technique?
- e) how did each group member contribute to the project (each student will submit a brief self-evaluation, and describe in 1-2 sentences how other members of the group contributed to the project).

The **Midterm** will contain multiple-choice questions. Some questions may require short answers/essays (3-5 sentences).

Final Paper + Presentation: Each student will develop and describe (3-5 pages) a suite of new techniques (culture-based, immunological and nucleic acid-based) to detect a rare waterborne pathogen. These techniques will be based on similar techniques developed for common waterborne pathogens. If kits/techniques for detection of this pathogen already exist, the paper should clearly describe differences between the existing and the new method. The paper will describe composition of the media to be used for isolation/identification of the pathogen and the rationale for using medium components. Antigens for the immunological techniques should be identified. The use of genes/primers/probes for the nucleic acid-based techniques will be justified. Advantages and potential limitations of each technique will be discussed. The paper will also propose a risk assessment framework for monitoring this pathogen. A 15-20 minute class presentation of the paper is required. This is in place of the final exam, and the assignment must be completed prior to the last week of the regularly-scheduled classes.

Genome analysis software will be available to the students. Tutorials will be conducted during regular office hours throughout the semester.

No makeup exams or assignments allowed without instructor's permission. Late assignments will not be accepted for full credit (10% of the grade will be deducted per each late day).

The final grade is a reflection of the individual student's mastery and comprehension of the subject material presented during the semester. The grading will not be based on a bell curve.

Grading will be: 90 to 100 A, 86 to 89 B+, 80 to 85 B, 76 to 79 C+, 70 to 75 C, 66 to 69 D+, 60 to 65 D, <60 E.

Course Outline:

Week 1. Microorganisms in the Aquatic Environments: historical outbreaks and discovery (Ch1 of IWP, Ch.2 of EM).

Weeks 2, 3, 4. Pathogen detection in water samples (Ch.5 of IWP).

- a. Sample collection and processing (Ch.8 of EM)
- b. Cultural techniques (Ch.10 of EM)
- c. Physiological methods (Ch. 11 of EM)
- d. Immunological methods (Ch. 12 of EM)
- e. Nucleic acid-based methods (Ch. 13 of EM)

Week 5, 6. Waterborne pathogens (Ch. 19 of EM, Ch. 3 of IWP, Appendix A of IWP + Supplemental Reading, see below).

- a. Role of agricultural practices in the spread of antibiotic-resistant strains
- b. Genetic recombination as a source of “new” strains
- c. Opportunistic pathogens
- d. Effect of climate change on soil and waterborne pathogens

Week 7. Indicator organisms. Attributes and applications of the indicator organisms (Ch. 20 of EM, Ch. 4 of IWP).

Week 8, 9, 10. Survival of waterborne pathogens outside of their mammalian hosts (based on Supplemental Reading, see below).

- a. Microbial biofilms. Formation, signaling and survival.
- b. Lifestyle cycles of *Legionella*
- c. Epiphytic survival of enteric pathogens
- d. Viable non culturable state.
- e. Oocyst formation by *Giardia* and *Cryptosporidium*.

Week 11. Disinfection mechanisms (Ch. 23 of EM).

Week 12. Risk assessment (Ch. 24 of EM, Ch. 6 of IWP)

Weeks 13, 14. Project presentations

Required Texts:

1. Environmental Microbiology. By Maier et al. Academic Press. 2000.



2. Indicators for Waterborne Pathogens. The National Academy Press. 2004.

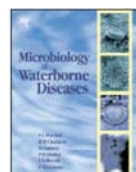
Purchase (or read) on-line **Chapters 1, 3, 4, 5, 6 Appendix A (required)**, other chapters optional.

<http://www.nap.edu/books/0309091225/html>



Suggested Additional Text:

3. Microbiology of Waterborne Diseases. By Percival et al. Elsevier Pub. 2004. ISBN 01255157007.



4. Required Supplemental Review articles:

- 1) Rabsch et al., 2001. Non-typhoidal salmonellosis: emerging problems
- 2) Cloeckert et al., 2001. Molecular characterization, spread and evolution of multidrug resistant *Salmonella* DT104
- 3) O'Toole et al., 2000. Biofilm formation as microbial development.
- 4) Greenberg et al., 2003. Bacterial communication and group behavior.
- 5) Parsek et al., 2003. Bacterial biofilms: an emerging link to disease pathogens
- 6) Hall-Stoodley et al., 2004. Bacterial biofilms: from the natural environment to infectious disease.
- 7) Molofsky et al., 2004. Differentiate to thrive: lessons from the *Legionella pneumophila* life cycle.
- 8) Molmeret et al., 2005. Amoeba as training grounds for intracellular pathogens.
- 9) Winfield et al., 2003. Role of non-host environments in the lifestyles of *Salmonella*.

Academic Honesty:

In Fall 1995, the University of Florida student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by the students.

Preamble: In adopting this honor code, the students of the university of Florida recognize that academic honesty and integrity are fundamental values of the university community. Student who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action...

The Honor Code: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

On all work submitted for credit by students at the University 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.*

Accommodations for Students with Disabilities:

Students requiring classroom or laboratory accommodations must first register with the Dean of Students Office. They will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

UF Counseling Services:

Resources are available on-campus for students having personal problems or lacking clear career and academic goals. These resources include 1.) University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling; 2.) SHCC Mental Health, Student Health Care Center, 392-1171, personal counseling; 3.) Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161,

sexual assault counseling; and 4.) Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

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.