

Cover Sheet: Request 15637

BCH 2XXX – Science for Life

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Teresa White teresawhite@ufl.edu
Created	12/18/2020 1:56:34 PM
Updated	12/18/2020 5:03:03 PM
Description of request	This course has been offered for years under the rotating course number BCH4905. As such, the catalog description does not accurately describe the course. Since we are requesting a new course number for the course, we are also requesting to change the course from a 4000-level to a 2000-level course since the course is primarily for "introductory undergraduate" students at the freshmen or sophomore level who are research oriented. External consults who support the request are attached from CALS, CLAS, College of Health and Human Performance, and the College of Nursing.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	MED - Biochemistry and Molecular Biology 29030000	James Flanagan		12/18/2020
External-ConsultVJMallard.pdf					12/18/2020
RE_ External Consult.pdf					12/18/2020
College	Approved	MED - College of Medicine	Joseph Fantone		12/18/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/18/2020
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|New for request 15637

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Description of request: This course has been offered for years under the rotating course number BCH4905. As such, the catalog description does not accurately describe the course. Since we are requesting a new course number for the course, we are also requesting to change the course from a 4000-level to a 2000-level course since the course is primarily for “introductory undergraduate” students at the freshmen or sophomore level who are research oriented. External consults who support the request are attached from CALS, CLAS, College of Health and Human Performance, and the College of Nursing.

Submitter: Teresa White teresawhite@ufl.edu

Created: 2/8/2021 4:01:39 PM

Form version: 5

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
BCH

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
2

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. 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.

Response:
Introductory

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Science for Life

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Science for Life

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2021

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
1

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
1

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
This weekly research course introduces students to the many research opportunities available in the bench, field, clinical, and computer labs across all STEM and Health disciplines on campus. Each week, three faculty members discuss their research focus, how and why they study the systems they do, and the broader impacts of their work. These brief presentations are designed to offer students a deeper awareness of UF's interdisciplinary research and how undergraduates can be involved.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course. Courses level 3000 and above must have a prerequisite. Please verify that any prerequisite courses listed are active courses.

Response:
College-level science or engineering courses are recommended.

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).

- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
None

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
This course introduces students to cutting-edge research at UF and provides them with skills, confidence, opportunities, and resources to connect with professors and to make informed decisions about engaging in undergraduate research. Although targeted to students majoring in science, technology, engineering and mathematics (STEM) fields, non-STEM majors with a strong background in high school science and a passion for research will also benefit from the multi-disciplinary research and guidance offered by the presenters in this course. All students will have the opportunity to enhance their scientific literacy, active listening, and critical thinking skills.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

1. Read abstracts and list four (4) key words or phrases to describe the speaker's research prior to class.
2. Attend class and create two (2) questions to demonstrate foundational knowledge and reflection of a research topic.
3. Interview a researcher and produce a short report about the professor and their research.
4. Identify self-interests, and analyze course components that facilitate engagement in undergraduate research.

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks.

Response:
There are no textbooks or assigned reading for this course; however, students are expected to research topics online to gain familiarity with the general research and vocabulary for each speaker.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week One: 1) Biochemistry/Molecular Biology, College of Medicine; 2) Evolutionary Genetics, FL Museum/Natural History

Week Two: Center for Undergraduate Research, Undergraduate Research Students

Week Three: 1) Health Outcomes/Biomedical Informatics, College of Medicine; 2) School of Forest Resources and Conservation; 3) Physiology/Functional Genomics, College of Medicine

Week Four: 1) Molecular Genetics, College of Liberal Arts/Science; 2) Chemistry, College of Liberal Arts and Sciences; 3) Virtual Experiences Research Group (VERG), Computer & Information Science & Engineering

Week Five: 1) Health Education and Behavior, College of Health and Human Performance; 2) Anthropology, College of Liberal Arts and Sciences; 3) Pharmacology & Therapeutics, College of Medicine

Week Six: 1) Agricultural/Biological Engineering, Institute/Food and Agricultural Sciences (IFAS); 2) Pharmacology/Therapeutics, College of Medicine; 3) Oral Biology, College of Dentistry

Week Seven: 1) Applied Physiology/Kinesiology, College of Health and Human Performance; 2) Medical Oncology, College of Veterinary Medicine; 3) Agricultural/Biological Engineering, Institute/Food and Agricultural Sciences (IFAS)

Week Eight: 1) Biochemistry/Molecular Biology, College of Medicine; 2) Surgical Oncology, College of Veterinary Medicine; 3) Chemistry, College of Liberal Arts and Sciences

Week Nine: 1) Students from the International Genetically Engineered Machine (iGEM) competition; Topic: Creating mutations in bacteria using SCRIBE+Cas9; 2) Mechanical and Aerospace Engineering, College of Engineering; 3) Radiation Oncology, Cancer Center, College of Medicine

Week 10: 1) Physics, College of Liberal Arts/Sciences; 2) Biology, College of Liberal Arts/Sciences; 3) Anatomy and Cell Biology, College of Medicine

Week 11: 1) Biochemistry and Molecular Biology, College of Medicine; 2) Anesthesiology, College of Medicine; 3) Forest Resources and Conservation, Associate Dean, Research, UF/Institute for Food and Agricultural Sciences (IFAS)

Week 12: 1) Environmental Engineering, UF Associate Provost for Undergraduate Affairs; 2) Geography, College of Liberal Arts/Sciences; 3) School of Sustainable Infrastructure/Environment, College of Engineering

Week 13: 1) Chemistry, College of Liberal Arts/Sciences; 2) Physiology/Functional Genomics, College of Medicine; 3) Biochemistry and Molecular Biology, College of Medicine

Week 14: 1) Food and Resource Economics, UF/Institute for Food and Agricultural Sciences (IFAS); 2) Physiology/Functional Genomics, College of Medicine

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

The grading for this course will be based on:

1) Class attendance and preparation (40 points)

Since the major goal of this course is to learn about different types of research from the researchers themselves, students are expected to attend class, to be punctual, and to remain in the lecture hall until the class is over (3:00 pm through 3:50 pm). To record attendance, students will be required to submit key words/phrases (described below) on canvas at an announced time during class. You will have only 2 minutes to complete this brief assignment to ensure your attendance and preparation. There are 13 classes; one unexcused absence will be allowed. Other absences will lead to deductions in points (4 points/day) on the class grade. If absent due to serious illness, death in the family, or university-excused absence, it is the student's responsibility to inform Dr. Koroly as soon as possible. To gain some familiarity with the general research area and vocabulary of each speaker, and thus help you to understand the varied research presented, it is critical that you search online for a description of the research of each scheduled speaker prior to class. Choose four (4) key words/phrases that you believe best describe each speaker's specific work. At some time-limited point during class, you will be asked to record your words/phrases for a specified speaker on Canvas (can be found under Quizzes). You may use memory aids, but the words/phrases must be your own (honor code!). You will earn four (4) points/day for submitting four (4) accurate, research-related descriptors at the designated time during each of 12 class days. You may submit outside of the designated time only in the case of an excused absence.

2) Thoughtful questions submitted as assignments through Canvas that show understanding and reflection on the research presented (30 points)

To hone your active listening skills and to encourage you to reflect and think more deeply and critically about the research presented, you will submit one or two well thought questions on Canvas (can be found under Assignments) within 32 hours after class (due Friday night at 11:59 PM). A thoughtful question will earn 2 points; a question that seeks additional information relevant to the presentation will earn 1 point. Note: the more questions you submit, the more likely you are to improve your active listening and critical thinking skills. A "thoughtful" question is one that a. shows understanding of and reflection on the research topic and its potential applications; b. contributes an original perspective; c. uses content from the lecture and your additional research to seek further relevant information. d. relates the research presentation to foundational knowledge and/or skills from your current studies. For example: "What are you going to do next" is not a thoughtful question, but "given the findings [specify] you just described, would your next step be to [specify]?" is the kind of question that is "thoughtful" and would earn the full two points! Please note: your questions will most likely not be answered.... Their purpose is to help you

improve your active listening skills and enhance your ability to build on existing knowledge and critically think about and integrate new material. Please note: Since the time for each speaker is limited to 15 minutes, there is little or no time for questions during class (the lecture hall is noisy and not conducive to questions during class). However, most speakers will stay for a few minutes at the end of class to speak with you informally...just join them at the front of the lecture hall. Some are also willing to answer your emails, as their time and other obligations permit.

3) Faculty researcher interview and report (20 points)

Each student will write a short report (2-3 pages), due on Friday, November 15, at 11:59 PM. This report will be based on a one-on-one interview you conduct, in person, with a UF professor in any research area of interest to you. The researcher you choose to interview can be a presenter during this course OR any faculty member doing exciting science, engineering or health-related research at UF. Since the UF Center for Undergraduate Research lists hundreds of professors who mentor undergraduates in an online data base (see <http://cur.aa.ufl.edu/>) and only ~40 speak in this course, it is anticipated that most students will interview professors other than those presenting in this course. NOTE: To be successful in this assignment, you should start searching for a faculty member to schedule an interview within the first two weeks of class— UF research faculty are very busy, and it often requires patience and perseverance to find a researcher to commit time to this interview, but the experience is well worth the effort for the vast majority of students! Students must arrange to meet the professor of their choice, read at least one of their published journal articles, ask questions about their work in a face-to-face interview, tour their worksite, and report on the interview experience. Content of the Report: Each report must contain a. Biographical information on the professor (where born, where educated, current title); how did the professor become interested in science? b. A description of the research site (location, numbers of undergraduate and graduate students currently in the professor's laboratory, types of equipment, etc.). You are welcome to briefly describe conversations you have with identified members of the research team during your tour. c. Several paragraphs on the question(s) the lab is trying to answer, why this question(s) is important, and what major experimental approaches are used in the research. Please use both your interview and your background reading to respond. d. A paragraph that describes at least one research project that potentially could be available for undergraduates. e. Names and affiliations of major collaborators of the professor from outside of UF. f. Three recent publications from the professor's laboratory, with full citation including authors, title, year, journal (or book), volume, and page numbers. This is the bibliography for the report. Of course, your report will be enhanced if you can demonstrate that you carefully read at least one of these articles. Format of the Report: The report should be no less than 2 full pages nor longer than 3 pages, single-spaced, with one inch margins and 12 point font. The bibliography should follow the text of the report as an additional page. The student's name and UFID should be on the top right corner of the report; and the interviewed researcher, department, college and email contact should be on the top left corner. The report should be saved on the student's computer with a filename that includes the student's last name and initial, e.g., SmithA_Report would be the filename for Adam Smith's report. Reports submitted with non-standard filenames will not be scored. As is the case for applications for awards and grants submitted by any professional, all formatting instructions must be followed precisely or points will be deducted. Instructions for Submitting the Report: Reports must be submitted electronically by uploading a file to Canvas (can be found under Assignments) on or before 11:59 PM on Friday, November 15. No other form of submission will be accepted. Reports submitted past the deadline will have 4 points deducted for each 12 hours past the deadline. Grading of Report: Reports will be graded on the clarity and completeness of each content component, as described above. This assignment is to help you develop/improve the skills, confidence and persistence needed to actively seek and obtain research experiences. It will also help you to identify and use resources, including student research organizations, UF informational websites, journal articles, etc. Perhaps you may even find a research opportunity for yourself!

4) Thoughtful completion of pre- and post- course surveys (10 points)

Surveys and directions for submitting them will be posted on Canvas (can be found under Assignments) near the beginning and at the end of the course. This assignment will ask you to give a short profile of your background, and to offer your expectations of this course (2 points). At the end, you will be asked to reflect on the usefulness of this course as it pertains to your interest in or ability to pursue undergraduate research, and to give feedback to help improve the content/format of the course for future semesters. Since the final survey is worth 8 points, thoughtful answers are expected.

There are 100 total points available, with the grade cutoffs as shown in the table. These grades are “guaranteed”, i.e., 92% or above will always be an “A”.

Grade	Percentage cutoff
A	
	92%
A-	
	90-91%
B+	
	86-89%
B	
	82-85%
B-	
	80-81%
C+	
	76-79%
C	
	72-75%
C-	
	70-71%
D	
	60%
E	
	59% or less

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Dr. Mary Jo Koroly, Course Coordinator

These are the speakers used in the Fall 2020 course; they vary somewhat each semester.

Dr. Pam Soltis

Dr. Anne Donnelly

Dr. Matthew Gurka

Dr. Raelene Crandall

Dr. Abdel Alli

Dr. Brian Harfe

Dr. Matthew Eddy

Dr. Benjamin Lok

Dr. Robert Leeman

Dr. John Krigbaum

Dr. Olga Guryanova

Dr. Melanie Correll

Dr. Daniel Wesson

Dr. Robert Burne

Dr. Chris Janelle

Dr. Sandra Bechtel

Dr. Eric McLamore

Dr. Linda Bloom

Dr. Carlos Souza
Dr. Alberto Perez
Dr. Ryan Houim
Dr. Dietmar Siemann
Dr. Stephen Hagen
Dr. Ana Longo
Dr. Eric Vitriol
Dr. Mingyi Xie
Dr. Patrick Tighe
Dr. John Davis
Dr. Angela Lindner
Dr. Gregory Glass
Dr. Brian Phillips
Dr. Lisa McElwee-White
Dr. Karyn Esser
Dr. Bert Flanagan
Dr. Bachir Kassas
Dr. Edward Phelps
Dr. Mary Jo Koroly

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

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

Response:
Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *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.*

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.

Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- 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/public-results/>. 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/>.

Response:

Yes

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	

From: [Janelle, Christopher M](#)
To: [Brendemuhl, Joel H](#); [Spillane, Joseph F](#); [White, Teresa](#); [Johnson-Mallard, V](#)
Cc: [KOROLY, MARY JO](#); [Green, Kathy Lynn](#)
Subject: RE: External Consult
Date: Monday, November 16, 2020 9:28:38 AM
Attachments: [image001.png](#)

Dear Teresa et al,

Apologies – this one fell off the radar. The College of Health and Human Performance is fully supportive of the change in course number for the Science for Life course. Aside from the conflict identified with the Biochem senior seminar, the vast majority of students in the course are lower division (freshman perhaps a sophomore or two I believe?) who are provided with an introduction and overview of opportunities for research engagement throughout the university. A lower level designation would seem more apropos.

Thank you for reaching out.

Chris

Christopher M. Janelle, Ph.D. | Associate Dean for Academic & Student Affairs

UF College of Health and Human Performance

Professor | [Department of Applied Physiology & Kinesiology](#)

Director | [Performance Psychology Laboratory](#)

200 Florida Gym | PO Box 118200

Gainesville, FL 32611

352.294.1718

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From: [Brendemuhl, Joel H <brendj@ufl.edu>](#)
Sent: Monday, November 16, 2020 9:05 AM
To: [Spillane, Joseph F <spillane@ufl.edu>](#); [White, Teresa <teresawhite@ufl.edu>](#); [Janelle, Christopher M <cjmj@hhp.ufl.edu>](#); [Johnson-Mallard, V <vmjmallard@ufl.edu>](#)
Cc: [KOROLY, MARY JO <korolymj@ufl.edu>](#); [Green, Kathy Lynn <kathygreen@ufl.edu>](#)
Subject: RE: External Consult

Good morning,

The College of Agricultural and Life Sciences is also supportive of this request.

Kind regards,
Joel

Joel H. Brendemuhl, Ph.D.
Professor and Associate Dean
College of Agricultural and Life Sciences | UF/IFAS
2010 McCarty Hall D | POB 110270 | Gainesville, FL 32611-0270
(352)392-1963 | (352)392-8988 FAX
brendj@ufl.edu | <http://cals.ufl.edu>

From: [Spillane, Joseph F <spillane@ufl.edu>](#)
Sent: Monday, November 16, 2020 7:05 AM
To: [White, Teresa <teresawhite@ufl.edu>](#); [Brendemuhl, Joel H <brendj@ufl.edu>](#); [Janelle, Christopher M <cjmj@hhp.ufl.edu>](#); [Johnson-Mallard, V <vmjmallard@ufl.edu>](#)
Cc: [KOROLY, MARY JO <korolymj@ufl.edu>](#); [Green, Kathy Lynn <kathygreen@ufl.edu>](#)
Subject: RE: External Consult

Dear Teresa,

On behalf of the College of Liberal Arts and Sciences, I would like to endorse the request for a permanent course number for the Science for Life course. Our college has long supported this offering, with the only concern being that it was being listed under a generic research course number that did not accurately reflect what was being taught. This request effectively proposes to remedy the one issue CLAS had with the course. We are, therefore, pleased to support the request.

Sincerely,

Joe Spillane

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Joseph F. Spillane
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Associate Dean, College of Liberal Arts and Sciences
Director, Academic Advising Center
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P.O. Box 112015

Gainesville, FL 32611-2015
[Tel:\(352\)392-1521](tel:(352)392-1521)/[Fax:\(352\)392-2905](tel:(352)392-2905)

From: White, Teresa <teresawhite@ufl.edu>
Sent: Tuesday, November 10, 2020 3:08 PM
To: Brendemuhl, Joel H <brendj@ufl.edu>; Spillane, Joseph F <spillane@ufl.edu>; Janelle, Christopher M <cjmi@hhp.ufl.edu>; Johnson-Mallard, V <vmallard@ufl.edu>
Cc: KOROLY, MARY JO <korolymj@ufl.edu>; Green, Kathy Lynn <kathylgreen@ufl.edu>
Subject: RE: External Consult

Good afternoon,

I have attached the syllabus from the Fall 2019 and Fall 2020 semesters for the Science for Life course.

Thank you, and let me know if you need any additional information.

Teresa White, B.S.
Assistant to the Chair and Graduate Coordinator
Department of Biochemistry and Molecular Biology
University of Florida
352-294-8404
teresawhite@ufl.edu
biochem.med.ufl.edu
PO Box 100245
1200 Newell Drive, ARB R3-234
Gainesville, FL 32610



From: Brendemuhl, Joel H
Sent: Tuesday, November 10, 2020 3:02 PM
To: Green, Kathy Lynn <kathylgreen@ufl.edu>; Spillane, Joseph F <spillane@ufl.edu>; Janelle, Christopher M <cjmi@hhp.ufl.edu>; Johnson-Mallard, V <vmallard@ufl.edu>
Cc: KOROLY, MARY JO <korolymj@ufl.edu>; White, Teresa <teresawhite@ufl.edu>
Subject: RE: External Consult

Good afternoon Kathy,

Can you please provide a syllabus for this course?

Thanks,
Joel

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From: Green, Kathy Lynn <kathylgreen@ufl.edu>
Sent: Tuesday, November 10, 2020 2:49 PM
To: Brendemuhl, Joel H <brendj@ufl.edu>; Spillane, Joseph F <spillane@ufl.edu>; Janelle, Christopher M <cjmi@hhp.ufl.edu>; Johnson-Mallard, V <vmallard@ufl.edu>
Cc: KOROLY, MARY JO <korolymj@ufl.edu>; White, Teresa <teresawhite@ufl.edu>
Subject: External Consult

Good afternoon!

I'm working with Dr. Koroly and Teresa White in the College of Medicine Department of Biochemistry & Molecular Biology to set up a new course number for the *Science for Life Research Seminar* course, which is currently listed under a rotating topic BCH4905, and Dr. Lindner and Casey Griffith suggested that we reach out to you for an external consult. As you may be aware, the *Science for Life Research Seminar* is an introductory course regarding research opportunities available across the UF campus, and specifically designed for students majoring in the STEM fields, which is very different from the undergraduate catalog listing for BCH4905 *Biochemistry Senior Research*.

In order to start the approval process for the "new" course, we would like to include external consultations to provide documentation that the *Science for Life Research Seminar* course does not overlap or provide similar competencies with another course in another department. Would you be able to assist us in the external consult (<https://approval.ufl.edu/media/approvalufledu/External-Consult.pdf>), or should we contact someone else in your department?

Please let us know if you need any additional information.

Thank you!
Kathy

Kathy L. Green, MLIS, C-SA (She/Her)
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