

The UCC met on Tuesday, February 16, 2021, via teleconferencing.

Members

James Babanikos, Joel Brendemuhl, Abdol Chini, Stefanie Gazda, Youssef Haddad, Stephanie Hanson, Christopher Janelle, Sujata Krishna, Crystal Marull, Steve Pritz, Alison Reynolds, Matthew Ryan, Richard Scholtz, Jennifer Setlow, Alexander Sevilla, Joseph Spillane, Nicole Stedman, Hans van Oostrom, Katie Vogel Anderson, and Nancy Waldron.

Liaisons

None

Guests

Charles Baer, Gail Childs, Nicole Raymond, Frankie Tai, and Stacy Wallace.

Welcome

1. [Approval of minutes of January 19, 2021 meeting.](#) | Dr. Lindner

Approved.

2. Update from the Faculty Senate. | Dr. Lindner

The 2024-2025 academic calendar previously approved by the UCC was reviewed but not approved pending potential changes to UF's academic calendar model. Dr. Lindner added that the Alachua County School Board was comfortable with making the potential change to Spring Breaks. This academic calendar will likely be revisited at future UCC meetings.

Requested Semester Plans including Quest 1 & Quest 2 Courses

3. [Courses](#)

Approved.

Programs

4. [Proposed changes to the B.S. in Industrial and Systems Engineering curriculum, effective Summer 2021.](#) | Dr. Taylor said that the proposed changes would modernize the curriculum and included improved course flexibility. The two major improvements would be the introduction of ISE focus areas through restricted electives and increasing the free electives from 5 to 9 credits.

Approved.

5. [Proposed changes to the Marketing major curriculum, effective Summer 2021.](#) | Dr. Sevilla and Dr. Hoover presented items 5-10 together. They proposal would add QMB 3302 to the core courses in the business majors. This change also aligns with the university's AI initiative.

Approved.

6. [Proposed changes to the Management major curriculum, effective Summer 2021.](#) | Dr. Sevilla

See item 5, above.

Approved.

7. [Proposed changes to the Finance major curriculum, effective Summer 2021.](#) | Dr. Sevilla

See item 5, above.

Approved.

8. [Proposed changes to the Information Systems major curriculum, effective Summer 2021.](#) | Dr. Sevilla

See item 5, above.

Approved.

9. [Proposed changes to the Business Administration - General Studies major curriculum, effective Summer 2021.](#) | Dr. Sevilla

See item 5, above.

Approved.

10. [Proposed changes to the BSBA General Business curriculum, effective Summer 2021.](#) | Dr. Sevilla

See item 5, above.

Approved.

11. [Proposed changes to the BA in Dance curriculum, effective Summer 2021.](#) | Drs. Setlow and Soledade presented items 10 and 11 together. This request would bring the dance curriculum into the modern world and would no longer focus primarily on western techniques. This change would underscore that dance is global and not just Eurocentric. This request would also better align with the expertise of the faculty.

Conditionally approved pending on new courses being approved later in the meeting.

12. [Proposed changes to the BFA in Dance curriculum, effective Summer 2021.](#) | Dr. Setlow

See item 11, above.

Conditionally approved.

13. [Proposed changes to New World School of the Arts Composition Specialization curriculum, effective Summer 2021.](#) | Dr. Setlow requested that this be recycled until the March meeting of the UCC.

Recycled.

14. [Proposed changes to Statistics minor, effective Summer 2021.](#) | Dr. Spillane said that this request would add one course to the minor which would increase the number of the credits from 15 to 18. This request also would add two new electives, and one of the current electives would be moved to required.

Conditionally approved pending updating the Approval form.

Academic Assessment Committee

15. Notice of items from the Academic Assessment Committee (information only).

Approved

- BS Applied Physiology and Kinesiology (APK)
- Change to undergraduate Geomatics Certificate AAP
- Change to undergraduate Geomatics Certificate AAP
- SLO Change for BS in Industrial Systems and Engineering
- AAP changes for BS in Industrial Systems and Engineering
- BM & MA in Arts in Medicine Combined Degree
- New AAP for Autism Spectrum Disorder Certificate
- BS in Computer Engineering ALC Change
- APK Masters AAP changes
- BS Sport Management AAP changes

Recycled

- New AAP for Cancer: Biology, Epidemiology, and Outcomes Certificate

Graduate School

16. Notice of items from the Graduate School (information only).

- Modified the curriculum for the major in Sustainable Development Practice. | 14617
- Modified the amount of credit required for the Master of Science in Information Systems and Operations Management degree. | 14919

Certificates

Graduate

17. Notice of new graduate certificates (information only).

- New online graduate certificate in Microbiome and Health. | 15264
- New graduate certificate in Pharmaceutical Value Assessment and Communications. | 15256

18. Notice of changes to graduate certificates (information only).

- Modified the graduate certificate in Engineering Project Management. | 15218

Undergraduate

19. Proposed new undergraduate certificates.

- None

20. Proposed changes to undergraduate certificates.

- [Music in Medicine](#) | Dr. Setlow relayed that this request was housekeeping, as one of the course topics would move from rotating topics to a stand-alone course.

Conditionally approved pending the approval of the course later in the meeting.

Professional

21. Proposed new professional certificates.

- None

22. Proposed changes to professional certificates.

- None

Courses

Undergraduate

23. Proposed new undergraduate courses.

Agricultural and Life Sciences

- [ALS 3XXX AI in Agricultural and Life Sciences](#)—approved

Arts

- [DAA 2XXX Contemporary African & African Diasporic Dance Practices 1](#)—approved
- [DAA 2XXX Contemporary African & African Diasporic Dance Practices 2](#)—approved
- [DAA 3XXX Contemporary African & African Diasporic Dance Practices 3](#)—approved
- [DAA 4XXX Contemporary African & African Diasporic Dance Practices 4](#)—approved
- [DAA 2XXX Contemporary Ballet Practices 2](#)—approved
- [DAA 2XXX Contemporary Dance Practices 2](#)—approved
- [DAA 2XXX Dance Improvisation](#)—approved
- [DAA 2XXX First Year Dance Ensemble](#)—approved
- [DAA 2XXX Somatics 1](#)—approved
- [DAA 2XXX Somatics 2](#)—approved
- [DAN 2XXX Dance and Digital Media](#)—approved
- [DAN 2XXX Dance Kinesiology](#)—approved
- [DAN 2XXX Global Dance Perspectives](#)—approved
- [DAN 2XXX First Year Seminar](#)—approved
- [MUN 1XXX African Popular Music Ensemble](#)—approved
- [MUN 3XXX African Popular Music Ensemble](#)—approved
- [MUS 1XXX Music and Spirituality](#)—approved

Design, Construction and Planning

- [DCP 4XXX AI in the Built Environment](#)—approved
- [URP 4930 Special Topics](#)—approved

Engineering

- [EIN 4XXX Human Factors Applications](#)—conditionally approved
- [EIN 4XXX Workplace Ergonomics and Biomechanics](#)—conditionally approved
- [ESI 4611 Advanced Data Analytics](#)—conditionally approved

Journalism and Communications

- [ADV 3XXX The Agency](#)—conditionally approved

- [ADV 3XXX Multicultural Advertising in the U.S.](#) —approved
- [JOU 3XXX Noticias](#)—approved

Liberal Arts and Sciences

- [BSC 4XXX Climate Change and Human Wellness](#)—recycled
- [CJE 3XXX Careers in Criminal Justice](#)—approved
- [EUH 3XXX The Holocaust in the Courtroom](#)—conditionally approved
- [EUH 3XXX The French Revolution](#) —approved
- [GEO 4XXX Communicating Sciences in the Geosciences](#)—approved
- [IDS 3XXX Human Dimension in Healthcare](#)—recycled
- [POR 3XXX Tourism in Brazil](#) —recycled
- [POS 4XXX American Politics and the Media](#)—approved
- [SPN 4XXX Bilingual Language and Thought](#)—approved

24. Proposed changes to undergraduate courses.

Agricultural and Life Sciences

- [MCB 4503 General Virology](#)—approved

Arts

- [DAN 3614L Music for Dance](#)—approved
- [HUM 4594 Music in Medicine Capstone](#)—approved

Design, Construction and Planning

- [URP 4905 Special Studies](#) —approved

Engineering

- [EAS 4939 Special Topics in Aerospace Engineering](#)—approved
- [EIN 4210 Occupational Safety Engineering](#)—approved
- [EML 4930 Special Topics in Mechanical Engineering](#)—approved

Health and Human Performance

- [HSC 4302 Methods and Materials in Health Education](#)—approved

Journalism and Communications

- [MMC 2604 Mass Media and You](#)—approved

Liberal Arts and Sciences

- [POW 3100 Introduction to Literature in Portuguese](#)—conditionally approved
- [POW 3130 Introduction to Brazilian Literature 1](#)—conditionally approved
- [POW 3131 Introduction to Brazilian Literature 2](#)—conditionally approved
- [POW 4454 Nineteenth-Century Brazilian Literature](#)—conditionally approved
- [POW 4700 Machado de Assis and His Contemporaries](#)—conditionally approved
- [PSY 4949 Community Work](#)—approved
- [SPN 4310 Readings in Spanish Drama of the Golden Age](#)—conditionally approved
- [SPN 4780 Spanish Phonetics](#)—approved
- [SPW 3100 Introduction to Spanish Literature 1](#)—conditionally approved
- [SPW 4213 Spanish Prose Fiction of the Golden Age](#)—conditionally approved
- [SPW 4604 Don Quijote](#)—conditionally approved
- [SPW 4780 Hispanic Women Writers](#)—conditionally approved

Professional

25. Proposed new professional courses.

Dentistry

- [DEN 5505C Introduction to Clinical Care](#)—conditionally approved

Medicine

- [BCH 2XXX Science for Life](#)—conditionally approved

Pharmacy

- [PHA 5XXX Decision-Making in Managed Care Pharmacy](#)—conditionally approved

26. Proposed changes to professional courses.

- None

Joint

27. Proposed new joint courses.

Design, Construction and Planning

- [URP 4XXX International Perspectives in Urban and Regional Planning](#)—approved

28. Proposed changes to joint courses.

- None

5000-Level

29. Proposed new 5000 level courses.

- None

30. Proposed changes to 5000 level courses.

- None

Graduate

31. Notice of new graduate courses (information only).

- None

32. Notice of changes to graduate courses (information only).

- None

Meeting adjourned at 2:43 p.m.

University Curriculum Committee

Program and Course Recommendations

[February 16, 2021]

Program Recommendations

4. Proposed changes to the B.S. in Industrial and Systems Engineering curriculum, effective Spring 2021. **[CA]**
 - <https://secure.aa.ufl.edu/Approval/reports/14351>
 - Summary: Multiple program- and course-level changes. Note courses on this agenda. Overall changes are reflected in the following:
 - Decrease from 3 to 2/3 engineering core courses
 - Shift from 45 credits of ISE required coursework to 11 ISE core courses
 - Expansion of electives from 5 credit hours to 9 credit hours of free electives (6 technical electives and 3 general electives) and 5 restrictive electives (3 courses in one of 3 focus areas and 1 course in each of the other two areas)
 - Multiple course changes: substitutions of PHY and MAP courses, addition of ESI3215C, and decrease in credit hours of ESI2217C, 3312, and 4313.
 - Comments:
 - The addition of 3 credit hours of General Electives in the Free Elective category will help ISE majors meet the Quest 3 requirement when in place.
 - Add a footnote at the bottom of the semester plan in the catalog to indicate that students may need to take more than 125 hours to degree should they be required to take CHM1025 and/or MAC1147, prerequisites for the first chemistry and math courses on the plan.
 - What percentage of students actually carry the heavy course loads in each semester, especially Semesters 1-3 with 17, 16, and 16 credit hours, respectively?
 - Pending all course requests approved. (ESI 4317, EIN 4XXX, EIN 4XXXC, ESI 4611)

5. Proposed changes to the Marketing major curriculum, effective Spring 2021. **[A]**
 - <https://secure.aa.ufl.edu/Approval/reports/15710>
 - Summary:
 - Removing 1 credit hour of an elective in Semester 4 and 3 credit hours of elective in Semester 5 to enable adding 4 credit hours of QMB3302 in

Semester 5. Adding QMB 3302 to the required business core courses across all majors in the BSBA and BABA programs.

- Comments:
 - ~~Where/how will Quest 2 be added to this curriculum plan? [The quest 2 proposal for the Marketing major is request #15823]~~
 - ~~Part of the credit hours opened up to allow adding the 4 credit hours of QMB3302 is derived from decreasing Elective credits in Semester 4 from 2 to 1. What does this mean? Are there 1 credit hour elective courses available to students, or will all students be forced to take more than the total credit hours to degree for this major?~~
[This means that the recommended number of electives for students to complete if they are following the 8 semester plan changed from 2 to 1 credit in term 4 of the plan. There are many 1 credit elective courses available across the undergraduate curriculum. Students also have the choice of completing more credits (e.g., enrolling in a 2 or 3 credit elective selected based on interest). Students are not forced to enroll in the prescribed number (or sequence) of credits in the 8 semester plan 02/11/2021]
 - NOTE: QMB3302 has not yet been added to the catalog page that is linked in the catalog copy submitted.

6. Proposed changes to the Management major curriculum, effective Spring 2021. [A]

- <https://secure.aa.ufl.edu/Approval/reports/15712>
- Summary:
 - Deleted 2 credit hours of electives in Semester 5 and Semester 8 and added QMB course in Semester 5. QMB 3302 to the required business core courses across all majors in the BSBA and BABA programs.
- Comments:
 - Where/how will Quest 2 be added to this curriculum plan? [The quest 2 proposal for the Management major is request #15816]

7. Proposed changes to the Finance major curriculum, effective Spring 2021. [A]

- <https://secure.aa.ufl.edu/Approval/reports/15713>
- Summary:
 - Deleted 4 credit hours of electives from Semester 4. Moved 4 credit hours of Restricted Electives from Semester 5 to 4. Added QMB3302 (4 credit hours) to Semester 5. QMB 3302 to the required business core courses across all majors in the BSBA and BABA programs.
- Comments:
 - ~~Where/how will Quest 2 be added to this curriculum plan? [The quest 2 proposal for the Finance major is request #15821]~~

▪ ~~Why are restricted electives favored over “electives”?~~

[Restricted electives are a specific degree requirement in the BSBA degree program (details in the catalog for the BSBA majors). Electives are defined as credit hours that are taken purely to satisfy the 120 hour total credits required for the degree above and beyond the required courses. In this particular major, there are 60 upper-division credits prescribed, which means that students do not have to make elective choices at the upper division level. 02/11/2021]

8. Proposed changes to the Information Systems major curriculum, effective Spring 2021.

[A]

- <https://secure.aa.ufl.edu/Approval/reports/15714>
- Summary:
 - Moves 3 credit hours of restricted electives from Semester 5 to 6; deletes 3 credit hours of electives in Semester 6; decreases electives in Semester 8 from 3 to 2 credit hours; adds QMB course in Semester 5 QMB 3302 to the required business core courses across all majors in the BSBA and BABA programs.
- Comments:
 - Where/how will Quest 2 be added to this curriculum plan? [The quest 2 proposal for the Information Systems major is request #15822]
 - ~~The proposed curriculum plan includes electives in Semesters 3, 4, and 8 of 2 credit hours, 1 credit hour, and 2 credit hours, respectively. Do courses of these credit totals exist for students to take, or are they forced to take courses with higher credit totals and thus, conceivably, required to earn more than 120 credit hours for degree?~~
[Many courses exist at the 1, 2, 3, and 4 credit levels. The schedule of courses even allows students to search for courses with these specific credit amounts.02/15/2021]

9. Proposed changes to the Business Administration - General Studies major curriculum, effective Spring 2021. [A]

- <https://secure.aa.ufl.edu/Approval/reports/15721>
- Summary:
 - Deleted 4 credit hours of electives in Semester 5 and added 4 credit hours of QMB3302 in Semester 5 QMB 3302 to the required business core courses across all major in the BSBA and BABA programs.
- Comments:
 - Where/how will Quest 2 be added to this curriculum plan? [The quest 2 proposal for the Business Administration – General Studies major is request #15824]

10. Proposed changes to the BSBA General Business curriculum, effective Spring 2021. **[A]**

- <https://secure.aa.ufl.edu/Approval/reports/15722>
- Summary:
 - Removes ENT3003 from Semester 5 (4 credit hours) and replaces with QMB3302 in Semester 5 (4 credit hours). Changes MAR3231 (4 credit hours) and REE3043 (4 credit hours) with “Select from ENT3003, MAR3231, or REE3043.” QMB 3302 to the required business core courses across all major in the BSBA and BABA programs.
- Comments:
 - ~~Where/how will Quest 2 be added to this curriculum plan?~~ **[The quest 2 proposal for the General Business major is request #15825]**

11. Proposed changes to the BA in Dance curriculum, effective Spring 2021. **[R][CA]**

- <https://secure.aa.ufl.edu/Approval/reports/15664>
- Summary:
 - Curriculum overhaul. Multiple related courses on agenda must be approved.
- Comments:
 - Approval dependent on **all DAA/DAN** course requests on this agenda.
 - ~~Please provide catalog copy with track changes so that request may be reviewed.~~ **[Uploaded]**
 - ~~The gen ed for social science and natural science needs to change slightly: in semester 4 please specify that the Gen Ed S or P/B needs to be whatever was not taken as Quest 2 in semester 2.~~ **[Updated in the catalog copy uploaded]**
 - ~~Why is DAA2XXX—Contemporary African & African Diasporic Dance Practices 1 listed in semesters 1 and 2?~~ **[This is in line with our prior curriculum practice. Proficiency in dance is improved through repetition. Faculty teaching these courses alternating teaching to ensure breadth of instruction.]**
 - ~~Plan only adds to 119 credits. Must be a minimum of 120 credits.~~ **[Map adds to 120 credits, please see second note on uploaded semester plan document.]**
 - ~~Have these XXX courses been approved yet?~~ **[Courses are on this month’s agenda for approval]**
 - ~~Can students from state colleges transfer into the program? Is there a transfer plan?~~ **[Yes, students can transfer in. Students with an AA from a SUS and transferring in with appropriate course work can graduate in two years.]**

12. Proposed changes to the BFA in Dance curriculum, effective Spring 2021. **[R][CA]**

- <https://secure.aa.ufl.edu/Approval/reports/15660>

- Summary:
 - Approval dependent on **all DAA/DAN** course requests on this agenda.
- Comments:
 - ~~The gen ed for social science and natural science needs to change slightly: in semester 4 please specify that the Gen Ed S or P/B needs to be whatever was not taken as Quest 2 in semester 2.~~
[Updated in the catalog copy uploaded]
 - ~~Multiple courses on this agenda tied to curriculum change request.~~
[Correct, we understand these courses need to be approved before the modification of the BA curriculum can be approved.]
 - ~~Plan adds to 123 but needs to be at 124 credits to graduate.~~
[Map adds to 124 credits, please see notes on uploaded semester plan document.]
 - ~~Why is DAA2XXX— Contemporary African & African Diasporic Dance Practices 1 listed in semesters 1 and 2? [This is in line with our prior curriculum practice. Proficiency in dance is improved through repetition. Faculty teaching these courses alternating teaching to ensure breadth of instruction.]~~
 - ~~Semesters 5 and 6 have some of the same courses and the credit total for Semester 5 is confusing. Please clarify and double check the math. [In semester five and semester six, students choose two out of three technique courses making up a total of four credits in technique each semester In Semester five, students have the option to choose either a three credit or a four credit design course.]~~
 - ~~Can students from state colleges transfer into the program? Is there a transfer plan?~~
[Yes, a transfer plan has been developed. Students can transfer in. As with our current curriculum it is rare that transferring students can graduate within two years. According to our plan, students with an AA and appropriate course work from SUS may graduate within two and a half years.]

13. Proposed changes to New World School of the Arts Composition Specialization curriculum, effective Spring 2021. [R][CA]

- <https://secure.aa.ufl.edu/Approval/reports/14378>
- Summary: Proposal to reduce the required credits for Applied Instrument Lessons from 6 to 3 total Applied Instrument Lesson credits.
- Comments:
 - Please explain why the curriculum of NWSA should be different from the UF curriculum. What differences in the programs in terms of student learning would warrant this specific change?
 - ~~“The National Association of Schools of Music is requiring the change”~~
 - ~~Is this a request from an accrediting body? [Yes, it is: The National Association of Schools of Music (NASM) is an association of post-secondary music schools in the United States and the principal U.S. accreditor for higher education in music. It was founded on October 20, 1924, and is based in Reston, Virginia. Accreditation commenced in 1939.]~~
 - Please incorporate elective credits into each model semester. This is not inline with UF standards. Please incorporate General Education [Students

complete GenEd in the lower division curriculum. That will be taken care of through the curriculum committee at Miami-Dade College. UF only administers the upper division NWSA program curriculum. When the MDC transcript including the Associate of Arts certificate is posted at UF, this automatically meets all UF Ged Ed reqs, as UF does not look behind AAs earned at SUS institutions requirements in each semester of the semester plan. NWSA students are given the option take whichever electives are offered in a given semester. Elective courses rotate from year to year, but do not need to be taken in any particular order or in any particular semester, as long as they add up to 15 credits by the time they graduate. These elective options are included at the bottom of the semester plans submitted.]

- Semester plan appears to be incomplete, please include all required courses in each semester to reflect total required credit hours.
- Is this changing the total credits required for the degree? [No. However, my apologies on not reducing the total number of credits on the proposed curriculums for both Composition and Piano from 130 to 120.]

14. Proposed changes to Statistics minor, effective Spring 2020. [A]

- <https://secure.aa.ufl.edu/Approval/reports/15439>
- Summary:
 - 1. Adding STA 3100 Programming With Data in R as a core course 2. Add STA 4241 and STA 4273 as viable electives.
- Comments:
 - ~~If STA4210 and STA 4211 are required courses and STA3024 or STA3032 (or any of the other combination of allowed prerequisites for these two courses) is a pre-requisite for these two courses, in effect then, STA 3024 or STA 3032 (or any of the other allowed prerequisites for these two courses) are required courses for the minor and not electives, correct?~~

[STA 4210 current prerequisites: STA 3024 or STA 3032 or (STA 4321 and STA 2023) or (MAS 3114 and STA 2023) or (MAS 4105 and STA 2023)]

We noted that most STA minors take STA 3024 or 3032 as an “elective” and agree that it would be efficient to set (STA 3024 or STA 3032) as “core”...which will also better prepare students for STA 4210 since those two classes are the “best” choice for STA 4210 prereqs. As such my response it to:

 - Add STA 3024 or STA 3032 as a core requirement
 - Subsequently, change the number of electives from 3 to 2. [02/12/2021]
 - ~~What impacts on time to completion of this minor and of the student’s major are anticipated by this change?~~

[Setting (STA 3024 or 3032) as core and removing an elective does not change credit requirement of 15. Adding the proposed STA 3100

increases it to 18. No anticipated impact since other minors, e.g. Math has 23-24 credits, Physics 17, Chemistry 20-26, Economics 22-23 etc, have similar or larger credit requirements. 02/12/2021]

20. Existing Undergraduate Certificates

Music in Medicine [CA]

- <https://secure.aa.ufl.edu/Approval/reports/15655>
- Summary:
 - Removing IDH 3931 from required courses
 - Reducing required credits in MUN1000/3000 ensemble from 3 credits to 1 credit
 - Adjusting credit totals for required courses (HUM 4594 from 1 credit to 3 credits)
- Comments:
 - Pending approval of HUM 4594 course request on this agenda.
 - ~~Please submit catalog copy with tracked changes.~~
 - ~~It appears Music and Health was previously being taught under the IDH 3931 course number; is this correct? [Yes]~~
 - ~~Were students taking other IDH 3931 courses to satisfy certificate requirements? [No, there are no other IDH 3931 requirements. Music and Health now has a permanent prefix (HUM 3523) so we are requesting that the catalog be updated to reflect this change.]~~
 - ~~Since IDH 3931 is an honors program course number and it's eliminated from the proposed curriculum, is the certificate now no longer limited to honors program students? [The Music in Medicine certificate was never limited only to honors program students. However, we continue to cross-list the course as HUM3523/IDH3931 so that honors program students can still participate. Email response, 2/12/2021]~~
 - ~~What is the rationale for the changes in the certificate SLOs?~~
[The rationale for the changes is informed by an in-depth curriculum map assessment that was conducted for the certificate. These changes more closely align with the content of the current curriculum and our programmatic goals, 2/15/2021]
 - ~~Is course content being modified to achieve the new learning objectives?~~
[Minimal course content requires modification since the proposed SLOs were developed based on existing course content. 02/12/2021]
 - ~~How does the decrease in credit hours of MUN1000/3000 from 3 credits to 1 credit in the proposed curriculum link to changes in the SLO's?~~
[None of the original SLOs were linked to the MUN 1000/3000 courses so there is no impact to the SLOs 2/15/2021]

COURSE RECOMMENDATIONS

23. Proposed New Undergraduate Courses

Approved	Conditionally Approved	Recycle
ALS 3XXXC – AI in Agricultural and Life Sciences	ADV 3XXX – The Agency	POR 3XXX – Tourism in Brazil
DCP 4XXX – AI in the Built Environment	EUH 3XXX – The Holocaust in the Courtroom:	BSC 4XXX – Climate Change and Human Wellness
URP 4930 – Special Topics	EIN 4XXX – Human Factors Applications	IDS 3XXX – Human Dimension in Healthcare
EAS 2XXX – Learn to Fly	EIN 4XXXC - Workplace Ergonomics and Biomechanics	
ESI 4317 – Advanced Topics in Operations Research	ESI4611 - Advanced Data Analytics	
DAN 2XXX – Global Dance Perspectives		
DAN 2XXX – Dance and Digital Media		
DAN 2XXX – Dance Kinesiology		
DAN 2XXX – First Year Seminar		
DAA 2XXX – First Year Dance Ensemble		
DAA 2XXX – Dance Improvisation		
DAA 2XXX – Somatics 1		
DAA 2XXX – Somatics 2		
DAA 2XXX – Contemporary Ballet Practices 2		
DAA 2XXX – Contemporary Dance Practices 2		
DAA 2XXX – Contemporary African & African Diasporic Dance Practices 1		
DAA 2XXX – Contemporary African & African Diasporic Dance Practices 2		
DAA 3XXX – Contemporary African & African Diasporic Dance Practices 3		
DAA 4XXX – Contemporary African & African Diasporic Dance Practices 4		
MUS 1XXX – Music and Spirituality		
ADV 3XXX – Multicultural Advertising in the U.S.		
JOU 4XXX – Noticias		
CJE 3XXX – Careers in Criminal Justice		
EUH 3XXX – The French Revolution		

POS 4XXX – American Politics and the Media		
SPN 4XXX – Bilingual Language and Thought		
MUN 1XXX – African Popular Music Ensemble		
MUN 3XXX – African Popular Music Ensemble		

Agricultural and Life Sciences

- A. ALS 3XXXC – AI in Agricultural and Life Sciences: **[A]**
- <https://secure.aa.ufl.edu/Approval/reports/15466>
 - Comments:
 - NOTE: A revision to the certificate (AI Fundamentals and Applications) just approved by UCC is in the approval system at the HWCOE level. This revision (15744) adds this course as well as ALS3XXXC (on this agenda), QMB3302 (in program requests in this agenda), ESI4610.

Design, Construction and Planning

- B. DCP 4XXX – AI in the Built Environment: **[CA][A]**
- <https://secure.aa.ufl.edu/Approval/reports/15702>
 - Comments:
 - ~~Why an on campus and online format? Is this part of UF Online too?~~ [Currently the course is planned for on campus delivery and online delivery was removed from the request. Email response 2/14/2021]
 - ~~How are attendance/participation assessed?~~ [Attendance grade will be computed in proportion to the number of presence on the days the rolls were taken and participation grade is based on responding to a given discussion topic in the class forum.] What does the “number of presence on the days the rolls were taken” mean in the grading scheme section of the approval form?
 - ~~Note that syllabus will need instructor info—including office hours (not just by appt)—filled out and URL for course included~~ [DCP is currently searching for two AI faculty who will be hired for the 2021-2022 academic year and will be instructor for the course in spring 2022.]
 - ~~Can any additional info be provided about the nature of the module assignments, especially given that they are worth 60% of the grade??~~ [Following is an example of module assignments:
 - Premise: Exercises for basic data preprocessing relationships using Human Resource and Facility Data for guiding design for environments based on human behaviors and perspectives.

- Platform: Python Jupyter Notebook
- Exercise 1: Perform data preprocessing to address missing values, understand data distribution, and encode categorical variables.
- Exercise 2: Create visualizations to determine relationships between data (e.g. Pearson's r) and determine what facility design features may be causally related to performance outcomes using basic Machine Learning tools (e.g. OLS).
- Allotted time: 2 classes (these assignments can be performed iteratively in both classes).
- Learning outcomes:
 - Sourcing human behavior and environmental/operational performance data in safety critical environments.
 - Using basic Machine Learning for data informed, human-centered design programming and planning.]
- NOTE: A revision to the mentioned certificate (AI Fundamentals and Applications) just approved by UCC is in the approval system at the HWCOE level. This revision (15744) adds this course as well as ALS3XXXC (on this agenda), QMB3302 (in program requests in this agenda), ESI4610.

C. URP 4930 – Special Topics: **[A]**

- <https://secure.aa.ufl.edu/Approval/reports/15404>
- Comments:
 - None.

Engineering

D. EAS 2XXX – Learn to Fly: **[A]**

- <https://secure.aa.ufl.edu/Approval/reports/15286>
- Comments:
 - As a technical elective will this be added to any curriculum plans?

E. EIN 4XXX – Human Factors Applications: **[CA]**

- <https://secure.aa.ufl.edu/Approval/reports/15672>
- Comments:

- This request is in conjunction with a major curriculum revision request being reviewed by the UCC. This course will be one of the restricted electives within the Human Systems Engineering focus area in the revised curriculum (effective fall 2021).
- Please describe the rubric to be used to assess the individual and group grades in the presentations:
 - Groups will be responsible for two presentations throughout the semester. Each presentation is worth 10% (50% attributed to the individual, and 50% attributed to the group). Students will know which cases they are responsible for presenting at the time of group assignment. Group members are expected to contribute equally to the preparation and presentation of each presentation. You will be graded on the delivery and content of your presentation.

F. EIN 4XXXXC - Workplace Ergonomics and Biomechanics: **[CA]**

- <https://secure.aa.ufl.edu/Approval/reports/15671>
- Comments:
 - This request is in conjunction with a major curriculum revision request being reviewed by the UCC. This course will be one of the restricted electives within the Human Systems Engineering focus area in the revised curriculum (effective fall 2021).
 - How will students' performance be assessed in the labs?
 - For this course, you will have two group labs. The first lab's focus is on assessing human muscle strength using EMG technique. The second project's focus is on analyzing a physical task using motion studies and objective tools. These labs will encourage you to demonstrate your knowledge of the concepts learned in the classroom, as well as enhance your experimentation skills.

G. ESI 4317 – Advanced Topics in Operations Research: **[A]**

- <https://secure.aa.ufl.edu/Approval/reports/15485>
- Comments:
 - This course will be one of the restricted electives within the Operations Research and Data Analytics focus area in the revised curriculum (effective fall 2021).
 - None

H. ESI4611 - Advanced Data Analytics: [CA]

- <https://secure.aa.ufl.edu/Approval/reports/15670>
- Comments:
 - This course will be one of the restricted electives within the Operations Research and Data Analytics focus area in the revised curriculum (effective fall 2021).
 - please describe how students will be graded in the in class activities.
 - In-class activities will be assigned approximately once per week to reinforce concepts covered in class and to provide hands-on experience. You will work in groups of 2 to 3 and will be able to use your notes and get help from the instructor and the TAs.
 - Please describe how the group grade will be determined, and will individual student performance in the group be assessed?

Fine Arts

I. DAN 2XXX – Global Dance Perspectives [A]

- <https://secure.aa.ufl.edu/Approval/reports/14890>
- Comments:
 - None

J. DAN 2XXX – Dance and Digital Media [A]

- <https://secure.aa.ufl.edu/Approval/reports/14888>
- Comments:
 - None

K. DAN 2XXX – Dance Kinesiology [R][A]

- <https://secure.aa.ufl.edu/Approval/reports/14887>
- Comments:
 - ~~Please obtain a consult with HHP.~~ [Consult uploaded, 2/11/2021]

L. DAN 2XXX – First Year Seminar [R][A]

- <https://secure.aa.ufl.edu/Approval/reports/14886>
- Comments:
 - ~~Please provide more detail regarding assessments.~~

- [ASSIGNMENT]
 - Professional Interviews (3) (students will be interviewed by other classmates three times and will be assessed on communication skills)
 - Self-Care Ritual (three-part assignment) (students will develop a mindful plan to show how they address nutrition, physical preparation and mental health)
 - Funding proposal (Student will write a proposal to fund a choreographic project)
 - Workshop/Internship application (Students will write a mock cover letter application for Workshop and Internship applications)
 - Letter to Your Future Self (students will write a letter to themselves clearly articulating a vision for their artistic future)
 - Participation (participation rubrics uploaded to online form).
2/11/2021]
- ~~How will this course work within the transfer student curriculum plan?~~
[Transfer students will not need to take this course. Instead, they will take DAA4685 Dance Ensemble in semester 7 and semester 8.]
- ~~This course is listed as having 4 contact hours. How does this total of hours each week translate to the course schedule?~~
[This course will be scheduled on Tue/Thu from 5:10pm -7:07pm (Periods 10 and 11)]

M. DAA 2XXX – First Year Dance Ensemble [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/14885>
- Comments:
 - Please provide more detail regarding assessments and how students will be assessed.
 - ~~How will work ethics be assessed?~~ [removed in form, 2/11/2021]
 - ~~How will professional demeanor be evaluated?~~ [uploaded rubrics to form]
 - ~~The Journal is 20% of the final grade. How will this be evaluated?~~
[uploaded rubrics to form]
 - ~~How will this course work within the transfer student curriculum plan?~~
[Transfer students will not need to take this course. Instead, they will take DAA4685 Dance Ensemble in semester 7 and semester 8.]
 - ~~This course is listed as having 4 contact hours. How does this total of hours each week translate to the course schedule?~~ [This course will be scheduled on Tue/Thu from 5:10pm -7:07pm (Periods 10 and 11)]

N. DAA 2XXX – Dance Improvisation [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/14883>
- Comments:
 - ~~What are the standards for the audition to be admitted to the course?~~ [Students must have demonstrated equal level of ability in dance improvisation of a first semester dance major. Email, 2/15/21]
 - ~~What does “decolonize curriculum” mean?~~ [In the dance field currently, it means to bring perspectives that highlight dance as a global phenomenon as opposed to mainly Eurocentric.]
 - ~~Participation points “can be deducted at the teacher’s discretion”? How many? Does it vary according to the infraction? Please provide a rubric.~~ [Rubrics added to the online form.] Can you list point values of each level in the provided rubrics for participation? [Done]
 - ~~Please change cell phone statement from off to silent mode, UF policy allows for students to have access to phones.~~ [Updated]
 - ~~How will this course work within the transfer student curriculum plan?~~ [Transfer students will take this course in the fall semester of their first year at UF.]
 - ~~This course is listed as having 4 contact hours. How does this total of hours each week translate to the course schedule?~~ [This course is scheduled for Mon/Wed from 12:50pm-2:45pm (Periods 6 and 7)]

O. DAA 2XXX – Somatics 1 [R][CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/14881>
- Comments:
 - ~~The course description states: “A movement practice course that focuses on somatic approaches to dance”. Half of the course objectives deal specifically with yoga. Combined with the weekly schedule of topics, which is heavily focused on anatomy and yoga, it is not clear from the submitted materials how this course “focuses on somatic approaches to dance”. Please provide more detail.~~ [This is a rotating topics course, and that information has been added to the course description. Course objectives revised to reflect the parent course rather than a single topic. Email, 2/15/2021]
 - ~~Please obtain a consult with HHP.~~ [Done]
 - ~~How will this course work within the transfer student curriculum plan?~~ [Transfer students will take this course in the fall semester of their first year at UF. Email, 2/15/2021]
 - ~~Please explain why this should be a rotating topics course. Provide examples of different topics that might be covered from semester to semester and how the listed course objectives would be achieved regardless of the topic.~~ [The

rotating topic refers to the varying practices and background of the faculty teaching the course. A given faculty may focus on Yoga one semester and in a different semester another faculty might focus on Pilates. The course objectives are shared regardless of faculty approach.]

- ~~Please explain in more detail how participation points are earned or lost? What Rubrics are used?~~
 - Participation (engagement—students are attentive and actively engage in the learning process, work ethics—students understand clearly the level of respect for others and cooperation, initiative students understand clearly their role and responsibility in knowing class material) 40%. [Rubrics uploaded to UF Approval]

P. DAA 2XXX – Somatics 2 [R][CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/14882>
- Comments:
 - ~~On its face, the relationship between the content of the course (Pilates, etc) and the course description (“A movement practice course that focuses on somatic approaches to dance) is not obvious, please revise.~~
 - ~~There are existing Pilates courses DAN 4755 and DAN 3645. Is the intent for these courses to be a foundation for advanced 3000 and 4000 level courses in Pilates? [DAN4755 and DAN3645 are upper division and used by New World School of the Arts. This course needs to be lower division to fulfill the needs of our program.]~~
 - ~~Please obtain a consult with HHP. [Done]~~
 - ~~How will this course work within the transfer student curriculum plan? [Transfer students will take this course in the spring semester of their first year at UF. Email, 2/15/2021]]~~
 - ~~Please explain why this should be a rotating topics course. Provide examples of different topics that might be covered from semester to semester and how the listed course objectives would be achieved regardless of the topic. [The rotating topic refers to the varying practices and background of the faculty teaching the course. A given faculty may focus on Yoga one semester and in a different semester another faculty might focus on Pilates. The course objectives are shared regardless of faculty approach.]~~
 - ~~Please explain in more detail how participation points are earned or lost? What Rubrics are used? [Rubric uploaded to request]~~
 - ~~Participation (engagement—students are attentive and actively engage in the learning process, work ethics—students understand clearly the level of respect~~

for others and cooperation, initiative students understand clearly their role and responsibility in knowing class material) 40%. [Rubric uploaded to request]

Q. DAA 2XXX – Contemporary Ballet Practices 2 ~~[CA]~~[A]

- <https://secure.aa.ufl.edu/Approval/reports/14878>
- Comments:
 - ~~Why isn't Ballet Practices 1 a prereq?~~ [Transfer students come in with widely varying levels of technique courses, some of which articulate directly and some of which do not. Giving our technique courses prerequisites of having completed the prior level causes problems for transfer students. Email, 2/11/2021]
 - Please explain how auditioning students are selected.
 - ~~It is not clear how the different components of the grading scheme will be evaluated. Is 15% of the grade (dance concert attendance) require more than simply showing up?~~ [Attendance is all that is required and has been changed to 5% on the approval form.]
 - ~~How will this course work within the transfer student curriculum plan?~~ [Students transferring into the BFA program will not need to take this course. Since students audition for the program, once accepted they will enter into level 3 Students transferring into the BA program will take this course in the spring semester of their first year at UF. Email, 2/15/2021]]
 - ~~This course is listed as having 4 contact hours. How does this total of hours each week translate to the course schedule?~~ [The BFA section of this course is scheduled for Tue/Thu from 8:30am-10:25am (Periods 2 and 3) The BA section of this course is scheduled for Mon/Wed from 10:40am-12:35pm (periods 4 and 5)]
 - ~~Could more detail be provided on the assessments for this course? What are the grading rubrics?~~
 - ~~Midterm Evaluation (placement and alignment, core support, spatial awareness and full body integration, rhythmic clarity/musicality) 30%~~
 - ~~Final Evaluation (placement and alignment, core support, spatial awareness and full body integration, rhythmic clarity/musicality) 30%~~
 - ~~Dance Concert Attendance 15%~~
 - ~~Continuous Assessment (Self-awareness, transitional skills, overall improvement) 25%~~ [Rubrics uploaded to UF Approval]

R. DAA 2XXX – Contemporary Dance Practices 2 [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/14874>
- Comments:
 - ~~Why isn't Contemporary Dance Practices 1 a prerequisite?~~ [Transfer students come in with widely varying levels of technique courses, some of which articulate directly and some of which do not. Giving our technique courses prerequisites of having completed the prior level causes problems for transfer students. Email, 2/11/21]
 - ~~It is not clear how the different components of the grading scheme will be evaluated. Is 15% of the grade (dance concert attendance) showing up is there an assignment as well?~~ [Attendance is all that is required and has been changed to 5% on the approval form.]
 - ~~How will this course work within the transfer student curriculum plan?~~ [Students transferring into the BFA program will not need to take this course. Since students audition for the program, once accepted they will enter into level 3
Students transferring into the BA program will take this course in the spring semester of their first year at UF.]
 - ~~This course is listed as having 4 contact hours. How does this total of hours each week translate to the course schedule?~~ [The BFA section of this course is scheduled for Mon/Wed from 10:40am-12:35pm (Periods 4 and 5)
 - The BA section of this course is scheduled for Tue/Thu from 12:50pm-2:45pm (periods 6 and 7)]
 - ~~Please explain why this should be a rotating topics course. Provide examples of different topics that might be covered from semester to semester and how the listed course objectives would be achieved regardless of the topic.~~ [This is not a rotating topic course. The UF Approval form has been updated.]

S. DAA 2XXX – Contemporary African & African Diasporic Dance Practices 1 [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/14869>
- Comments:
 - ~~Dance Concert Attendance is 10% of the grade? Is this solely an attendance grade?~~ [Attendance is all that is required and has been changed to 5% on the approval form.]

T. DAA 2XXX – Contemporary African & African Diasporic Dance Practices 2 [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/14871>
- Comments:

- ~~Why not have these dance practices courses have prerequisites of the previous sequential course?~~ [Transfer students come in with widely varying levels of technique courses, some of which articulate directly and some of which do not. Giving our technique courses prerequisites of having completed the prior level causes problems for transfer students. Email, 2/11/21]
- ~~What does “decolonize” the curriculum mean?~~ [In the dance field currently, it means to bring perspectives that highlight dance as a global phenomenon as opposed to mainly Eurocentric.]

U. DAA 3XXX – Contemporary African & African Diasporic Dance Practices 3 [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/14872>
- Comments:
 - ~~Why not have these dance practices courses have prerequisites of the previous sequential course?~~ [Transfer students come in with widely varying levels of technique courses, some of which articulate directly and some of which do not. Giving our technique courses prerequisites of having completed the prior level causes problems for transfer students. Email, 2/11/21]
 - ~~What does “decolonize” the curriculum mean?~~ [In the dance field currently, it means to bring perspectives that highlight dance as a global phenomenon as opposed to mainly Eurocentric.]
 - ~~A transcript title that is more descriptive of the course title is recommended. Perhaps “Cont Afr & Afr Diasp Dance 3”?(Contemporary African & A. D. 3) [The “Cont Afr & Afr Diasp Dance 3” is updated on UF Approval Email, 2/15/2021]~~
 - ~~Please explain why this should be a rotating topics course. Provide examples of different topics that might be covered from semester to semester and how the listed course objectives would be achieved regardless of the topic. [The rotating topic refers to the varying genres and dancing background of faculty teaching the course. A given faculty may focus on West African dance one semester and in a different semester another faculty might focus on Hip-Hop dance. All rotating topics have origins in the African and African diasporic dance experience. The course objectives are shared objects in this dance genre regardless of the faculty approach.]~~
 - ~~This course is listed as having 4 contact hours. How does this total of hours each week translate to the course schedule? [This course is scheduled on Tue/Thu from 10:40am -12:35pm (Periods 4 and 5)]~~
 - ~~Please provide detail about each of the course assessments:~~
 - ~~Evaluation 1(Retention, Movement Quality, Musicality, Effort) 40%~~
 - ~~Evaluation 2 (Retention, Movement Quality, Musicality, Effort) 40%~~

- ~~Dance Concert Attendance 10%~~
- ~~Participation (active engagement in the class experience) 10%~~ [Rubrics for assessment uploaded to UF Approval]

V. DAA 4XXX – Contemporary African & African Diasporic Dance Practices 4 [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/14873>
- Comments:
 - ~~Why not have these dance practices courses have prerequisites of the previous sequential course?~~ [Transfer students come in with widely varying levels of technique courses, some of which articulate directly and some of which do not. Giving our technique courses prerequisites of having completed the prior level causes problems for transfer students. Email, 2/11/21]
 - ~~What does “decolonize” the curriculum mean?~~ [In the dance field currently, it means to bring perspectives that highlight dance as a global phenomenon as opposed to mainly Eurocentric.]
 - ~~A transcript title that is more descriptive of the course title is recommended. Perhaps “Cont Afr & Afr Diasp Dance 4”?(Contemporary African & A. D. 4)~~ [The “Cont Afr & Afr Diasp Dance 4” is updated on UF Approval. Email, 2/15/2021]
 - ~~Please explain why this should be a rotating topics course. Provide examples of different topics that might be covered from semester to semester and how the listed course objectives would be achieved regardless of the topic.~~ [The rotating topic refers to the varying approaches and dancing background of faculty teaching the course. A given faculty may focus on West African dance one semester and in a different semester another faculty might focus on Hip-Hop dance. All rotating topics have origins in the African and African diasporic dance experience. The course objectives are shared objects in this dance genre regardless of the faculty approach.]
 - ~~This course is listed as having 4 contact hours. How does this total of hours each week translate to the course schedule?~~ [This course is scheduled on Tue/Thu from 12:50pm-2:45pm (Periods 6 and 7)]
 - ~~Please provide detail about each of the course assessments:~~
 - ~~Evaluation 1(Retention, Movement Quality, Musicality, Effort) 40%~~
 - ~~Evaluation 2 (Retention, Movement Quality, Musicality, Effort) 40%~~
 - ~~Dance Concert Attendance 10%~~
 - ~~Participation (active engagement in the class experience) 10%~~ [Rubrics for assessment uploaded to UF Approval]

W. MUS 1XXX – Music and Spirituality: ~~[CA]~~[A]

- <https://secure.aa.ufl.edu/Approval/reports/14985>
- Comments:
 - UF Quest 1 course
 - ~~Please adjust “effective term”~~

X. MUN 1XXX – African Popular Music Ensemble: [R][A]

- <https://secure.aa.ufl.edu/Approval/reports/15504>
- Comments:
 - ~~Recommend adding “1” to end of course title and making this a sequence. [Please note that these are not sequential courses, and that this is standard practice in the School of Music. There are at least 13 examples of other ensemble courses that are set up with a single name and different numbers. For details, please search the course catalog for classes offered under the MUN prefix. Email responses, 2/15/2021]~~
 - ~~Will these two courses be included in a certificate program? [No] Why wouldn't the MUN1XXX course be a pre-requisite for this course? [Please note that these are not sequential courses. Students might not participate in this ensemble until they are ready to do so at the 3000 level.]~~

Y. MUN 3XXX – African Popular Music Ensemble: [R][A]

- <https://secure.aa.ufl.edu/Approval/reports/15505>
- Comments:
 - ~~Why not 2000 level to follow along with the 1000 level ensemble?~~
 - ~~Recommend adding “2” to end of course title. Do not believe both courses can have the same name. [Please note that these are not sequential courses, and that this is standard practice in the School of Music. There are at least 13 examples of other ensemble courses that are set up with a single name and different numbers. For details, please search the course catalog for classes offered under the MUN prefix. Email responses, 2/15/2021]~~
 - ~~Should there be a more defined prereq (currently requesting Junior standing) for such specific courses? [Please note that these are not sequential courses. Students might not participate in this ensemble until they are ready to do so at the 3000 level.]~~

Journalism

Z. ADV 3XXX – The Agency: [CA]

- <https://secure.aa.ufl.edu/Approval/reports/15632>
- Comments:
 - ~~Please use the standard wording for policies in the syllabus for phrasing:~~ <http://syllabus.ufl.edu/>. [Updated, 2/9/2021]
 - It is recommended that the instructor have grading rubrics. In other words, how will the students know the level of performance over the A-E grade range for each of the assessments?

AA. ADV 3XXX – Multicultural Advertising in the U.S: [A]

- <https://secure.aa.ufl.edu/Approval/reports/15627>
- Comments:
 - None

BB. JOU 4XXX – Noticias: [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/13744>
- Comments:
 - What specifically is the language test given to students? How do students know what the criteria is for passing the test? [Instructor gives written test from a prompt. Student writes response in Spanish. Instructor grades for Spanish proficiency. Scored on a 0-10 scale: For every three mistakes, instructor marks off ½ point off. If the student scores below a 6, student is not given permission to take the course. Email response, 2/10/2021]
 - ~~Please provide more detail regarding participation grade.~~ [updated]
 - ~~Issues re: rounding in grading scale? E.g. what happens if a student earns a 93.96? Is that an A?~~
 - ~~Given the real world nature of this course and comparison in the UCC form to an internship, as well as language proficiency required, is this more appropriately a 4000 level course?~~ [Updated to a 4000 level course]
 - ~~Contact hours are listed as ranging from 1-3, but the text below on the approval form states that 1 credit hour equates to 4 contact hours. Should the contact hours then range from 4-12?~~ [Change contact hours to “.8 to 2.4]

Liberal Arts and Sciences

CC. BSC 4XXX – Climate Change and Human Wellness: **[R]**

- <https://secure.aa.ufl.edu/Approval/reports/15092>
- Comments:
 - Awaiting consults with PHHP.
 - ~~What is the difference between a recommended textbook and an optional textbook?~~ [Required Textbook (selected readings will provide background for lectures which are drawn primarily from the peer-reviewed literature): Climate Change and Population Health. Sarfaty. 2020. ISBN 1284170209
Recommended Textbook (to be used to facilitate development of group projects and add to comprehension of the lecture materials): Selected readings from Global Climate Change and Human Health. Luber & Lemery. 2015. ISBN 978111860358. Email update 2/10/2021]
 - ~~When are exams and in class quizzes/discussions?~~ [1. Two midterm exams will be provided as online essay exams that are open-book, time limited, and focused on scholarship taken from the required text and peer-reviewed literature used in lectures. Students will be asked to select 4 questions from 8 possible essay topics that are referenced in their required text and the peer reviewed literature. Each question will contain a link to the articles or media to be used for development of a scholarly essay. A rubric will be applied to grading the exams with the following categories: a. content, b. organization, c. development, d. synthesis. Descriptions of these criteria and allowances for partial credit are provided the students in advance of the exam. Passages from student responses will be submitted to Turnitin.
2. Quizzes will be short, administered in-class with 10 questions worth 2 points each for a total of 20 points per quiz. Lock Down Browser will be use with the in-class quizzes.
3. Each module will have two to three Discussion Topics for students to develop in a threaded graded discussion. Discussions will be conducted online among members of the class. Two or three discussion topics will be provided from the literature and students will be asked to develop a response based on specific questions posed about these topics. Students will be required to respond to two of their peers' responses to these questions. Students may respond to the same or different material that provided the basis of their initial response. Responses to peers will be required to reflect scientific substance and basic understanding of the papers provided for review. A rubric is provided]
 - ~~Participation says 2 @ 25 ea. Please clarify how much participation is worth and how it will be assessed.~~

[1. I have eliminated this requirement as I have found it to be largely irrelevant to an upper division course focused on such a salient topic as climate change and its relation to human health.

2. In its place, I have introduced a requirement for students to attend and review two outside speaker events. Suggestions for the events will be provided by me during the course of the semester. Their review must clearly reflect that they attended and followed the major points of the speaker. I will approve any student suggestions for outside speaker events.]

- ~~Peer review of presentation says 2 @ 25 ea. Does this mean students do a peer review of 2 presentations? Does the peer review impact the presenting student's grade?~~

[1. Students will review two presentations delivered at the end of the semester by groups other than their own. Dates for presentations will be assigned by me in advance of the last 6 weeks of the semester.

2. Student peer reviews will be evaluated according to their use of a rubric that is provided. Their reviews will inform but not determine my grade assigned to the presentations. Presentations will be assigned a grade by me according to a rubric with the following major criteria: a. coverage of the topic, b. use of references, c. logic of presentation, d. structure and clarity of presentation, and e. the clear identification of each group member's participation in development of the presentation. Criteria for partial credit in each category will be provided in advance. Student peer reviews will follow a rubric with the same categories, but without points designated for each category. I will use the peer reviews to inform my feedback to each group about the effectiveness of their presentation.]

- ~~How is final group project assessed?~~

[1. The final group project will require student members of a theme group to collaborate in reviewing a description of each subtopic that they are responsible for individually, but each final report will be submitted individually in each student's own words. Literature from each group member will be part of the citations used to describe each subtopic. Each group member will write an introduction, review of subtopics as they understand these as discussed with members of the group, and a summary including a prospectus for future research followed by a literature cited section.

2. The entire project is "scaffolded" so that individuals can collaborate in the development of each stage of the project but will be expected to write their own final report. Rubrics have been developed for each stage of the project and provided to students in advance of due dates for each part of the project.

3. Periodically class time will be used to review upcoming parts of the group project.

4. Overall, the final report is highly proscribed and students find writing this final report to be relatively straightforward. Examples of successful final

reports are provided to students at the beginning of the semester, and each student is required to read a description of the group project assignment in its entirety and inform me that they have done so.]

- ~~Please double check percentages in grading, may be errors.~~

DD. CJE 3XXX – Careers in Criminal Justice: ~~[CA]~~[A]

- <https://secure.aa.ufl.edu/Approval/reports/15046>
- Comments:
 - ~~What do the (S) and (N) mean after the course description on UCC form?~~
[Removed, 2/11/2021]
 - ~~If this is in regards to General Education, please remove. GenEd requests are a separate request which can only be submitted after a course has been approved by the UCC.~~
 - ~~Week 10 includes prison and jail tours. Are these arranged/required for the entire class? In light of COVID restrictions, will these tours be feasible any time in the near (or more distant) future. [The tours are arranged for the entire class (usually broken up over the two class periods –so, half of the class attends on one day and the other half on another day). It is not required for students to attend. The tours would be able to resume by Spring 2022.]~~
 - ~~Are there both online and in person offerings of this course? [The course can be taught in both environments. I have in structured it for both face-to-face and synchronously online. It could also be adapted to an asynchronous online format, too. The goal is for the course to be taught in a face-to-face format, though.]~~
 - ~~When are class participation assignments due? [Class participation assignments are scattered throughout the semester. There is average of one per week. The students receive a copy of the course schedule with assignments during the first week of class. The course schedule was previously submitted.]~~
 - ~~Why will students with an excused absence not be afforded the opportunity to make up a participation assignment? [Class participation assignments are an alternative to taking attendance each day. I assigned 12 low-stakes class participation assignments over the semester, and 10 assignments with the highest grades are counted towards the students' final grade within this assessment category (2 assignments with the lowest grades are dropped at the end of the semester). I recognize that things/life happens, so I include two assignment drops to account for those legitimate reasons for missing class as defined by UF's attendance policy.]~~

- ~~How will the class be paired with a class “abroad”?~~ (also abroad is misspelled in syllabus). [I work with an international partner via the University of Florida International Center, Office of Global Learning. I will update the syllabus to reflect the typo.]

EE. EUH 3XXX – The Holocaust in the Courtroom: [CA]

- <https://secure.aa.ufl.edu/Approval/reports/14458>
- Comments:
 - Category of instruction is listed as advanced but this is proposed as a 3000-level course. Is the level intermediate, or should this course be 4000-level?
 - Instructor included participation points breakdown; note that points are awarded for attendance. Suggest revising wording a bit to say something like “Attends X discussion sessions and in each one, comments were....”. A little unclear how % and point value for attendance translates to the final grade. Please provide more detail.
 - Midterm and Final – not sure what “identifications” are as noted in the UCC form. Also, what is content of midterm vs. final, is the final cumulative?
 - When is the final exam? Is it take home or will it be during the final exam period?

FF. EUH 3XXX – The French Revolution: [~~CA~~][A]

- <https://secure.aa.ufl.edu/Approval/reports/15208>
- Comments:
 - ~~How will unexcused absences impact participation grade (e.g. minus 5 points per unexcused absence)?~~ [In a Tue/Thur format, students will be allowed 2 absences. Each following unexcused absence will reduce the participation grade by 1/3 (A to A- and so on). Email response, 2/10/2021]
 - Approx. when will each mid-term paper be due? [The Midterm papers will be due in Week 6 and Week 12, respectively]
 - ~~Please provide more information regarding how participation will be assessed?~~ [Participation is assessed primarily based on attendance, regular participation in class discussions, and group work. Regular and consistent contribution to discussions (i.e. on a weekly basis) in the form of comments and production questions will receive the highest marks. In some cases, students will also be asked to contribute to discussion boards on Canvas, which will allow students less willing to speak in class to express themselves.]

GG. IDS 3XXX – Human Dimension in Healthcare: **[R]**

- <https://secure.aa.ufl.edu/Approval/reports/14260>
- Comments:
 - Please obtain consult with PPHP & HHP & Nursing-**[Consults received from HHP, 2/11/2021. Awaiting other consults.]**
 - ~~The rationale is a bit vague and needs a bit more objective content. For example, what will a student learn after this one semester course? How will outcomes be assessed? What are health care competencies?~~
 - **[Rationale updated in form to cover all questions. 2/11/2021]**

HH. POR 3XXX – Tourism in Brazil: **[R]**

- <https://secure.aa.ufl.edu/Approval/reports/15457>
- Comments:
 - ~~The syllabus has different number of papers in different sections, please correct. (4 and 6)~~ **[There are five essays, only four of which count towards the grade, as they can drop one. There is also a final paper, which is a separate grade/separate assignment. This is now clear in the revised syllabus (uploaded) and the evaluation portion of the form. Email update. 2/08/2021]**
 - **When are exams? [The exams have been eliminated from the course syllabus, given the amount of work involved in the writing assignments. I was using a previous version of the syllabus when I filled out the form, I'm sorry.]**
 - ~~Syllabus assessments do not match what is in the form. Please update.~~
 - Please obtain consult with THEM department.

II. POS 4XXX – American Politics and the Media: **[D][A]**

- <https://secure.aa.ufl.edu/Approval/reports/11901>
- Comments:
 - Request has consult from Journalism.

JJ. SPN 4XXX – Bilingual Language and Thought: **[R][A]**

- <https://secure.aa.ufl.edu/Approval/reports/15455>
- Comments:
 - ~~Week 16 is finals week, no class work, projects, or presentations may be conducted unless this is the final exam.~~

24. Proposed Changes to Undergraduate Courses

Approved	Conditionally Approved	Recycle
MCB 4503 – General Virology	POW 3100 – Introduction to Literature in Portuguese:	
URP 4905 – Special Studies	POW 3130 – Introduction to Brazilian Literature 1	
EAS 4939 – Special Topics in Aerospace Engineering	POW 3131 – Introduction to Brazilian Literature 2	
EIN 4210 – Occupational Safety Engineering	POW 4454 – Nineteenth-Century Brazilian Literature	
EML 4930 – Special Topics in Mechanical Engineering	POW 4700 – Machado de Assis and His Contemporaries	
DAN 3614L – Music for Dance	SPN 4310 – Readings in Spanish Drama of the Golden Age	
HSC 4302 – Methods and Materials in Health Education	SPW 3100 – Introduction to Spanish Literature 1	
MMC 2604 – Mass Media and You	SPW 4213 – Spanish Prose Fiction of the Golden Age	
PSY 4949 – Community Work	SPW 4604 – Don Quijote	
SPN 4780 – Spanish Sounds: Phonetics and Phonology	SPW 4780 – Hispanic Women Writers	
	HUM 4594 – Music in Medicine Capstone	

Agricultural and Life Sciences

- MCB 4503 – General Virology: **[A]**
 - <https://secure.aa.ufl.edu/Approval/reports/15518>
 - Comments:
 - None

Design, Construction and Planning

- URP 4905 – Special Studies: **[A]**
 - <https://secure.aa.ufl.edu/Approval/reports/15405>
 - Comments:
 - None

Engineering

- A. EAS 4939 – Special Topics in Aerospace Engineering: **[A]**
 - <https://secure.aa.ufl.edu/Approval/reports/15689>

- Comments:
 - None

B. EIN 4210 – Occupational Safety Engineering: **[A]**

- <https://secure.aa.ufl.edu/Approval/reports/15698>
- Comments:
 - None

C. EML 4930 – Special Topics in Mechanical Engineering: **[A]**

- <https://secure.aa.ufl.edu/Approval/reports/15690>
- Comments:
 - None

Fine Arts

D. DAN 3614L – Music for Dance: **[R][A]**

- <https://secure.aa.ufl.edu/Approval/reports/14889>
- Comments:
 - ~~Changing from a lab course to a regular course. Why not request a new course be created, the two seem very different.~~ **[Per conversation with Dr. Lindner, we have edited the online form to better reflect that this is an edit to the course and not a completely new course. Email, 2/12/21]**
 - ~~Please provide a copy of the previous syllabus~~ **[No previous syllabus available]**
 - ~~Catalog description in syllabus does not match the catalog.~~ **[Form and syllabus updated to reflect that this is also a request to change the course description.]**
 - ~~Absence policy does not comply with UF policy which is not referenced. Please update and include.~~ **[Syllabus updated to reference UF policy, make-up policy edited to comply with UF policy. Overall attendance policy reflects language previously reviewed by Dr. Lindner and Ron Anderson last summer.]**

E. HUM 4594 – Music in Medicine Capstone: **[R][CA]**

- <https://secure.aa.ufl.edu/Approval/reports/15669>
- Comments:

- Please delete the following from the course description section, “ “The Music in Medicine Capstone course is ...”
- What other students take this course? [Only students enrolled in the music in medicine certificate take this course. Email, 2/15/2021]
- Please provide more detail regarding what content is being added to this course in order to increase the credit total from 1 to 3.
 - Rationale for increasing the credit from 1 to 3 needs more detail other than “it fits the certificate better”

[This revision focuses on a more in-depth approach to research and academic writing. Students will be required to develop a research proposal, write a research paper, present their research findings in class and publish their work when appropriate. We will be focusing on how to utilize research databases, writing literature reviews, designing research proposals, submitting studies to the IRB, and academic writing to meet journal submission guidelines.]

 - Updates need to be made in the Approval form. -CG

Health and Human Performance

- F. HSC 4302 – Methods and Materials in Health Education: [A]
- <https://secure.aa.ufl.edu/Approval/reports/15617>
 - Comments:
 - None

Journalism

- G. MMC 2604 – Mass Media and You: [CA][A]
- <https://secure.aa.ufl.edu/Approval/reports/15611>
 - Comments:
 - ~~Please include a statement regarding “excused absences” in the following portion o the syllabus to bring it in line with UF policy: “If you fail to turn in an assignment, you have a week to turn in the assignment. Five points will be deducted for each day the assignment is late. After a week, you will NOT receive credit.”~~

Liberal Arts and Sciences

- H. POW 3100 – Introduction to Literature in Portuguese: [R][CA]

- <https://secure.aa.ufl.edu/Approval/reports/15443>
- Comments:
 - What is the justification for changing the course title to “Monsters of the Portuguese-Speaking World”?
 - Justification does not show why this title was chosen. Is the course content changing? The proposed title appears to be a narrowing of scope.
 - Please provide course specific rationale for requested change.

[These (multiple) title changes are all being undertaken for the same general reason, which I stated originally: the titles are outdated, too generic, and represent a decades-old understanding of the field of Hispanic/Lusophone studies. In this case, the title implies that Literature in Portuguese is monolithic and canonical, not to mention boring. The way the course has been taught in the last several years is more thematic in nature, and examines not just the traditional “literature” but also other kinds of cultural texts (films, other writings, etc.). Even though the “monsters” theme appears more narrow, it is an overarching commonality that much of the literary and cultural products of Brazil have in common – the perception of the other as grotesque, the different as less important. The course now uses that lens to examine these products, but still fulfils the goal of providing students with the tools they need to be able to read, analyze and critique “literature” written in Portuguese. Email response, 2/08/2021]

I. POW 3130 – Introduction to Brazilian Literature 1: **[R][CA]**

- <https://secure.aa.ufl.edu/Approval/reports/15444>
- Comments:
 - Proposed title: “Colonial Brazil: Cannibalism, Enslavement and Monarchy”. No reference to literature in proposed title.
 - Please provide course specific justification for why the title change better reflects the curriculum.

[Again, this original title is a product of a pre-1990s understanding of the field of literary studies. Again, this course presents the early period of Brazilian Literature, in which the main themes that come up are, precisely, issues of colonialism, slavery, cannibalism, and monarchy. The new title was chosen to better represent these themes so that students can get a better sense of what is covered in the course (as opposed to “Literature” which not only is an antiquated term but tends to turn students off). The absence of the term “literature” is thus intentional, especially – as I mentioned above – as current

approaches to literary studies encompass cultural products and a range of other types of texts that represent a society. Email response, 2/08/2021]

J. POW 3131 – Introduction to Brazilian Literature 2: **[R][CA]**

- <https://secure.aa.ufl.edu/Approval/reports/15445>
- Comments:
 - Please provide course specific justification for why the title change better reflects the curriculum. [Literary production in Brazil in the post-colonial period focuses largely on stories and shorter pieces, which is what this course has typically covered. (It's also very difficult to read full novels, in the target language, in introductory courses.) As far as the “Citizenship and Conflict” portion of the title, again, these are the themes that emerge in the cultural production of post-colonial Brazil. By providing a thematic reference for students in the course title, they will have a better sense of what the course is. Email response, 2/08/2021]

K. POW 4454 – Nineteenth-Century Brazilian Literature: **[R][CA]**

- <https://secure.aa.ufl.edu/Approval/reports/15446>
- Comments:
 - There is no mention of literature in the proposed title, it seems like a history course. [The lack of the word “literature” is intentional, as (as I have explained above) the term “literature” is outdated in the field of literary/cultural studies – or at least students’ understanding of the term is outdated. By saying “literature” we imply to students that they will be reading novels and poetry, when in reality our courses use a wide range of texts and genres to explore the course themes. Given that it is offered in a language department, with the POW prefix, it is unlikely to be mistaken for a history course. 2/08/2021]
 - Please provide a course specific rationale for why the new title better reflects the modernized content of the course. [This course uses literary and other cultural texts to explore how Brazil and its people embraced their independence and approached the notions of citizenship. The content of the course is essentially the same as it has been, but we are providing the thematic title to better represent the content.]

L. POW 4700 – Machado de Assis and His Contemporaries: **[R][CA]**

- <https://secure.aa.ufl.edu/Approval/reports/15447>

- Comments:
 - Please provide a course specific rationale for why the new title better reflects the modernized content of the course. [This course has always explored the writings of Machado de Assis and always done so from a thematic perspective – the two overarching themes of his works are indeed those of race and gender. By adding these themes to the title, we better convey to students what the content of the course is and what kinds of topics they will be discussing in the course.]

M. PSY 4949 – Community Work: **[R][A]**

- <https://secure.aa.ufl.edu/Approval/reports/15437>
- Comments:
 - ~~Please include all required policies and links in the syllabus.~~
 - ~~Please revise “Late work will not be accepted” to allow for excused absences as stated in UF Policy: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>~~

N. SPN 4310 – Readings in Spanish Drama of the Golden Age: **[R][CA]**

- <https://secure.aa.ufl.edu/Approval/reports/15449>
- Comments:
 - ~~Is proposed transcript title intended to end with ‘and’? Suggest the following: SPN THTR for Kings & Commoners. [That was a mistake, thank you for catching. I have updated the form to reflect the suggested transcript title. 2/08/2021]~~
 - Please provide course specific justification for why the title change better reflects the curriculum. [Current approaches to literary and cultural studies embrace a comparative approach, understanding that no work of art (or culture) exists in isolation. By approaching Spanish theater with a comparison to Shakespeare, we not only situate Spain’s Golden Age better in the world but also help students connect this content to other content with which they are likely already familiar. The “kings and commoners” part of the title is meant to reflect that overarching theme of class/status, which is prevalent throughout all the literary production, and especially the drama, of that time period in Spain.]
 - Recommend changing course description to better reflect/explain proposed title change.
[The current course description is “Variable readings in Spanish Classical Theater by Lope de Vega, Pedro Calderon de la Barca, Tirso de Molina and others, including entremeses and Autos sacramentales. Focuses on the

comedia's appeal to lettered and unlettered spectators and its potential for mass control and social protest.“ We believe that this description is still appropriate – the readings still include those listed, “and others,” as well as touching on the issues of class and conflict. The revised title was, in fact, created based on the current description as well as how the course has evolved. 02/14/2021]

O. SPN 4780 – Spanish Sounds: Phonetics and Phonology: ~~[CA]~~[A]

- <https://secure.aa.ufl.edu/Approval/reports/15453>
- Comments:
 - ~~Please provide course specific justification for why the title change better reflects the curriculum.~~ [This change is actually a bit more straightforward than some of the others. Our students don't really know what “phonetics” is and don't understand what it is they're be studying in the course; they also don't recognize how relevant the content is to their everyday lives. The “Spanish sounds” part helps with that. The addition of “phonology” as well as phonetics represents a shift in the field over the past several decades. It is nearly impossible, and mostly useless, to talk about sounds in isolation (phonetics = sound inventory of a language), without considering how those sounds are realized in speech (phonology = processes that affect how sounds are produced in certain contexts), such as different dialects or foreign accents. By adding the “phonology” we now more accurately reflect the way the course is taught, which encompasses both the inventory and the processes. Email, 2/08/2021]
 - ~~Suggest one of the following titles as more representative (but up to submitter's discretion:~~
 - ~~The Spanish Sounds and Sound System~~
 - ~~(Transcript title: Spanish Sounds & Sound System)~~
 - ~~The Spanish Sounds and Sound System: Phonetics and Phonology~~
 - ~~(Transcript title: Spanish Sounds & Sound System OR Spanish Phonetics & Phonology)~~
 - ~~Spanish Sounds: Phonetics and Phonology~~
 - ~~(Transcript title: Spanish Phonetics & Phonology)~~
 - ~~Please check to make sure that the current course description reflects the new course title.~~

[Have changed the online form to reflect this title instead: Spanish Sounds: Phonetics and Phonology (Transcript title: Spanish Phonetics & Phonology)]

[Current description: “Focuses on the precise description of Spanish pronunciation with some attention to dialect features and contrastive English phonetics.” This description (while a bit dry!) still reflects the course content – phonetics = description of sounds, phonology = how they work together to create pronunciation, dialectal variation. All of the content is approached from a contrastive perspective, to help English speakers understand particular challenges for them. 02/14/2021]

P. SPW 3100 – Introduction to Spanish Literature 1: **[R][CA]**

- <https://secure.aa.ufl.edu/Approval/reports/15448>
- Comments:
 - Please provide course specific justification for why the title change better reflects the curriculum. [The justification here is similar to the justification provided for the Brazilian Literature courses above. The original title is a product of the outdated approach to literary studies. This course presents the early period of Spanish Literature, a period dominated by coexistence of and conflicts between the religions on the Peninsula. The new title better represents these themes so that students can understand what is covered in the course. Email 2/08/2021]
 - ~~Proposed title “Crescent; Cross; Star of David: Iberian Cultural Crossroads 1100–1700”. There is no indication in the title this course is about literature. Could be interpreted as a history course?~~ [The lack of the word “literature” is intentional here, as it is in other courses discussed above. The term “literature” is outdated in the field of literary/cultural studies, and students’ understanding of what they are signing up for with a “literature” course is not what they would find today. Rather than the poems and novels that the term “literature” implies to students, these courses use a wide range of texts and genres to explore the course themes. Given that it is offered in a language department, with the SPW prefix, it is unlikely to be mistaken for a history course.]
- Please check to make sure that the current course description reflects the new course title. [Current description = “Selected readings in epic, lyric, ballad and popular poetry, early forms of recreational and didactic prose and dramatic works from Spain's Medieval and Golden Ages are presented with attention to form and historical context. (H and N)”. This is still reflective of the course content, as the course covers a broad range of “texts” (broadly interpreted), which are naturally reflective of the cultural and religious ‘crossroads’ that defined Spain’s medieval and golden age periods. 02/14/2021]

Q. SPW 4213 – Spanish Prose Fiction of the Golden Age: [R][CA]

- <https://secure.aa.ufl.edu/Approval/reports/15450>
- Comments:
 - Please provide course specific justification for why the title change better reflects the curriculum. [The course’s original title is based on the canonical REGION + GENRE + CENTURY approach to literature that is not only no longer in fashion, but has also been repeatedly advocated against but institutions such as the Modern Language Association. (If needed, I can provide links/articles.) The focus of this course is the prose fiction from the Spanish Golden Age, during which time Spanish Imperialism permeated every aspect of life and was represented through literary and cultural works. With this new title we believe we can better represent how this theme is the undercurrent for everything that was produced by that time, and help students understand what they will in the course. Email, 2/08/2021]
 - Proposed title makes no mention of literature or prose. [In this case, I agree that further information is warranted in the course title, primarily to distinguish from drama. So I have amended the proposed title to: “Imagining Imperial Spain: Golden Age Fiction”, with the transcript title “Spanish Golden Age Fiction”]
 - Please check to make sure that the current course description reflects the new course title. [Current description = “Examines a literary landscape of rampant generic diversity before novelistic norms were solidified as known them today. Readings and lectures in Spanish.” This description still reflects the content of the course. The title highlights the primary themes, while the description does not. However, it is still an accurate description of what the course covers. (And also helps to further clarify that the course is in Spanish and is not a history course!) 02/14/2021]

R. SPW 4604 – Don Quijote: [R][CA]

- <https://secure.aa.ufl.edu/Approval/reports/15451>
- Comments:
 - Please provide course specific justification for why the title change better reflects the curriculum. [The proposed title change presents a more engaging and interesting way of presenting course content, while also reflecting how the treatments of Cervantes’ novel have evolved. In the 1950s and 1960s the “Don Quijote” course was considered de rigeur, and as such programs all around the country have a similar one on the books. The course still covers Don Quijote, but modern approaches cover not just the novel but also the character and other portrayals of the character (for example, in other literary works, in film, in pop culture). Moving away from the conventional book title

= course title approach allows us to broaden the scope of the class but, more crucially, signal that approach to students. Email, 2/08/2021]

- ~~Please check to make sure that the current course description reflects the new course title.~~ [Current description = “A close reading of Cervantes' masterpiece that emphasizes the origins of the modern novel as a genre and its implication in the history of ideas.” The goals of the course remain the same – to examine the novel in detail, and to relate it to the historical and cultural circumstances in which it was written, as well as to its legacy. The new title just adds a nuance that makes it a bit more descriptive and interesting. The course description doesn't need to change. 02/14/2021]

S. SPW 4780 – Hispanic Women Writers: **[R][CA]**

- <https://secure.aa.ufl.edu/Approval/reports/15452>
- Comments:
 - Proposed title does not include the word “Hispanic” or mention “writers”? Is that intentional? [The omission of “Hispanic” is intentional, the omission of “writers” I don't believe is. “Hispanic” has become a somewhat problematic term when wanting to refer to peninsular Spain, as that term has evolved to largely signal someone or something from Latin America (also a problematic term in its own right, but not relevant here!). At the same time, it is becoming increasingly difficult to present only peninsular or only Latin American works, as trans-Atlantic approaches have become the norm. By not using any specific term, we avoid the complications and avoid misrepresenting the content. Given that the course is offered in the Spanish section, and is taught in Spanish, there is little chance of students not understanding that the course will cover works written in Spanish. As for the term “writers,” again, the SPW prefix (which refers specifically to ‘writing’ as opposed to language/linguistics/culture in SPN prefixed courses) obviate the need to include “writers” in the title. Email, 2/08/2021]
 - ~~Transcript title is the same as old title. Please correct in the approval form.~~ [updated]
 - Please provide course specific justification for why the title change better reflects the curriculum. [This has always been a course that explores issues of gender, gender representation, and power dynamics through literary and cultural products. That has not changed. The new course title reflects this thematic approach and the issues underlying words and works produced by women, and does so more accurately than the previous title, which focused only on the fact that the writers themselves were women.]
 - Please check to make sure that the current course description reflects the new course title. [Current course title = “A seminar dedicated to the exploration of literary works written in Spanish by women of Spain, Latin America and/or

the United States.” which in fact already addressed the issues of “Hispanic” that I mentioned in my previous update. As the focus is on the women writers and their literary production, and how they represent their voices in them, the new title is still in line with the current description. 02/14/2021]

25. Proposed new professional courses

Approved	Conditionally Approved	Recycle
DEN 5505C: Introduction to Clinical Care	BCH 2XXX – Science for Life	
	PHA 5XXX – Decision-Making in Managed Care Pharmacy	

Dentistry

- A. DEN 5505C: Introduction to Clinical Care **[A]**
- <https://secure.aa.ufl.edu/Approval/reports/15650>
 - Comments:
 - None

Medicine

- B. BCH 2XXX – Science for Life **[CA]**
- <https://secure.aa.ufl.edu/Approval/reports/15637>
 - Comments:
 - ~~Please revise prereqs in form to state “college-level science or engineering courses are recommended.”~~ **NOTE: Since the number of the course is lowered to 2XXX from 4XXX, many engineering students will not have have taken an engineering course with the possible exception of freshman design. Also, if taken in the second semester of the freshman year, many students will have completed only one college-level science course (especially those from less affluent backgrounds). More appropriately perhaps the prerequisites should be “successful completion of a college-level science course.” If more than one science course is desired, please be more explicit as to how many and which ones.**

Pharmacy

- A. PHA 5XXX – Decision-Making in Managed Care Pharmacy **[CA]**
- <https://secure.aa.ufl.edu/Approval/reports/15723>

- Comments:
 - ~~It appears there is a typo in the course description, please correct: “The student will gain knowledge to advanced concepts...” should it be “of advanced concepts”?~~ [Thank you for noticing this. This has been corrected in the syllabus and updated on the UCC approval form. Updated version of syllabus uploaded. Email response, 2/11/2021]
 - ~~Why does the class not meet consecutively?~~ [The majority of the electives in the College of Pharmacy occur at the end of the semester in the 2-week elective block. Similarly, in this course, the majority of the course meetings occur at the end of the semester during the elective block. This course has a project/presentation that requires prior introduction and preparatory work, and the class sessions earlier in the semester serve this purpose.]
 - ~~Please confirm that UF attendance policy for excused absences will be applied to the 15 minutes prior to start of class log in requirement. Exceptions must be made for students who have a valid excuse for not being able to log in within this timeframe.~~ [the attendance policy for excused absences will be applied - students are not required to log in 15 minutes early – only highly suggested in case they have technical difficulties]
 - ~~Are students with 3 or more excused absences typically referred to the Asst Dean?~~ [Pharmacy is a professional program, and attendance at all class sessions is required. Students with multiple absences are missing important components of their professional education. Students who miss 3 or more classes (excused or unexcused) are referred to the Assistant Dean for support/concern to see if there are external factors that may be preventing attendance and/or assess if additional support is needed to help the student be successful in our program.]
 - ~~On p. 5 of syllabus, a bit confusing re: who to contact for what. Can questions be directed to the instructional designer OR the educational coordinator, except for absence/tardy requests? Should an instructional designer be involved in course policy issues? Is this standard at COP?~~ [Our students definitely know that the academic/education coordinator is the first-line of contact. We have generally included the instructional designers in our syllabi for reference, but I see how the current formatting can be confusing. I have cleaned up the formatting and deleted the instructional designer for this submission. Updated syllabus submitted.]
 - After the student exhausts College-level members of the chain of command in the complaint process, the student should be referred to the Provost and Associate Provost for Undergraduate Affairs/Director of Professional Curriculum. Also concerning the chain of command for reporting complaints, the last sentence (and step) should read: “If the decision is unsatisfactory, the students may appear to the UF Ombuds at ombuds.ufl.edu. Note that at any stage of the process, the student can appeal directly to the UF Ombuds.” The

end of the chain is not the Dean of Students Office but, rather, the UF Ombuds.

- The description of how students should manage their video and audio when entering and during small and large classes should be articulated by the instructor on a regular basis.

27. Proposed Joint Courses

Approved	Conditionally Approved	Recycle
URP 4XXX – International Perspectives in Urban and Regional Planning		

Design, Construction and Planning

A. URP 4XXX – International Perspectives in Urban and Regional Planning: **[R][A]**

- <https://secure.aa.ufl.edu/Approval/reports/15223>
- Comments:
 - ~~Please be more specific and detailed regarding the difference between the undergraduate and the graduate student requirements in the course.~~ [The course content is the same for undergraduate and graduate students. However, the assignment requirements are significantly higher for graduate students.

Assignment differences:

- a) Graduate students are assigned more readings to summarize than undergraduate students. (Minor Assignment)
- b) In one of the major assignments, graduate students are assigned a planning challenge write up on two countries whereas undergraduate students are only assigned one country. (Major Assignment)
- c) Graduate students are required to submit a full-length research paper at the end of the semester. The word limit for graduate students is almost double than undergraduate students (3500-4000 vs 1500-2500 words). Also, graduate students are expected to submit a higher quality work for which guidance is provided in the canvas assignment description. (Major Assignment)

This course offers an appropriate course load for graduate students. Email, 2/12/2021]

- ~~Is this course required for the Planning minor or is it an elective?~~ [This course is elective and not required for Planning minor, but this course is included in the International Scholars Program coursework list

<https://internationalcenter.ufl.edu/global-learning/international-scholars-program/coursework> This course attracts students from the College of Arts and Sciences, IFAS, College of Business, College of Education, College of Engineering, and College of Design, Construction, and Planning.]

- ~~What is the weekly topic for the 15th week of the semester?~~ [The 15th week is for the student's presentation. Students make a brief presentation in the class and receive feedback from other students and me. The presenters are expected to incorporate the suggestions/feedback in their final submission. I find this exercise very rewarding for students as they get to discuss the research of their peers in detail.]
- ~~Please provide separate undergraduate and graduate syllabus for the course.~~ [Provided]
- ~~Readings listed on UCC form are not the same as what's on the syllabus (UCC form has long list of readings). Is the long list on the UCC form intended to be examples of what might be assigned?~~ [Yes, the long list on the UCC form serves as an example list. However, every year I try to add a few readings as Urban Planning is a dynamic field, and there are plenty of case studies to discuss. For example, in the coming years, we will have a few readings on the impact of COVID-19 on the issues we cover in the class.]
- Comment: The instructor is strongly recommended to include the due dates for all assessments. At a minimum, include the module/weeks that each is due.