Dr. Lindner convened the UCC at 1:00 p.m. in the Chamber at the Reitz Union.

Members Present: Angela Lindner, Charles Baer, Eleni Bozia, Joel Brendemuhl, Timothy Brophy, Abdol Chini, Christine Davis, Stefanie Gazda, Chad Grodi, Youssef Haddad, Christopher Janelle, Alison Reynolds, Richard V. Scholtz, III, Alexander Sevilla, Lauren Solberg, Joseph Spilane, Venita J. Sposetti, Nicole Stedman, Curtis Taylor, Hans van Oostrom, Nancy Waldron, and Michael Weigold.

Liaisons: Toby Shorey

Guests: Andrea Lucky and Heather Maness.

Dr. Lindner welcomed the members to the meeting, who introduced themselves and included the length of time they have served on the committee. Dr. Lindner went over the responsibilities of the committee, which is primarily to ensure the quality of the programs at the university. She cited the work as very important, not only during the meeting but on campus to help educate and facilitate the committee's work, and to solicit feedback from campus as a whole. This responsibility extends to the entirety of the university to help ensure the quality of our education with the highest of expectations.

Dr. Lindner provided an overview of the process and opened to the floor to questions. Conditionally Approved status (CA) was discussed; CA does not come back to the committee, and will be in CA state until the conditions are satisfactorily met. Casey Griffith shepherds this process and sometimes includes review committee members in this review, as needed.

1. Approval of minutes of May 15, 2018 meeting

Approved.

2. Election of Senate Co-Chair
Hans van Oostrom was elected by acclamation and vote.

3. Proposal to create a new Minor in Agricultural Curriculum and Development, effective Summer B 2019. Rebecca Trammell
Presented by Nicole Stedman, who explained that gaining a teacher credential is not part of the core minor at this point, and that an external review with the College of Education had been done.

Approved.

4. [Proposal to remove limited access status from Criminology degree, effective Summer B 2019. Barbara Zsembik](#)
Dr. Spillane explained that the initial rationale for limited access status was an attempt to have some control over enrollment, but critical tracking has been found to be the actual limiting enrollment factor.

Approved.

5. [Proposal to modify Basic Science specialization, effective Summer B 2019. Joel Brendemuhl](#)
Presented by Drs. Brendemuhl and Lucky. Agenda items 5-7 were presented concurrently but voted on separately.

Entomology and Nematology originally had six different specializations and it was time to assess if all six were necessary. One specialization was removed last year.

The major relies on transfer students so the movement of a 3XXX class from the 5th semester to the 3rd does not adversely impact transfer students, but is thought to assist freshman students. More approved electives are available.

Conditionally approved.

6. [Proposal to terminate Biosecurity specialization, effective Summer B 2019. Joel Brendemuhl](#)
Dr. Lucky presented this termination as cleaning up the curriculum. Students with interests in the specializations are thought to be better served by pursuing Basic Science and using electives to tailor their areas of interest.

Approved.

7. [Proposal to terminate Ecotourism specialization, effective Summer B 2019. Joel Brendemuhl](#)
Dr. Lucky presented; see above. It is anticipated that this new model with more approved electives expands the options available to students.

Approved.

8. [Proposal to modify Construction Management, effective Summer B 2019. Abdol Chini](#)
 Dr. Chini explained that there is currently a 1 credit hour course in construction management, but a new college-wide course is preferable as it will be more beneficial to students. Transfer students will not be expected to take this course if they have their AA degree.

Approved.

9. Notice of programs moving to UF Online (information only)
- None

10. Notice of items from the Academic Assessment Committee (information only)
- None

11. Notice of items from the Graduate School (information only)
- None

12. Notice of new graduate certificates (information only)
- None

13. Notice of changes to graduate certificates (information only)
- None

14. Proposed new undergraduate certificates
- None

15. Proposed changes to undergraduate certificates
- None

16. Proposed new professional certificates
- None

17. Proposed changes to professional certificates
- None

18. Proposed new undergraduate courses
Agricultural and Life Sciences
- FOS 3XXX Life After Graduation—recycled

Arts
- ARH 2XXX Introduction to Latin American Art—conditionally approved
- HUM 3XXXL Applied Theater for Health II: Collective Creation Lab—conditionally approved
- TPA 4XXX Advanced Stage Management Seminar—approved

Journalism
- JOU 3XXX Dataviz and Mapping—conditionally approved
- JOU 4XXX Environmental Journalism—conditionally approved
- MMC 3XXX Rock 'N' Roll and American Society Part 2—approved

Liberal Arts and Sciences
- PCB 3XXX Cancer Biology—conditionally approved
- PHI 3XXX Reasoning—conditionally approved

19. Proposed changes to undergraduate courses
Engineering
- ABE 4171 Power and Machines for Biological Systems—approved
- EAS 4200C Aerospace Structures—conditionally approved
- EGN 3353C Fluid Mechanics—approved
- EML 4147C Thermo-Heat Transfer Design and Laboratory—approved

- [EML 4304C Thermo/Fluid Design and Laboratory](#)—conditionally approved

Liberal Arts and Sciences
- [ECO 4400 Game Theory and Applications](#)—conditionally approved
- [EUS 3100 European Cinema](#)—approved
- [LIN 4701 Psycholinguistics](#)—approved
- [PHY 3513 Thermal Physics 1](#)—approved

20. Proposed new professional courses
Medicine
- [GMS 6XXX Autism Spectrum Disorder Supports and Services Across the Lifespan](#)—conditionally approved
- [GMS 6XXX Field-Based Experience](#)—recycled
- [GMS 6XXX Introduction to Autism Spectrum Disorder](#)—conditionally approved
- [GMS 6XXX Neurobiology of Autism Spectrum Disorder](#)—conditionally approved
- [GMS 6XXX Special Topics](#)—conditionally approved
- [GMS 6XXX Treatment and Intervention in Autism Spectrum Disorder](#)—recycled

21. Proposed changes to professional courses
Dentistry
- [DEN 5405C Preclinical Operative Dentistry 1](#)—approved
- [DEN 6407C Preclinical Operative Dentistry 2](#)—approved
- [DEN 6408C Preclinical Operative Dentistry 3](#)—approved
- [DEN 6415C Preclinical Fixed Prosthodontics 2](#)—approved

22. Proposed new joint courses
- None

23. Proposed changes to joint courses
- None

24. Proposed new 5000 level courses
- None

25. Proposed changes to 5000 level courses
- None

26. Notice of new graduate courses (information only)
Business Administration
- ACG 6107 Accounting for Income Taxes
- ISM 6251 Programming for Business Analytics
- ISM 6562 Business Data Presentation and Visualization

Engineering
- EAS 6XXX Spacecraft Attitude Estimation and Control
- EEE 5283 Neural Signals, Systems and Technology
- EEE 6742 Advanced Hardware Security and Trust
- EEE 6744 Hands-On Hardware Security
- EGS 6628 Applied Engineering Project Management

Journalism
- MMC 5279 UX Design Theory
- MMC 6466 Digital Persuasive Communication

Liberal Arts and Sciences
- LAS 6XXX Foundations of Economics for Sustainable Development

Medicine
- GMS 5224 Foundations in Precision Medicine: Medical Molecular Genetics
- GMS 6836 Foundations of Learning Health System Research
- GMS 6856 Introduction to Biomedical Natural Language Processing
- GMS 7133 Advanced Molecular Virology

Pharmacy
- PHA 6613 Clinical Applications Precision Medicine: Precision Health
- PHA 6746 Patient Education and Communication in the Era of Precision Medicine
- PHA 6950 Precision Medicine Conference

Public Health and Health Professions
- HMG 6589C Applied Multivariate Analysis for Tourism and Hospitality
- PHC 6022 Design and Conduct of Clinical Trials
- PHC 6598 Foundations in Precision Medicine: Genetic Epidemiology

27. Notice of changes to graduate courses (information only)
Design, Construction and Planning
- URP 6278 Web Mapping and Visualization

Engineering
- EEL 5486 Electromagnetic Field Theory and Applications I
- EEL 6275 Power System Protection

Medicine
- GMS 6705 Functional Human Neuroanatomy
- GMS 6851 Health Outcomes Research
- GMS 6853 Applied Topics in Dissemination and Implementation Science
- GMS 6885 Research Design in Health Outcomes and Policy

Public Health and Health Professions
- PSB 6115C Clinical and Cognitive Neuroscience: Methods and Theory
- RSD 6718 Neuroplasticity: A Foundation for Rehabilitation

Meeting adjourned at 2:12 p.m.

University Curriculum Committee Program and Course Recommendations

[September 18, 2018]

Program Recommendations

3. Proposal to create a new Minor in Agricultural Curriculum and Development, effective Summer B 2019. Rebecca Trammell

- **Will students be eligible to pursue teacher certification with this minor?**

4. Proposal to remove limited access status from Criminology degree, effective Summer B 2019. Barbara Zsembik
- **What is the rationale (motivation) for this request? For example, is the program seeing capacity for additional students?**

5. Proposal to modify Basic Science specialization, effective Summer B 2019. Joel Brendemuhl
- **Humanities (GE-H) was moved to Semester 1 from Semester 2. The title "Social and Behaviorial Sciences" should be replaced by "Humanities" in that Semester 1 shift.**
- **The new semester plan shows 3000-level courses as early as the third semester. Will transfer students be delayed in two-year graduation because of this?**

6. Proposal to terminate Biosecurity specialization, effective Summer B 2019. Joel Brendemuhl

7. Proposal to terminate Ecotourism specialization, effective Summer B 2019. Joel Brendemuhl

8. Proposal to modify Construction Management, effective Summer B 2019. Abdol Chini.

Course Recommendations

18. Proposed New Undergraduate Courses

Approved	Conditionally Approved	Recycle
TPA4XXX	ARH2XXX	FOS3XXX
MMC3XXX	HUM3XXXL	
	JOUXXXX	
	JOUXXXX	
	PCB3XXX	
	PHI3XXX	

A. FOS3xxx Life After Graduation [R]
- No need for syllabus. All relevant information should be submitted on the approval request for new courses.
- Is this going to be a required course? Is a request for curriculum change following this at a future meeting?
- Course description. The opening needs to be rephrased. Suggestion (in line with UCC recommendation):

'Provides an overview of what opportunities are available for food science students after graduation, and tips and advice on how to be successful after graduation. Intended for all food science majors, especially those preparing to graduate within the academic year.'

- For course outcomes, it is preferable to start bullet points with verbs that are measurable.
- Grading Scheme: Students may pass the class by simply attending. Attendance is 80%. The two parts (resume and interview projects) constitute 20% only. To pass, a student needs to earn 70%. **In other words, if a student attends all classes and does no work, s/he can pass the class.**

https://secure.aa.ufl.edu/Approval/reports/12308

B.   ARH2XXX – Intro to Latin American Art [CA]
- "Absences and make-ups (in additional to instructor's policy)" The Review Committee needs to see the instructor's policy to ensure it does not violate the University's. **Policy may need adjustment.**
- ~~Unusual course objective: "Memorize the identifying information for selected works covered in exams." Usually exams text test objectives, and aren't listed in objectives.~~
Instructor Updated:
Recall the geography and cultural characteristics of Latin America as a region. • Apply art historical methods to describe, compare, and analyze works of Latin American art orally and in writing, independently and in groups. • Memorize the identifying information for key works of Latin American art.. • Identify the major features of ancient, colonial, and modern/contemporary Latin American art. • Read scholarly analyses of this art and summarize them in their own words.
- ~~Office hours as required (5% of grade). Not ok~~
Instructor Updated:
Class attendance: 10%, based on attendance taken daily (documented illnesses and other reasons for absence are excused)
• Class participation: 15%, based on in-class group assignments (10%) and individual participation in whole-class discussions (5%); students who miss class as an excused absence have the option to make up these assignments
• Visual analysis: 10%, short written analysis of a work of art on display around campus or in town at beginning of semester
• Latino Film Festival assignment: 10%, written summary and response to a film viewed as part of the film festival held each fall (the semester in which this class will usually be taught)
• HESCAH assignment: 10%, written summary and response to a lecture on campus offered as part of the Harn Eminent Scholar Chair in Art History series
• Midterm examination: 10%, short essay answers that students prepare following study guide provided in advance
• Map quiz: 5%, on the country names and capitals of all Latin American nations
• Harn piece paper: 15%, a short (3–4 page) research paper on a work of art on display at the Harn Museum
• Final examination: 15%, short essay answers that students prepare following study guide provided in advance (non-cumulative, so based on material covered after midterm)
https://secure.aa.ufl.edu/Approval/reports/12390

C.   HUM3XXXL – Applied Theatre for Health II [CA]
- ~~Texts address Playbuilding and Theatre Conventions, but not the relationship to health. Are there additional readings?~~

From instructor: There are not additional readings in this course due to the practical nature of the theatre creation process. Foundations for learning have been laid in Applied Theatre I: Theory and Practice, and the focus of this course is on constructing a workshop around a health topic chosen by the students. Students will be expected to research their topics and apply this research to their own work. The two texts in the course support this process.
- ~~Why is this course an "L" course?~~

Instructor response: The course is a Lab course because it functions as a Theatre Laboratory - a practical/experiential space for students to apply theory and generate a real-world product. I will be not lecturing in this course; we will be making work together.

- ~~Participation is 20% of the final grade. How will this be assessed?~~
Instructor response: Theatre is a highly collaborative art form and students will navigate the inherent difficulties of group collaboration throughout the semester. Attending and actively participating all classes is very important. 2 points for each class attended will be awarded (15 weeks X 3 classes/wk X 2 points = 90 points). The remaining 10 points will be awarded based on contributions to discussions and peer evaluation.
- **Please change the Academic Honesty web site to the DSO link.**
- **The Attendance policy seems to be missing.**
    https://secure.aa.ufl.edu/Approval/reports/12914

D. TPA4XXX – Adv Stage Management Seminar ~~[R]~~[A]
- Course objectives should be measurable:

    ~~"To discuss and reflect on School of Theatre and Dance production assignments through weekly class discussions and production experience presentations. Students will also explore advanced topics in stage management such as emergency procedures, first aid, CPR and AED certification, networking, and self-marketing."~~
    Objectives updated: To critically examine theatrical collaboration and reflect on SoTD production assignments through weekly discussions and presentations. By the end of this course students will be able to identify productive and destructive collaborative practices, develop skills as a discussion facilitator, promote productive dialogue and peer exchange, and advance their own and their peers' level of problem solving from the perspective of a stage manager.
- ~~How will discussion/participation and reading assignments be assessed, since they comprise 67% of the course grade?~~ Grading distribution updated to include assignment, grading, and participation: Production assignment discussion/participation - 34% Reading assignment discussion/participation - 33% Production experience presentation - 33% Total 100%

- ~~Attendance policy does not comply with university attendance policy. From the syllabus:~~

    ~~The success of this course is based on discussion and class participation. Attendance is vital. Only one (1) unexcused absence from class will be permitted without penalty. Each additional unexcused absence will lower your final grade one full letter. Arriving late or leaving class early will also have a negative impact on the participation component of your final grade. Two (2) late arrivals and/or early departures to/from class will count as one (1) unexcused absence. If you have planned absences this semester due to unavoidable conflicts, such as religious observances, you must inform me in writing by Friday, January [Date], [Year]. All requirements for class attendance, make-up assignments and other work in this course are consistent with university policies~~
    Attendance policy updated:
    The success of this course is based on discussion and class participation. Attendance is vital. Only one (1) unexcused absence from class will be permitted without penalty. Each additional unexcused absence will lower your final grade one full letter. Arriving late or leaving class early will also have a negative impact on the participation component of your final grade. Two (2) late arrivals and/or early departures to/from class will count as one (1) unexcused absence. Excused absences are consistent with university policies in the undergraduate catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) and require appropriate documentation.
- ~~Can students be required to turn off cell phones?~~
    Updated to specify emergency use: Cell phones should be used for emergency purposes only
    https://secure.aa.ufl.edu/Approval/reports/12313

E. JOU xxx: Dataviz and Mapping [CA]
- ~~NO need for attached syllabus (Word document).~~

- ~~Course description. The opening needs to be rephrased. Suggestion:~~
  ~~'Covers the foundational skills required for any professional communicator who seeks to tell a visual data story for audiences that rely on cellphones, as well as the basics of geospatial analysis. The emphasis is on data evaluation using code-free tools.'~~
  Instructor response: Covers the foundational skills required for any professional communicator who seeks to tell a visual data story for audiences that rely on cellphones, as well as the basics of geospatial analysis. The emphasis is on data evaluation using code-free tools
- ~~Prereq: Remove 'permission of instructor.'~~
- ~~Schedule is missing 1 week. If spring 2019 is used as a model, Jan. 7 is week 1.~~
  Instructor Response:
  1 Jan. 9 Introduction Data sources; visual storytelling; planning your data story Homework Assign 1 2 Jan. 16 Design Principles Color; typography; accessibility; UX; UI; cellphone vs. desktop Excel Readings on Canvas Homework Assign 2 3 Jan. 23 Data Principles Data limitations; valid comparisons; types of variables Excel Readings on Canvas Homework Assign 3 4 Jan 30 Data Analysis Variance; correlation; differences in means; statistical significance Excel, Tableau Readings on Canvas Homework Assign 4 5 Feb. 6 Visual Analysis Scatterplots; histograms; box plots; quartiles Tableau Readings on Canvas Homework Assign 5 6 Feb. 13 Charts Matching chart to data; legends; axes; tailoring for cellphone Data wrapper Readings on Canvas Homework Assign 6 7 Feb. 20 Maps as a Visual Tool Proper use of maps; choropleth, point, heat; mapping data Tableau Data wrapper Fusion table Readings on Canvas Homework Assign 7 8 Feb 27 Visual Storyboarding Storyboard your project, tailored for a cellphone Outline your story Exam 1 (take at home) due March 6 No class (spring break) 9 March 13 Designing the Story Basics of using a code-free tool to tell a data-driven, visual story Quadrigram Homework Assign 8 10 March 20 Lab: work on Visual Data Project 11 March 27 Refining the Story Gaining fluency in using Quadrigram to build the story Quadrigram Homework Assign 9 12 April 3 Story Project Presentations Each student shows final story project during class Prepare your project Post project URL by April 2 13 April 10Geospatial Basics GIS principles; datums; projections; coordinates QGIS Homework Assign 10 14 April 17Geospatial Geocoding Geocoding addresses; calculating spatial boundaries QGIS Homework Assign 11 15 April 24Geospatial Joins Joining spatial data; census data; census shapefiles QGIS Exam 2 (take at home)
- **The Academic Integrity policy for the course must align with the Academic Integrity process for UF. Please evaluate whether your process aligns with UF's.**
- **The link to the UF Attendance policy appears to be missing.**
  https://secure.aa.ufl.edu/Approval/reports/12871

F. JOU xxxx: Environmental Journalism – "comprehensive" in description? [CA]
- ~~Outcomes: "Understand," not measurable, Evaluate and Analyze are preferable.~~
- ~~Appears to be co-listed grad/undergrad – not marked as such. Is there a grad syllabus also?~~
- ~~Syllabus mentions authors of required reading coming to campus. How will that change in future semesters?~~
- Fee for fieldtrip – Is this OK? Instructor will work with those with financial need. Why allow students to miss one class if they take the fieldtrip? What happens if they do not attend fieldtrip? Is this optional? What about Accessibility Concerns? Why ok to miss one course if you attend? Is there an alternate assignment (since this is one of the required assignments).
  - o **NOTE: If the instructor charges a fee separate from the Materials & Supply fees for the field trip, the trip MUST be voluntary and CANNOT be connected in any way to the grade. Since a major assignment is currently connected to the field trip, please evaluate how the trip will be decoupled from the grade and how students who cannot attend the field trip will not be penalized.**
  Instructor addition: If a student is unable to attend the field trip, see the instructor for an alternative field assignment.
- Need to remove from course description the title of the course.
- ~~In course description: "information on science and issues" should be "information on environmental science and related issues."~~
  Instructor modification: This introduction to Environmental Journalism will help you find the most accurate, credible and timeliest information on environmental science and related issues – discerning

uncompromised expert sources, using human narratives and descriptive storytelling to relate real-world impact, and tapping the databases, records and other tools used by environmental reporters.

- **The instructor mentions the presence of graduate and undergraduate students. Is this intended to be a dual-numbered course?**
https://secure.aa.ufl.edu/Approval/reports/12870

G. MMC xxx: Rock 'n' Roll and American Society Part 2 [A]
https://secure.aa.ufl.edu/Approval/reports/12872

H. PCB3XXX – Cancer Biology [CA]

- **Course Textbook: Provide a more complete bibliography. (E.g., year of publication, publisher).**
- ~~What does &amp mean in the prereqs? (If this is some standard/common term, please ignore)~~

https://secure.aa.ufl.edu/Approval/reports/12258

I. PHI 3XXX: Reasoning [CA]
- ~~Prerequisite section seems to indicate that a sophomore, junior, or senior regardless of major or lack of having taken a philosophy course in the past is eligible to take this course. But if you are a freshman, you must have taken one of the designated courses or be a philosophy major. Is this the intention? Remove instructor permission.~~

Per John Palmer:
Dr. Greg Ray has forwarded to me your question from the UCC Review Subcommittee regarding the prerequisite for PHI3XXX: Reasoning, a new Philosophy course currently wending its way through the approval system. I said I would be glad to respond on his behalf.
Philosophy would be content with its 3000-level electives having no prerequisite at all. However, since the time it came to be **required that every new course submitted through the approval system needed to have some prerequisite listed***, we have employed the intentionally non-restrictive prerequisite included in the application for the Reasoning course:
Prereq: sophomore or higher standing or PHI 2010 or PHI 2100 or PHI 2630 or PHM 2204 or philosophy major or minor or instructor permission.
This prerequisite appears in the UF Catalogue of Courses for our most recently approved 3000-level electives (PHH 3610, PHI 3459, PHI 3501, PHI 3551, PHI 3553, PHI 3695, PHM 3127, and PHM 3600), and to maintain a certain uniformity we would hope that the new 3000-level course would have the same prerequisite.
- **Note that students may not always be able to give the instructor prior notice of an absence. Please adjust the wording to reflect this possibility while also strongly encouraging students to give prior notice when possible.**
- *Note that not every course submitted to UCC requires a pre-requisite. 1000-level courses do not need pre-requisites. Those above 1000 level do.

https://secure.aa.ufl.edu/Approval/reports/12498

19. Proposed Changes to Undergraduate Courses

Approved	Conditionally Approved	Recycle
AEB4171	EAS4200C	
EGM3353C	EML4304C	
EML4147C	ECO4400	
LIN4701	EUS3100	
PHY3513		

A. ABE4171, Power and Machines for Biological Systems ~~[CA]~~[A]
    - ~~Need a list of courses that are "equivalent": EGM3520 and (EGM3400 or equivalent)~~
    - **Is EML3007 no longer applicable to this course?**
      https://secure.aa.ufl.edu/Approval/reports/12578

B. EAS4200C Aerospace Structures – Drop Lab Code, Change Prereq Grade Requirement [CA]
    - ~~Must submit syllabus since you are removing "combined" suffix from course.~~
    Syllabus submitted
    - **What are impacts on transfer students? (EGM3520 is in Semester 4.)**
    - **Will the course be all lectures now (and no laboratory-type exercises?)?**
      https://secure.aa.ufl.edu/Approval/reports/12318

C. Prereq Change in EGM3353C Fluid Mechanics [A]
      https://secure.aa.ufl.edu/Approval/reports/12448

D. EML4147C Thermo-Heat Transfer Design and Laboratory - name change and catalog description change ~~[CA]~~[A]
    - ~~Syllabus states that "*Materials developed by the instructor will be made available to students."* Please confirm if they will be available at no charge.~~
    Adjustment made: *Materials developed by the instructor will be made available to students (no charge to student – pdf downloads from class web site)*
      https://secure.aa.ufl.edu/Approval/reports/12314

E. EML4304C Thermo/Fluid Design and Laboratory - Terminate Course [CA]
    - Course needs to be removed from ALC and AAP. It is assessing SLOs for Aerospace Engineering. Please submit additional AAP approval request.
      https://secure.aa.ufl.edu/Approval/reports/12315

F. ECO 4400 -- update prerequisites [CA]
    - ~~Needs to list higher level calculus courses for prereq enforcement.~~
    Courses specified: ECO 2023, (MAC 2233 or MAC 2234 or MAC 2311 or MAC 2312 or MAC 2313), and (ECO 3101 or ECP 3703)
    - **If MAC2233 is a pre-requisite for 3101 or 3703, why include it as a pre-requisite here?**
      https://secure.aa.ufl.edu/Approval/reports/12505

G. EUS3100 – European Cinema [CA]
    - ~~3000 level courses require a prerequisite. If there is no prereq, then it should be a 1-2000 level course.~~ Instructor removed change requesting no prereq.
    - ~~How does absence affect the grade specifically?~~
    Instructor response: Attendance is an absolute requirement of this course. The format of this course is lecture and discussion. This means that it is not sufficient merely to read the texts and view films in order to make progress. Since one of the emphases of this course is the event of interpretation, very often our approach to the films will depend precisely on not taking them at face value, but engaging them critically and evaluating their claims and representational techniques. Lively participation in and contribution to class discussions is a key ongoing requirement for the entire course. Students will be expected to assume partial responsibility for initiating, guiding, and continuing discussion. For this reason, absences put you at a severe disadvantage, depriving you of the benefit of lectures and participation in class discussions, often the key staging grounds for exam questions and strong paper topics. Two unexcused absences will be permitted. For every absence above and beyond these two, I will need written documentation justifying the absence. Otherwise, each unexcused absence after 2 will result in a 3 point deduction from participation grade.
    - ~~This is not acceptable to UF policy: "The student whose record is selected by the students in the class to be the most productive will be able to choose between authoring a final project or taking the final exam."~~
    Instructor Removed

- If the course is repeatable for credit, is the instructor changing the content each time?
  Instructor gave past examples on the form: In the past 5 years, classes offered under EUS 3100 has included "European Road Movie," "Modern Czech Cinema," and next semester will offer "European Art Cinema."
- Missing a weekly schedule from the syllabus.
- Weekly planner added.
- **10 books are required. What low-cost options are available to students?**

  https://secure.aa.ufl.edu/Approval/reports/12149

H. LIN4701 Psycholinguistics [CA][A]
   - LIN2704, LIN3010, EXP3604, or SPA4004 – need parentheses to clarify if SPA4004 is an option for all three courses, or just EXP3604
   - Update request. SPA4004 was not listed as prereq in the catalog, but is listed as such on approval document.
     Form updated: LIN2704, or LIN3010, or EXP3604, or SPA4004
     https://secure.aa.ufl.edu/Approval/reports/12627

I. PHY3513 – Thermal Physics 1 [A]
   - Change prereq from PHY2049 or equivalent to specify PHY2049 or PHY2061

     https://secure.aa.ufl.edu/Approval/reports/12699

20. Proposed New Professional Courses

Approved	Conditionally Approved	Recycle

Concerns from additional UCC review for these 6 courses:
- It appears there isn't built in interaction between the instructor and students. Should these courses go from the UCC to the UF Quality Assurance Committee?

Note from department for all 6 courses:
- Updated the course descriptions so they align with other catalogue descriptions.
- Changed the Co-listing option to "No." The earlier selection of "Yes" was based on an a misunderstanding of what co-listing meant. The courses will not be co-listed as both undergraduate and graduate.
- Updated prerequisites to read as follows (addresses the question about whether undergraduates can take the courses or whether instructor permission means students do not need to have at least a bachelor's):
  "Bachelor's degree from an accredited institution, or instructor permission for students who are enrolled in a dual program at the end of which they will earn both a bachelor's and graduate degree. For instructor permission and to submit degree plan documentation, contact the psychiatry department at 352-294-4900."
  (The dual degree plan that we ask students to submit, approved by the their colleges, will typically list all the undergraduate and graduate-level courses students will take for their program.)
- Updated the Grading Scheme section with the following information to indicate how web posts will be evaluated: "Web posts and essays will be evaluated based on the criteria indicated in a rubric provided to students. These criteria are: Understanding, critical analysis, thoroughness, reflective thought, timeliness, participation, etiquette, grammar, syntax and structure, professionalism, and references." The criteria levels listed on the rubric range from "Excellent" to "Unacceptable," with corresponding point values and narratives describing the performance at each level.

A. GMS6XXX - Autism Spectrum Disorder Supports Services Across the Lifespan [CA]
   - ~~No need for syllabus. All relevant information should be submitted on the approval request for new courses.~~
     Instructor Response: The Grading Scheme section has been updated with the following information to indicate how web posts will be evaluated: "Web posts and essays will be evaluated based on the criteria indicated in a rubric provided to students. These criteria are: Understanding, critical analysis, thoroughness, reflective thought, timeliness, participation, etiquette, grammar, syntax and structure, professionalism, and references." The criterial levels range from "Excellent" to "Unacceptable," with corresponding point values and narratives describing the performance at each level.
     https://secure.aa.ufl.edu/Approval/reports/12862

B. GMS6XXX – Field Based Experience [CA]
   - ~~**Under Amount of Credit, why the variability from 0 to 6? If weekly contact hours are 3, it should be set at 3 credits. (I mention this because I'm not sure whether it is an issue or not).**~~
   - ~~**Course description needs to be modified to look like other descriptions in the catalog. Also, description should focus on what the course does or is about and not what students are expected to do. E.g., Provides students with work experience; prepares students to write proposals, to fill in weekly logs and fieldwork reports, and reflect on and critically evaluate their fieldwork experience.**~~

     Instructor Response: Like the other five courses, the field based experience is part of the Professional Certificate in Autism Spectrum Disorder (Request # 12856, pending at PV-IPR), It is not, however, one of the four core courses required for earning the certificate. It is an elective students may take as needed/desired. For example, some students may have "day jobs" that offer them field experience, and so they may not need to take a course that provides that opportunity. Among those who desire to make use of the field experience course, different students might need or want different amounts of field time, so the variability in credit hours from 0 to 6 allows them to take just the number of credits they need or desire. The option of "0 credits" allows students who have reached the maximum repeatable credit allowed, but who would like to continue so they can gain more experience, to do so.

   - **Why is this course contact hours instead of headcount? Please elaborate**
   - **What does a 2 credit version look like compared to a 3 credit version? Please provide examples of the differences in course work expectations.**

     https://secure.aa.ufl.edu/Approval/reports/12864

C. GMS6XXX Introduction to Autism Spectrum Disorder ~~[CA]~~[A]
   - ~~No need for syllabus. All relevant information should be submitted on the approval request for new courses.~~
   - ~~Course description. The opening needs to be rephrased. Suggestion:~~
     ~~'Provides an overview of basic characteristics, historical perspectives and trends in diagnosis of autism spectrum disorder (ASD). Helps prepare students interested in medicine, psychology, education, public health, allied health professions and other fields.'~~

New course description: Provides an overview of basic characteristics, historical perspectives and trends in diagnosis of autism spectrum disorder (ASD); helps prepare students interested in medicine, psychology, education, public health, allied health professions and other fields.
https://secure.aa.ufl.edu/Approval/reports/12858

D. GMS6XXX – Neurobiology of Autism Spectrum Disorder [CA]
- ~~No need for syllabus. All relevant information should be submitted on the approval request for new courses.~~
- ~~Is a mere bachelor's degree sufficient to register for a 6000-level course? Does the student have to be admitted to the Graduate School? With the instructor's permission implies that a bachelor's degree may not be required after all.~~
- ~~What are the criteria for evaluating the required web posts?~~
  Instructor response: The courses will not be co-listed (that was an error based on a misunderstanding of what co-listing meant.) All six courses are part of the Professional Certificate in Autism Spectrum Disorder **(Request #** 12856, **pending at PV-IPR), to which students will be admitted. Some students who are not yet admitted to the certificate may take individual courses in anticipation of applying to the certificate and transferring the credits thereto. We've updated the note about instructor permission thus, to clarify our intent:** "Bachelor's degree from an accredited institution, or instructor permission for students who are enrolled in a dual program at the end of which they will earn both a bachelor's and graduate degree. For instructor permission and to submit degree plan documentation, contact the psychiatry department at 352-294-4900." (The dual degree plan that we ask students to submit, approved by the their colleges, will typically list all the undergraduate and graduate-level courses students will take for their program.)
- **What defines the total credit hours? What does a 0 credit course look like as opposed to a 1, 2, or 3 credit one?**

  https://secure.aa.ufl.edu/Approval/reports/12859

E. GMS6XXX – Special Topics [CA]
- ~~No need for syllabus. All relevant information should be submitted on the approval request for new courses.~~
- ~~Is a mere bachelor's degree sufficient to register for a 6000-level course? Does the student have to be admitted to the Graduate School? With the instructor's permission implies that a bachelor's degree may not be required after all.~~
- ~~What are the criteria for evaluating the required web posts?~~
  Instructor response: The Grading Scheme section has been updated with the following information to indicate how web posts will be evaluated: "Web posts and essays will be evaluated based on the criteria indicated in a rubric provided to students. These criteria are: Understanding, critical analysis, thoroughness, reflective thought, timeliness, participation, etiquette, grammar, syntax and structure, professionalism, and references." The criterial levels range from "Excellent" to "Unacceptable," with corresponding point values and narratives describing the performance at each level.
- **What defines the total credit hours for each topic?**
- **Please provide an example of what a sample schedule of course/topics would looks like**
  https://secure.aa.ufl.edu/Approval/reports/12863

F. GMS6XXX – Treatment and Intervention in Autism Spectrum Disorder [CA]
- ~~No need for syllabus. All relevant information should be submitted on the approval request for new courses.~~
- ~~Do "Professional" courses get a GMS course number or will they receive another prefix?~~
- ~~UCC form says course will be co-listed, and coursework and syllabi will be the same for all professional, graduate and undergraduate students. This is intended to be a 6000-level course, so there should be some differences in expectations for graduate and undergraduate level students. Submitter should explain how course requirements will differ by level and provide syllabi that show differences. If intent is not actually to co-list, UCC form should be revised.~~

- ~~Is listing contact number for department sufficient for mechanism for obtaining instructor permission (under prereq section on UCC form)? Department probably doesn't want to list a specific phone number in the catalog (what if the contact number changes?).~~
- ~~UCC form says there will be assigned readings chosen by instructor. In these cases we typically ask for some examples of readings to evaluate content/level, etc but no examples are provided here. It's ok for syllabus to direct students to course site but UCC should have some examples to review.~~
- ~~On syllabus, make a separate section that says "Required Readings". Right now the syllabus talks about required readings under the heading "Recommended Readings and Web Links".~~
- ~~Assessments section (Grading scheme) on UCC form and syllabus say 1 or 2 web post assignments. Clarify if plan is for 1 or 2.~~
- ~~Grading policy link on UCC form is to undergrad catalog, not graduate. Same with attendance/make-up policy. Syllabus also includes links to the undergraduate catalog.~~
- ~~Make-up policy for course as listed on UCC form does not appear to allow for emergencies where instructor can only be contacted after the deadline.~~
- ~~Syllabus lists "Course Professor" and then separately lists "Course Directors". What is the difference? Will syllabus explain the contributions of the listed "Contributing Faculty"?~~
- ~~Similarly, instructions for students throughout the syllabus say to contact "the instructor" (or in the case of tech issues, not to contact the instructor). Who is the instructor that should be contacted, for example to request extension of an assignment due date? If faculty roles are distinguished (e.g. course professor vs. course director), syllabus should provide specific instructions for students.~~
  https://secure.aa.ufl.edu/Approval/reports/12861

21. Proposed Changes to Professional Courses

Approved	Conditionally Approved	Recycle
DEN5405C		
DEN6407C		
DEN6408C		
DEN6415C		

Response from Dentistry concerning rationale for the following requests:
We have had several students who failed the first or second course in the series and without the prereq requirement thought they should be able to move on in the curriculum.

A. DEN5405C PreClinical Operative Dentistry I – Prereq DEN5404C (reason)? [A]
   - ~~For all Dentistry prereqs: what was the rationale for the addition of prereqs?~~
   - **Note that the course title entered into the Approval System is "PreClinOp1," which appears to be the transcript title. Can the submitter please enter the full title into this field in the Approval system.**
     https://secure.aa.ufl.edu/Approval/reports/12727

B. DEN6407C PreClinical Operative Dentistry 2 – Prereq DEN5405C (reason)? [A]
   - ~~For all Dentistry prereqs: what was the rationale for the addition of prereqs?~~
     https://secure.aa.ufl.edu/Approval/reports/12728

C. DEN6408C PreClinical Operative Dentistry 3 [A]
   - ~~For all Dentistry prereqs: what was the rationale for the addition of prereqs?~~
     https://secure.aa.ufl.edu/Approval/reports/12729

D. DEN6415C Preclinical Fixed Prosthodontics 2 [A]
   - ~~For all Dentistry prereqs: what was the rationale for the addition of prereqs?~~
     https://secure.aa.ufl.edu/Approval/reports/12730