

## General Education Course Requests February 2022

Approve	Conditionally Approve	Recycle
CLA 3811 – AI in Antiquity and Today	IDS 2935– Data Is Everywhere	
IDS 2935– Critical Evaluation of Modern Food, Farm and Medical Technology	IDS 2935– The Future of Energy	
IDS 2935– Reproduction: A User’s Manual	IDS 2935– Our Oceans: Human Impacts and Impacts on Humans	

### Non-Quest Courses

**Course:** CLA 3811 – AI in Antiquity and Today [A]

**Requesting:** H, N, WR4000, Permanent

**Submitter:** Jennifer Rea

**Link:** <https://secure.aa.ufl.edu/Approval/reports/16462>

**Comments:**

- None

### Quest Courses

**Course:** IDS 2935– Critical Evaluation of Modern Food, Farm and Medical Technology [A]

**Requesting:** B, WR2000, Q2 Temp

**Submitter:** Kevin Folta

**Link:** <https://secure.aa.ufl.edu/Approval/reports/16744>

**Comments:**

- None

**Course:** IDS 2935– Reproduction: A User’s Manual [R][A]

**Requesting:** B, WR2000, Q2 Temp

**Submitter:** Justin Callaham

**Link:** <https://secure.aa.ufl.edu/Approval/reports/16583>

**Comments:**

- Please provide more information regarding how the course description challenge question will be addressed throughout the semester: “How reproductive technologies influence social ethics and policy for a sustainable world?”
  - The course currently seems to be more focused on practical farming content.   
 [While this course seems heavy in animal sciences, it is designed to expand student’s own self-awareness of human reproductive function and allow them to explore the more controversial topics through science (i.e. birth control, abortion, In Vitro fertilization, genetically modified embryos, controlling invasive species,

saving endangered species, etc). The class is outlined in a logical manner that allows for the introduction of these issues as the semester progresses. Likewise, using animal tissue models will provide opportunities to touch and feel the anatomy first hand through dissections and using reproductive technologies will demonstrate how assisted reproductive practices come together in a functional biological system. We will spend a great deal of time correlating the facts of reproductive function, reproductive technology, and one's own perceptions and ideals that relate to topics they see debated in the news every day. The course is not intended to persuade them for or against topics debated in our current society. Humans have impacted the world we live in to the point that our future generations will likely need a plan to preserve our society as we know it. Reproductive technologies has increased our ability preserve things while we repair others.]

- ~~The Group project does not satisfy writing requirement guidelines for word count, please see more information on what may satisfy the writing word count here: <http://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/>.~~
  - ~~The reflection paper does satisfy the writing requirements and contributes to total word count. [I am withdrawing the writing requirement designation for the time being. I removed the statement from the syllabus. Email, 2/2/22]~~
- ~~Please provide more detail regarding how students in the group project will be graded individually.~~
  - ~~[Each student will complete an individual literature review that demonstrates contribution to the groups final project content.~~
  - ~~Students will receive a peer evaluation form that includes the following questions for each student in the group:~~
    - ~~Participated and attended any group meetings (1-5 score)~~
    - ~~Participated in conducting research in a timely manner (1-5 score)~~
    - ~~Participated in the preparation of the final group document (1-5 score)~~
    - ~~Based on participation and engagement, what percentage of the maximum project points should this student receive? (60%-100% scale)~~
  - ~~Instructor will evaluate the mid-term project check in and grade final project based on the content requirements and writing rubric in syllabus. Average of student peer evaluation %'s will be multiplied by the final group score to calculate the individual student score.]~~
- ~~Please include all required materials together (i.e. clean rubber boots). [This statement has been removed from the syllabus. Our visits will not require specialized equipment.]~~
- ~~Please include the required "Minimum grade of C..." statement for both Gen Ed content and Writing content: [http://undergradaufledu/gen-ed/General Education Course Syllabus Approval Checklist version 6 2020.pdf](http://undergrad.aa.ufl.edu/media/undergradaufledu/gen-ed/General-Education-Course-Syllabus-Approval-Checklist-version-6-2020.pdf) [Added]~~
- ~~Please provide more information regarding student makeups for missed field trips. [The department has a mobile HyFlex set up that we have deployed for COVID that allows for the livestreaming of field trips using ZOOM. In a worst case scenario, students would be permitted to excuse the grade for the field trip if they provide documentation consist with university policies.]~~

**Course:** IDS 2935– Data Is Everywhere

**[CA]**

**Requesting:** S, N, Q2 Temp

**Submitter:** Kristian Estevez

**Link:** <https://secure.aa.ufl.edu/Approval/reports/16593>

**Comments:**

- ~~Please include office phone number in syllabus when available.~~ **[Included office phone number on syllabus. Email, 2/1/2022]**
- Please provide more detail regarding how the International designation is incorporated in at least half of the classes/weeks of the semester. The course description does not currently mention an International focus and there appear to be only three weeks of International related content in the course. **[Added international designation description to syllabus. International data is used extensively throughout the course, even when not explicitly labeled. When discussing GDP, for instance, we'll also examine GDP of other countries. The political science data is an international dataset looking at democracy around the world. I will most surely include international data in the health section, particularly as it relates to COVID spread and health measures across countries.]**
  - <http://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/gen-ed-syllabus-policy/>
    - If the course carries Diversity or International designations the syllabus must demonstrate that a majority of the course addresses Diversity or International content and engagement; it should be a substantial, defining feature of the course.
    - International/Diversity courses should have significant touchstones to relate to current world (should be comparative to current world) in order to be contemporary.
    - Clearly demonstrate how self-reflection is incorporated into the course
- ~~Please provide a participation rubric and more detail for group assignment and how the students are assessed.~~ **[Expanded the participation grade description in the syllabus and that the in-class group assignment are graded on a pass/fail basis for the whole group.]**
- ~~Please include International designation statement or direct link for both designations in the syllabus.~~ **[International designation statement was added to syllabus.]**
- Has the instructor considered out of class assignments involving the data manipulation or presentation assignments using Excel. It appears this is only included in the final project. How will students practice these skills leading up to the final project? **[I am planning on including extra credit “Easter eggs” throughout the semester where at the end of the lecture, I’ll ask the class to find a particular set of data and then they will have to find it and email me the link to it to receive extra credit. I am planning on having these start of easy and then make them progressively harder to find towards the end of the course where students will have to do some basic analysis of the data. Because this extra credit and the idea is not concrete, I have not included it in the syllabus but please let me know if I should.]**
  - All updates still need to be uploaded to the approval system.-CG

**Course:** IDS 2935– The Future of Energy

**[R][CA]**

**Requesting:** P, N, Q2 Temp

**Submitter:** Johanna Engstrom

**Link:** <https://secure.aa.ufl.edu/Approval/reports/16597>

**Comments:**

- Please provide more information regarding how attendance will be assessed. [The syllabus says "Attendance will be taken at 10 selected class meetings throughout the semester, as well as at the guest lecture and at the field trip." please specify what extra information that you're looking for. Email response, 2/1/2022]
- Please list all assignments in the syllabus with more detail. [The syllabus says "Attendance will be taken at 10 selected class meetings throughout the semester, as well as at the guest lecture and at the field trip." please specify what extra information that you're looking for. 2/1/2022]
  - i.e., essay in canvas but not included specifically in syllabus with description or which assignments are in class v. out of class.
- Please provide more detail regarding how this course meets the International designation in at least 50% of the course content and assignments.
  - It is not clear where the following aspects of the International designation statement are addressed in the course: [The course description reads "The course also explores geographic differences between different states, countries and societies, which contributes to shaping the energy landscape now and in the future.". Geographic differences includes both physical, but also societal, cultural, political etc. differences between countries and world regions.]
    - "Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world"
    - "Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world."
    - These components should also be reflected in the course description. [The course description reads "The course also explores geographic differences between different states, countries and societies, which contributes to shaping the energy landscape now and in the future.". Geographic differences includes both physical, but also societal, cultural, political etc. differences between countries and world regions.]

**Course:** IDS 2935– Our Oceans: Human Impacts and Impacts on Humans

**[CA]**

**Requesting:** B, Q2 Temp

**Submitter:** Melissa Meadows

**Link:** <https://secure.aa.ufl.edu/Approval/reports/16595>

**Comments:**

- Please be sure to include contact phone number in syllabus when available.

- Please include a more explicit explanation of how the course is multidisciplinary (including similar content in the course description).