University Curriculum Committee May 10th, 2022

The UCC met from 1:00 to 3:00 p.m. via Zoom teleconferencing.

Attendees

Members

Angela Lindner, Vandana Baweja, James Babanikos, Joel Brendemuhl, Timothy Brophy, Abdol Chini, Jennifer Clark, Stephanie Hanson, Christopher Janelle, Crystal Marull, Czerne Reid, Kellie Roberts, Matthew Ryan, Richard Scholtz, Jennifer Setlow, Tina Smith-Bonahue, Patricia Sohn, Lauren Solberg, Joseph Spillane, Erica Studer-Byrnes, Curtis Taylor, Katie Vogel Anderson

Liaisons

Corrin Fleming, Casey Griffith, Lee Morrison, Toby Shorey, James Silvers

Guests

Brandon Amirin, Jeremiah Blanchard, Nancy Clark, Kathy Green, Diana Hull, Dylan King, John Laibson, Maria Leite, Bonnie Moradi, Kristy Spear, Frankie Tai, Karen Whalen

Welcome

Notes

1. Special Message. | Dr. Lindner
   Dr. Lindner recognized Dr. Joseph Spillane and Dr. Abdol Chini as they step down from their UCC and Dean positions. Dr. Lindner also acknowledged and thanked the Review Subcommittee, the Registrar's Office, the OUA team, the student members, and all the members of the UCC for their hard work over the course of the 2021-2022 academic year. Dr. Lindner also announced an emergency UCC meeting on July 26th, 2022, which is needed to go over Limited Access programs that must reapply and justify their status to the Board of Governors. Approval system will also be improved and expanded to encompass the new PCC over the summer.
2. Approval of minutes. | Dr. Lindner – Approved.
3. Update from the Faculty Senate. | Dr. Baweja – None.

Programs

4. Proposed modification of elective requirements for Bachelor of Arts in Anthropology in the College of Liberal Arts and Sciences | Dr. Spillane | 17180
   Reducing required number of 3000 level electives and adding more room for electives of any level. Facilitates the application of Quest courses toward the major. This will benefit students who discover and change their majors to Anthropology during the course of their undergraduate career. Quest and other Gen Ed courses may lead them to this major as well, as these are courses in which they might discover this topic matter.
   Approved.
5. Proposed curriculum modifications to the Major of Women's Studies in the College of Liberal Arts and Sciences | Dr. Spillane | 17073

Dr. Bonnie Moradi was also present to help present this item. This request adds new courses to the Core as well as new elective concentration areas. The number of courses offered in this topic area has increased substantially, so this major is becoming proportionally more robust. Quest 3 and 4 experiences are also built into the major with this request.
Approved.

6. [Proposed modification to accepted courses in the Online German Minor in the College of Liberal Arts and Sciences](#) | Dr. Spillane | 16984
This change will allow six credits of intermediate-level German coursework for the German minor. This will make the minor much more accessible and easier to complete in a timely manner. This request also updates the required courses for the minor.
Approved.

7. [Proposed minimum grade of C for BS in Health Education and Behavior in the College of Health and Human Performance](#) | Dr. Janelle | 17164
The department would like to require a C in the six Core courses. Questions about potential negative affects on students have been raised, and department would like time to collect data and examine these questions.
Recycled.

8. [Proposed modification and addition of courses in the Food Science Minor in the College of Agricultural and Life Sciences](#) | Dr. Brendemuhl | 17052
This request replaces AOM4062 with FOS4410C and adds additional course options to count toward the minor. This makes the minor more flexible for students.
Approved.

9. [Proposed termination of the Online Accounting Minor in the College of Business Administration](#) | Dr. Studer-Byrnes | 17315
Very low enrollment and completion have led to the termination of this minor. Aug 5th, 2022 has been set as a deadline for students to add this minor. Courses will still be offered to students pursuing the minor, then closed once they have completed it.
Approved.

10. [Proposed Minor in Graphic Design in the College of the Arts to replace the Certificate in Graphic Design](#) | Dr. Setlow | 16783
This new minor will replace the existing certificate in Graphic Design. Students are currently confused about whether the certificate provides certification of some kind. Shifting to a minor will require more credits, but this is beneficial, as students pursuing this topic seem to desire more in-depth study and more options. This will prepare better students to use these skills in their future careers.
Approved.

Academic Assessment Committee

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

- None – meeting not held

Graduate School

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

- The College of Design, Construction and Planning seeks to close the Historic Preservation concentration for the M.S.C.M. and M.C.M. degrees | 17026

- The College of Design, Construction and Planning seeks to close the Sustainable Construction concentration for the M.S.C.M. and M.C.M. degrees | 17027

- The College of Design, Construction and Planning seeks to close the Sustainable Design concentration for the M.S.C.M. and M.C.M. degrees | 17025

- The College of Education seeks to modify the curriculum for the Educational Policy concentration | 16539

Certificates

Graduate

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

- The College of Veterinary Medicine seeks to create a new graduate certificate in Animal Shelter Leadership | 16446

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

- The College of Agricultural and Life Sciences seeks to close the graduate certificate in Personal and Family Financial Planning | 17008

Undergraduate

15. Proposed new undergraduate certificates.

- Proposed Israel Studies Certificate in the College of Liberal Arts and Sciences | 16222
- Dr. Spillane presented this item. Missing catalog copy. Clarification needed on minimum UF GPA requirement for admission to the certificate program.
  Recycled.
- Proposed Econometric and Data Analysis Certificate in the College of Liberal Arts and Sciences | 16207
  Dr. Spillane presented this item. Questions raised about large amount of prerequisite credits required to start certificate. Catalog copy needs revision.
  Conditionally Approved.
- Proposed Sustainable and Resilient Energy Engineering Certificate in the College of Engineering | 16814
  Dr. Taylor presented this item. Catalog copy needs revision.
  Conditionally Approved.
- Proposed Sport and Entertainment Law and Risk Management Certificate in the College of Health and Human Performance | 16845
  Dr. Janelle presented this item. As coursework expands in this college, new areas of focus begin to form. This certificate addresses one such new area of focus. Pending discussion

with UFO to see if this should be available for their students in addition to on-campus students.
Conditionally Approved.

- [Proposed Artificial Intelligence in Public Health and Healthcare Certificate in the College of Public Health and Health Professions](#) | 16701
Dr. Hanson presented this item. This topic area continues to grow and become more important in the general field. This certificate will contain a foundational course, as well as a more specialized course and an ethics course.
Approved.

16. Proposed changes to undergraduate certificates.

- [Proposed modification of credit hours of the Certificate Program in Holocaust Studies in the College of Liberal Arts and Sciences](#) | 17064
Dr. Spillane presented this item. This request updates the certificate description, as well as reduces the number of required credits from 18 to 15.
Approved.

Professional

17. Proposed new professional certificates.

- None

18. Proposed changes to professional certificates.

- None

Courses

Undergraduate

19. Proposed new undergraduate courses.

Agricultural and Life Sciences

- [WIS 4945L Field Wildlife Techniques](#) | 16528 – Approved.
- [WIS 4XXX Large Mammal Ecology and Management](#) | 16982 – Approved.

Arts

- [ART 4XXXC Experiments in ARTificial Intelligence](#) | 17012 – Approved.
Questions raised about course title – the title could lose its accuracy as a reference to "Art" if printed on a transcript or elsewhere in all lowercase or all uppercase letters. Dr. Setlow will inform department and follow up if the title does indeed cause confusion in the future.
- [TPA 4XXXC AI, Data, and Performing Body](#) | 17087 – Recycled.
Questions raised about policy require reply.
- [TPA 4XXXC Immersive, Participatory Live Performance](#) | 17088 – Recycled.

- Questions raised about policy require reply.

Engineering

- CEN 4905 Individual Study in Computer Engineering | 17146 – Approved.
- CEN 4930 Special Topics in Computer Engineering | 17147 – Approved.
- CEN 4940 Practical Work in Computer Engineering | 17148 – Approved.
- COP 2XXX Python Programming for Engineers | 17127 – Approved.

Honors

- IDH 4634 Honors Service Learning | 16896 – Conditionally Approved.
  Standard grading scale needed which shows how credit hours compare to project hours and ensures equal and fair grading.

Liberal Arts and Sciences

- ANT 4XXX Evolutionary Medicine | 16833 – Approved.
- ENG 4XXX Topics in Collaborative Research | 15988 – Approved.
- FRT 4XXX East- West Encounters | 16955 – Recycled.
  Questions raised about policy require reply.
- GER 2226 Online Intermediate German II | 16985 – Approved.
  Clarification needed in grading policy pertaining to deductions for grammatical errors on assignments.
- IDS 1XXX Frontiers of AI | 16702 – Approved.
- IHS 1XXX Pre- Health Pathways | 17022 – Recycled.
  Consultations needed with Health departments.
- POS 4XXX Qualitative Research Methods in Political Science | 16577 – Approved.
  Syllabus revisions needed to policies, grading scale, and final exam.
- POS 4XXX Technology and Politics | 15638 – Conditionally Approved.
  Clarification on grading policy needed – remove the word "enthusiastic," as this pertains to personality and energy, and is not strictly necessary.
- WST 2XXX Be A Social Justice Activist | 17079 – Approved.

20. Proposed changes to undergraduate courses.

Arts

- ART 2330C Figure Drawing 1 | 17163 – Approved with one abstention.
- TPA 3263C Introduction to Sound Design and Technology | 17229 – Approved with one abstention.
- TPA 4946 Production Practicum | 17228 – Approved with one abstention.
- THE 4950 Production Workshop | 17227 – Approved with one abstention.

Liberal Arts and Sciences

- AFH 4930 History Research Seminar: Africa | 17128 – Approved with one abstention.
- AMH 4930 History Research Seminar: US | 17141 – Approved with one abstention.
- ASH 4930 History Research Seminar: Asia | 17142 – Approved with one abstention.

- ENL 4333 Shakespeare | 16826 – Conditionally Approved.
  Course is proposed as repeatable for credit. Dr. Spillane points out that breaking the course into levels 1 and 2 would not meet with course objectives. Clarifications also needed on policy.
- EUH 4930 History Research Seminar: Europe | 17143 – Approved with one abstention.
- GIS 4115 Applied Geostats | 16727 – Conditionally Approved.
  Updates needed to links and policies in syllabus.
- GLY 4726 Geochemical Oceanography | 16962 – Approved with one abstention.
- IHS 3935 Human Dimensions in Health | 16931 – Approved with one abstention.
- REL 4145 Women in Religion and Society | 16681 – Approved with one abstention.
- STA 4504 Categorical Data Analysis | 17179 – Approved with one abstention.
- WOH 4930 History Research Seminar: World History | 17145 – Approved with one abstention.
- WST 4935 Capstone Seminar | 17118 – Approved with one abstention.

Professional

21. Proposed new professional courses.

Business

- ACG 7XXX Advanced Data and Regression Techniques | 17256 – Recycled.
  Updates and clarifications needed for syllabus.

Law

- LAW 6470 Environmental Law | 17277 – Approved.

Pharmacy

- PHA 5XXX Principles of Pharmacy Informatics | 17309 – Approved.

22. Proposed changes to professional courses.

Medicine

- ENU 5626 Radiation Biology | 17269 – Conditionally Approved.
  No description provided on assignments or exams in syllabus. Provide link or add to syllabus.
- ENU 5658 Imaging System Analysis with Medical Physics Applications | 17270 – Conditionally Approved.
  No description provided on assignments or exams in syllabus. Provide link or add to syllabus.
- MDC 7123 Senior Community Health Family Clerkship | 17294 – Approved.
- MDC 7203 Senior Medicine Clerkship | 17295 – Approved.
- MDC 7401 Senior Pediatrics Clerkship | 17296 – Approved.
- MDC 7602 Senior Surgery Clerkship | 17297 – Approved.

Joint

23. Proposed new joint courses.

Engineering

- [ENU 4XXX Radiochemistry](#) | 16710 – Approved.

24. Proposed changes to joint courses.

- None

5000-Level

25. Proposed new 5000 level courses.

- None

26. Proposed changes to 5000 level courses.

- None

Graduate

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

- CGN 6504 Concrete Durability
- DCP 7981 Doctoral Core 3: Academic Writing for Publication
- EEX 6266 Strategies for Teaching and Learning
- FAS 6306C Spatial Sciences for Marine Environmental Characterization
- FYC 6105 Youth and Family Relationships
- FYC 6936 Professional Development Seminar in YDFS
- GRA 5905 Individual Directed Study
- LIN 5770 Intro to Computational Linguistics
- PHA 6211 Managed Care Pharmacy Operations
- PHA 6213 Advanced Case Studies in Managed Care Pharmacy
- RED 6448 Diagnosing and Remediating Reading Difficulties
- RED 6843 Reading Practicum
- SCE 6930 Seminar in Science Education
- TSL 6670 Multilingualism from a Global Perspective

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

- AEC 5541 Comm & Instruct Tech in Ag
- EDA 6931 Special Topics
- FAS 6337C Fish Population Dynamics
- FRW 6328 Twentieth & Twenty-First Century French and Francophone Theater
- HOS 6991 Fundamentals of Seed Biology
- HUM 6942 Arts in Medicine Practicum
- MHS 7610 Counseling Supervision Theories and Practice

- PHA 6185 Life Cycle of a Drug
- VME 6810 Integrating Veterinary Medicine with Shelter Systems
- VME 6811 Shelter Animal Physical Health
- VME 6813 Behavioral Health for Shelter Dogs and Cats

Meeting adjourned at 2:24 p.m.

Compiled Before the Meeting

University Curriculum Committee Program and Course Recommendations

[May 10, 2022]

Program Recommendations

4. **Proposed modification of elective requirements for Bachelor of Arts in Anthropology in the College of Liberal Arts and Sciences. [A]**
   - https://secure.aa.ufl.edu/Approval/reports/17180
   - Summary:
     - We propose to change the number of 3000+ electives from 9 credits to 6 credits and change the number of any level credits from 3 to 6.
   - Comments:
     - I support the "Approve" recommendation for this request. I do have one question concerning including the Quest 1 and 2 courses for the major. Does the program have any concern about whether doing this might limit the student's Quest experience, which is intended to broaden their perspectives and experiences beyond their major?

5. **Proposed curriculum modifications to the Major of Women's Studies in the College of Liberal Arts and Sciences. [A]**
   - https://secure.aa.ufl.edu/Approval/reports/17073
   - Summary:
     - Create three Core categories of courses students must choose from; Race, Sexualities, Transnational.
     - Adding new courses to curriculum:
       1. WST 3XXX Latinx Sexualities
       2. WST 3XXX Sexual Ethics
       3. WST 4XXX LGBTQ+
       4. WST 3XXX Violence Against Women
     - Replace WST 3415 Transnational Feminism with WST 3015 Interdisciplinary Perspectives in Women's Studies
     - Introducing four elective concentrations:
       1. Health Equity and Social Justice
       2. International Perspectives on Gender
       3. Race, Power, and Social Justice
       4. Theories and Politics of Sexuality
   - Comments:

- ~~Please clarify request description to list requested specific changes.~~
     [Updated, 4/20/22]
   - This is a thorough and thoughtful submission with Quest 3 and 4 experiences built in.
   - A separate submission to the Academic Assessment Committee appears to be needed.

6. **Proposed modification to accepted courses in the Online German Minor in the College of Liberal Arts and Sciences. [A]**
   - https://secure.aa.ufl.edu/Approval/reports/16984
   - Summary:
     - Modify minor to allow for six credits of intermediate-level language to count for minor.
     - Changing foundation/required courses:
       1. Remove:
          a. GER 1125, GER 1126, GER 2225, GER 3413, GER 3470, GET 3200. GET 3201, GEW 4401
       2. Add:
          a. GER 2225 and GER 2226
          b. 9 credits of any GET GER, GEW course
     - Include new course "GER 2226 Online Intermediate German II" (on agenda)
   - Comments:
     - None

7. **Proposed minimum grade of C for BS in Health Education and Behavior in the College of Health and Human Performance [CA]**
   - https://secure.aa.ufl.edu/Approval/reports/17164
   - Summary:
     - Requesting a minimum grade of C for completion of each of the six major courses with the major. (Previously submitted and Conditionally Approved, asked to resubmit as original request was from 2018)
   - Comments:
     - Previously requested data had been provided.
     - Has this already been enforced since original request?
     - The data provided does not seem to provide a compelling argument for this change if only 23 students were impacted in the past 2 years. Could these students stay on track in the course by more proactive support by advising, coaching, peer mentoring, tutoring? Might their critical tracking performance indicate a need for enhanced support for these students in these 6 courses?

o One of the justifications for this change is better preparation for the internship course. Has the program shown a direct corollary between grades in these courses and internship performance?

o Does the program anticipate inordinate negative impacts on specific student populations as a result of this change in course grade requirements?

8. **Proposed modification and addition of courses in the Food Science Minor in the College of Agricultural and Life Sciences. [A]**
   - https://secure.aa.ufl.edu/Approval/reports/17052
   - Summary:
     - o Replace AOM4062 (Food Engineering) with FOS4410C (Intro to Food Processing).
     - o Add FOS4223 (Food and Environmental Virology)
     - o Add FOS4290 (Food Safety Systems)
     - o Add FOS4318 (Flavor Chemistry)
   - Comments:
     - o None

9. **Proposed termination of the Online Accounting Minor in the College of Business Administration. [A]**
   - https://secure.aa.ufl.edu/Approval/reports/17315
   - Summary:
     - o Remove minor from UF Online:
       1. Very low student enrollment, 15 total.
       2. Only one completion since start of minor in 2017.
     - o "In our communication to students and advisors, we will indicate that students interested in the minor who have not yet applied must meet with an academic advisor in the Fisher School of Accounting no later than August 5, 2022".
   - Comments:
     - o None

10. **Proposed Minor in Graphic Design in the College of Fine Arts to replace the Certificate in Graphic Design. [A]**
    - https://secure.aa.ufl.edu/Approval/reports/16783
    - Summary:
      - o Create a new minor in Graphic Design to replace the Certificate in Graphic Design, which will be phased out upon approval of the Minor.
      - o 18 credits, minimum grade of B.
    - Comments:

o Has the program considered whether students might incur surcharges for excess credit hours as a result of shifting from the certificate to minor?

15. NEW Undergraduate CERTIFICATES

Proposed Israel Studies Certificate in the College of Liberal Arts and Sciences. [R]

- https://secure.aa.ufl.edu/Approval/reports/16222
- Summary:
    o 15 credits
- Comments:
    o Please upload catalog copy.
    o The approval form states that students must earn a 3.0 UF GPA to complete the certificate. Is what is meant that students must earn a 3.0 GPA in each certificate course or have a UF 3.0 GPA to be admitted to the program?

Proposed Econometric and Data Analysis Certificate in the College of Liberal Arts and Sciences. [CA]

- https://secure.aa.ufl.edu/Approval/reports/16207
- Summary:
    ▪ 14-15 credit certificate
- Comments
    ▪ As this certificate is open to all undergraduates, please list all prerequisite courses required for required courses. It appears that all required courses have prerequisites not listed in certificate request or catalog copy. [All required prereqs added, however the total credits at bottom of catalog copy and total credits for "about this program" differ. This will need to be adjusted. 5/4/22]
    ▪ The certificate requirements total 14-15 credit hours with substantial pre-requisite credits required.
        1. Please ensure that before students are admitted to the program they can produce a semester plan including this certificate's requirement showing they can graduate within 4 years (FTIC) or 3 years (transfer students).

Proposed Sustainable and Resilient Energy Engineering Certificate in the College of Engineering. [CA]

- https://secure.aa.ufl.edu/Approval/reports/16814
- Summary:
    ▪ Creation of a 9-credit certificate for Sustainable and Resilient Energy Engineering.
- Comments:

- Are there any concerns about the certificate program and scholarships continuing if the Duke Energy grant is not renewed?
- Should the certificate be limited to Engineering majors? APUG Comment: I don't' think it is limited to Engineering majors. Dr. Carroll added that any engineering majors who are admitted to the program can likely count these courses as technical electives. From the approval form, the only eligibility requirement is a 3.0 cumulative GPA.
    1. With that said, the MAE department is strongly encouraged to ensure that any student who applies to the program is capable of graduating in a timely manner after considering the prerequisite and required courses of this certificate.
- It appears there are prerequisites for courses and these prerequisite courses are not listed as required for the certificate. Please provide the prerequisites in required course work.

Proposed Sport and Entertainment Law and Risk Management Certificate in the College of Health and Human Performance. [~~CA~~][A]

- https://secure.aa.ufl.edu/Approval/reports/16845
- Summary:
    - Creation of a 12 credit certificate in Sport & Entertainment Law & Risk Management.
- Comments:
    - ~~What SLO correlate to SPM 2000? SLOs are only correlated to the other 3 certificate courses. (approval form).~~ [SPM 2000 Sport Management is an introductory and prerequisite course for SPM 4723, SPM 4724, and SPM 4725. SLOs #1, #2, and #3 are only introduced in SPM 2000 and are not assessed in this course. I have added this language to the accompanying documents in the UCC approval system. Email, 5/5/22] Will this certificate be offered both as a residential and UFO program? If also part of the UFO program, please have the UFO director submit a letter of support.

Proposed Artificial Intelligence in Public Health and Healthcare Certificate in the College of Public Health and Health Professions. [~~CA~~][A]

- https://secure.aa.ufl.edu/Approval/reports/16701
- Summary:
    - 9 credit certificate in Artificial Intelligence in Public Health and Healthcare.
- Comments:
    - ~~With what frequency is each course offered? Since junior standing is required, need to confirm classes are offered frequently enough for~~

~~students to be able to complete it.~~ [Each course will initially be offered at a minimum annually (the first course in the Fall and the 2 subsequent courses in the Spring) starting Fall 2022, with the plan to increase the number of offerings as demand grows. Email, 5/3/22]

16. CHANGES TO EXISTING Certificates

Proposed modification of credit hours of the Certificate Program in Holocaust Studies in the College of Liberal Arts and Sciences. [A]

- https://secure.aa.ufl.edu/Approval/reports/17064
- Summary:
  - Removing 3 credits; EUH 3930/JST3930 lowering total credits 15
  - Change certificate description.
- Comments:
  - None

COURSE RECOMMENDATIONS

19. Proposed New Undergraduate Courses

Approved	Conditionally Approved	Recycle
WIS 4945L– Field Wildlife Techniques		TPA 4XXXC– AI, Data and Performing Body (p. 11)
WIS 4XXX– Large Mammal Ecology and Management		TPA 4XXXC– Immersive, Participatory Live Performance (p. 11)
CEN 4905– Individual Study in Computer Engineering		FRT 4XXX– East- West Encounters (p. 18)
CEN 4930– Special Topics in Computer Engineering		IHS 3XXX– Pre- Health Pathways (p. 19-20)
CEN 4940– Practical Work in Computer Engineering		POS 4XXX– Qualitative Research Methods in Political Science (p. 21)
COP 2XXX– Python Programming for Engineers		
ART 4XXXC– Experiments in ARTificial Intelligence		
IDH 4634– Honors Service Learning		
ANT 4XXX– Evolutionary Medicine		
ENG 4XXX– Topics in Collaborative Research		
GER 2226– Online Intermediate German II		
IDS 1XXX– Frontiers of AI		
POS 4XXX– Technology and Politics		
WST 2XXX– Be A Social Justice Activist		

Agricultural and Life Sciences

A. **WIS 4945L– Field Wildlife Techniques**   [~~CA~~][A]
- https://secure.aa.ufl.edu/Approval/reports/16528
- Comments:
  - Previous course request to divide course and reduce credit is #16526.
  - ~~Please update covid policies and requirements for course to be in line with current guidelines.~~
    - ~~i.e. are students still disallowed from leaving during the week?~~ [Removed this sentence from the syllabus. 5/2/22]
  - ~~Students have an extended amount of time beyond the semester to raise questions concerning grades.~~ [Students have one week after the course ends to challenge a grade, and the course ends after one week. Plenty of time remains in the Summer A session. Added language for "reasonable amount of time"]

- Why will whole assignments be re-graded if a student raises a concern about a single question? [Only the specific grade-earning component will be re-evaluated.]
- Does the iNaturalist project aspect of the course mean that students are contributing to the research of others? [The data in iNaturalist are citizen science data and open to the public, so they are contributing to this public data set that can be used by outside researchers. They can use it, too.]
  - If so, are the students informed of this? [Yes, and it is clearly indicated on the iNaturalist website.]
- Does dismissal from class mean the course as a whole or the class session in progress? [Only the class session in progress – syllabus edited for clarity.]

B. **WIS 4XXX– Large Mammal Ecology and Management**   **[CA][A]**
- https://secure.aa.ufl.edu/Approval/reports/16982
- Comments:
  - Transcript title: Recommend "Mgmt" instead of current "Manag". [Updated. 5/5/22]
  - Participation is 20% of final grade; how is it assessed other than attendance? [The grade is solely based on attendance and I have changed the wording in the syllabus to reflect this.]
  - Is group project grade based on the peer evals or are the peer evals themselves graded and incorporated into the project grade? Does the use of peer evals mean groups members may not all receive the same grade on the project? [15 points out of the total of 100 points for the group project are based on the peer evaluation. I have now reworded the syllabus to reflect this.]

Engineering

C. **CEN 4905– Individual Study in Computer Engineering**   **[R][A]**
- https://secure.aa.ufl.edu/Approval/reports/17146
- Comments:
  - What determines the amount of credit for the course?
    - Please provide some description for how much effort/work for each credit hour is expected as well as type of study. [Added section to main syllabus that explicitly states expectations for effort, and example for independent study course. Email, 5/4/22]
    - There must be some form of assessment, please provide examples or expectations. [Added section to main syllabus explicitly stating requirement for assessments; included examples in sample course.]

- ~~Is there some standardized form that will be used between student and faculty regarding expectations, amount of work, and how the student is assessed?~~ [Added form to submission with details of post-course expectations for assignment of grade; examples of work effort are included in sample course.]
    - Syllabus should include the details stated above. [Added comments to main syllabus]

D. **CEN 4930– Special Topics in Computer Engineering**   [~~R~~][A]
- https://secure.aa.ufl.edu/Approval/reports/17147
- Comments:
    - ~~What determines the amount of credit for the course?~~ [Added section to main syllabus that explicitly addresses the number of credit hours that are appropriate for a special topics course. Email, 5/4/22]
    - ~~Please provide some description for how much effort/work for each credit hour is expected as well as type of study.~~ [Added section to main syllabus that explicitly states expectations for effort, and example for independent study course, as well as section on appropriate topics.]
    - ~~There must be some form of assessment, please provide examples or expectations~~. [Added section to main syllabus explicitly stating requirement for assessments; included examples in sample course.]
    - ~~Is there some standardized form that will be used between student and faculty regarding expectations, amount of work, and how the student is assessed?~~ [In computing disciplines at UF (and many engineering disciplines), special topics are proposed by faculty (not students) and are scheduled similarly to other courses. These courses require a fully drafted syllabus that must be made available to students per UF syllabus requirements. As such, the expectations of students are clearly outlined to students before the classes begin as well as during the typical drop-add period.]
    - ~~Syllabus should include the details states above.~~ [Added Comments to main syllabus.]

E. **CEN 4940– Practical Work in Computer Engineering**   [~~CA~~][A]
- https://secure.aa.ufl.edu/Approval/reports/17148
- Comments:
    - ~~Will there be weekly check-ins or check-ins with supervisor throughout the time period?~~ [Added explicit expectation of at least weekly meetings with supervisor (though typically in internships they are often more frequent; daily check-ins are not uncommon). Email, 5/4/22]

- Is this similar to other engineering internship courses?
  - 4 Week Internship:
    - 1 credit = 40 hours per week (160 hours of work total)
  - 8 Week Internship:
    - 1 credit = 20 hours per week (160 hours of work total)
    - 2 credits = 40 hours per week (320 hours of work total)
  - 14 Week Internship:
    - 1 credit = 12 hours per week (168 hours of work total)
    - 2 credits = 23 hours per week (322 hours of work total)
    - 3 credits = 35 hours per week (490 hours of work total)

[While this is a great deal of variation in hourly expectations for credit, these assignments were established in consultation with CISE And ECE, and they are similar to expectations for Computer Science and Electrical Engineering respectively. These two disciplines are those most closely aligned with Computer Engineering.]

F. **COP 2XXX– Python Programming for Engineers** [R][A]

- https://secure.aa.ufl.edu/Approval/reports/17127
- Comments:
  - ~~Students with excused absences must be afforded the opportunity to submit late work and still drop lowest grade.~~ [Relevant changes were made to the Attendance Policy section of the syllabus to make sure it is highlighted excused absences are accepted for missed attendance and course materials will be provided with reasonable time to make up work in all excused cases). Email response, 5/5/22]
  - ~~Please provide more specific detail and examples of what "unauthorized help" is, considering that students can be referred to Honor Court.~~ [Academic Dishonesty section was modified to remove unauthorized help language to cleanly give specific examples of items that are considered academically dishonest regarding coding and clearly outline how students can ask for help if unsure what constitutes plagiarism in code]
    - ~~Recommend removal of 24hr self-report section of the syllabus.~~ [This section was removed as requested]

Arts

G. **ART 4XXXC– Experiments in ARTificial Intelligence** [R][A]

- https://secure.aa.ufl.edu/Approval/reports/17012

- Comments:
  - ~~What is the reason for 6 weekly contact hours?~~ [This is a standard for 3-credit studio courses set by our accreditor, the National Association of Schools of Art and Design (NASAD). It is also a common standard for studio art and design courses in general. For details, see the NASAD handbook, p.76, III.A.2.b: "Normally, studio classes led by an instructor meet for a minimum of 1.5 hours per week for each credit granted, and more often than not, for 2 hours per week." This is the practice for most studio courses in the School of Art + Art History and has been historically. Email response, 5/3/22]
  - ~~Week 16 is reserved for final exams and reading days, please adjust course schedule.~~ [Updated]

H. **TPA 4XXXC– AI, Data and Performing Body**   **[R]**
   - https://secure.aa.ufl.edu/Approval/reports/17087
   - Comments:
     - Recommending separating Course materials and technology requirements
     - Learning outcomes should utilize Bloom's vocabulary.
     - Students must be afforded the ability to turn in missed work or make-up missed assignments from excused absences. Project critiques must be allowed to be made up or credit for a similar exercise provided for students with excused absences.

I. **TPA 4XXXC– Immersive, Participatory Live Performance**   **[R]**
   - https://secure.aa.ufl.edu/Approval/reports/17088
   - Comments:
     - Recommending separating Course materials and technology requirements
     - Learning outcomes should utilize Bloom's vocabulary.
     - Students must be afforded the ability to turn in missed work or make-up missed assignments from excused absences. Project critiques must be allowed to be made up or credit for a similar exercise provided for students with excused absences.

Honors

J. **IDH 4634– Honors Service Learning**   **[~~R~~][A]**
   - https://secure.aa.ufl.edu/Approval/reports/16896

- Comments:
  - Recommend Approval, along with continued work with OUA in order to assist in developing a UF wide template and merging the syllabus for this course with said template.
  - What is the difference between 0-, 1-,2-, and 3-credit options in terms of workload expectations, learning outcomes, and assessment? [The number of credits awarded will be determined by the number of service hours performed during the semester. Students may request the following credits for service hours-
    0-1Credit > 45 hours
    2 Credits >90 hours
    3 Credits > 135 hours
    4 Credits > 300 hours
    5 Credits > 450 hours
    6 Credits > 600 hours]
    The time in project will be the primary difference. The time spent in the field should directly relate to the level of detail provided in reflections and final completion reports (more time/credits= more detail and depth in the responses)]
  - One contact hour is requested, and it is assumed that the UF faculty or record will meet with every student, grade reflections, etc. for one hour a week, regardless of the total credit hours of the experience, correct?
    - How many hours/week will students be expected to similarly engage directly their supervisor?
    - Note that a UF faculty member of record must be engaged in this interaction with a student and not a "delegated authority" as stated on the approval form. This impacts faculty assignments. [Outside of meeting times and grading, the faculty of record will be available to support the students throughout the semester. Meetings with a supervisor or a faculty member that directly participates in a service project with the student will be established in the contract and determined on an individual basis. Direct supervision is required; evidence must be provided in the contract and after completing the project/hours (letter from supervisor on letterhead confirming participation in the correct number of hours and performance).]
    - Upon what basis will the requested project be evaluated for meeting "critical community need"?
       [Students will be required to submit a proposal which must be approved before they are registered for the credit (by the Honors office). Once the proposal is reviewed and approved it becomes a course contract. The proposal will request the following information:
    1. Abstract
    2. Context of the problem
        a. Evidence of the need for this project
        b. Project objectives and how the objectives contribute to change

      c. Partners (e.g., community, organization, participants) that will help develop understanding of the issue

3. Portrait of the Project
   a. What the project will entail
   b. Where the project will take place- will the student work on-site or remotely?
   c. Who the student will be working with and what supervision will be provide (name, phone number, organization name, hours of direct supervision/contact, any metrics for performance evaluation, expressed needs of the supervisor)
   d. Intended outcome(s) of the project and the resulting benefit to the community- How will these outcomes be assessed and by whom?
   e. Skills the student hopes to contribute to the project or develop as a result of this experience.
   f. Relevance of the project/work to the student's coursework or academic field of study (if any)
   g. Timeline- What will happen during the project and in what time frame?
   h. Will the project build on existing activities or efforts- if so, what currently exists and what role (if any) has the student played in the project as it stands?
   i. Sustainability- How will the project continue after the student leaves?
   j. How will the student determine the success of the project/contributions? How will organizations/community partners judge the success of the project/contributions?

   Faculty members developing and proposing a project-based Honors service learning course will be required to provide justification for the project and its benefit to the community before the course is set up.

- Why is the contract listed in grading, yet has no impact on the grade? It is suggested that the contract be listed under a separate section listing eligibility requirements for admission to this course and that prerequisites be listed as "Honors student" and "approval of contract." Make sure to include an explanation of how, when and by whom the contract information will be evaluated.   [The proposal will be submitted to the Honors office by the student prior to the last day of add/drop for the semester in which they are requesting credit. The proposal will be evaluated by the faculty of record for the course and the credit will be added to the schedule if the proposal is accepted as a contract.]
- The syllabus does not include information about S/U grading. [Sorry for the confusion. We would like to run this as we do Honors Research (IDH4912) credit, for a letter grade. Students will be able to request to take the course S/U.]
- Can examples or even a sketch of required course materials be provided here?   [Course materials will need to be adapted based on the types of

proposals and number of students registered for the credit each semester. Readings may include a book (e.g., This Could Be Our Future: A Manifesto for a More Generous World by Yancy Strickler, 2019), articles (e.g., an academic article on the difference between traditional and critical service-learning), or materials individual students present based on the topic of their project. In the case where only 1 student registers for the course in a semester (which happens often with Honors internship and research credit) the course materials and readings will likely be centered around on what is relevant to the student and their project.]

- For what programs will the students work? It appears that the student is responsible for selecting the programs. If so, will the Honors program provide any guidance for the students? Please provide examples of projects students on which may be working.
  - How are the projects selected?
- [Students will locate/develop their own projects and must properly research and vet a site or organization before requesting credit. We have discussed the prospect of offering this course with General Counsel and were encouraged to be cautious about pushing organizations or opportunities because of liability. If the course is approved, General Counsel has agreed to help develop a legal contract that will be distributed to the site supervisor (as is done for internships) for liability purposes. Honors will keep a roster of service locations/organizations where Honors students have participated for credit. If a student has a bad experience with a particular site/organization, future students that apply to serve with the organization will be notified. Honors has a good partnership with the Brown Center for Leadership and Service and the Graham Center for Public Service who offer opportunities; Honors students also have access to these resources.]
  - What are the expectations of benefit to the agency where the student is working? The SLOs seem to be focused on benefit to the student only. (Example of an agency-focused SLO: evaluate direct impact of engagement in the service experience on the mission of the agency) [Benefit to the agency will vary by project. Expected benefits will be outlined by the student, ideally with the support of the agency, in the contract. Part of the course reflections will require students to further investigate the context of the problem (Section 2 of the contract) from an academic (references/citations required) and critical lens to determine the benefits of their service on the community. The example SLO was added, thank you.]
- What is the role of the instructor and the site manager for this course?
  - Does the instructor assign/develop the project? [For the most part, students will propose the project and it will be reviewed and approved for the credit by the faculty of record in the Honors office. There may be instances where a faculty member outside of Honors has a project in mind and wants to offer it as a service-learning course to Honors students.]
  - Who will conduct the evaluation of the student's work? How will the site supervisor coordinate with the faculty member? [The site manager will

oversee the project and the student's day-to-day completion of the tasks required. The instructor will be provided with the site manager's information in the contract. At the end of the semester, the student will be expected to provide documentation from the site manager on the number of service hours completed and their performance, and this will be used as a component of the final grade.]

- Why are there only 4 check-ins throughout the semester? ? [Most of the hours will be spent in the field/lab. While there are only 4 scheduled check-ins, the faculty of record will be available to the student throughout the semester for support. Check-ins are an additional avenue for reflection and learning. Students will discuss their progress, contributions, and challenges with their peers and the faculty member. Rich discussion will facilitate growth and deeper meaning-making of the experience on the individual and community, and allow students the opportunity to learn from their peers.]

- What are the expectations for the reflections? What format? How many pages, etc.?

  [Reflections will be expected to support the learning objectives of the course. The format will vary, and mixed media will be utilized to foster deeper reflections and true service learning. Examples:

  1. Use Tikitoki (or a similar web-based timeline creation software) to create a multimedia timeline of the history of events that shaped the issue(s) you are addressing with your project. Your timeline should include at least 10 unique entries. Detailed information and supporting documentation for your entries and how they are relevant to the community is key to this assignment. Some of your entries may be speculation or anecdotes directly from community members, but you must also include information from 3 or more external sources (peer-reviewed journals, newspapers, government documents, books, etc.). Be sure to cite your sources, including any pictures you add to your timeline.

  2. Write a 5-page, double-spaced paper examining your service experience from a personal perspective. Pull from the following questions to guide your response:
     - What assumptions or expectations did you bring to the project or community? Have those assumptions changed or evolved - if so, what caused the change?
     - Did this project have an impact on your attitude or bias towards others (an individual, an organization, a community)?
     - What personal skills did you draw on to complete this project?
     - What personal strengths/weaknesses of yours did the project reveal? In what ways did they affect the project, positively or negatively? What might you do to build on strengths or work to overcome weaknesses?
     - How have your past experiences influenced your attitude or assumptions towards the community you served? Have you experienced any change in your attitude or assumptions since you started the project?

- Did you reinforce or challenge any assumptions or social systems through your actions while working on this project?
- What agenda did you bring to the project? Were they appropriate? Were they shared by others? Are they connected to larger social or cultural issues?
- How did this experience build on your understanding of the community you served?
- After completing your project, what changes do you feel are needed (within the organization, within the community, within society, etc.)?]
    - Can a rubric for grading the reflections be provided [The rubric for grading developed by the Quest task force (pp. 24-33) will serve as a guide and can be found here- https://undergrad.aa.ufl.edu/media/undergradaaufledu/uf-quest/UF-Quest-Task-Force-Report_FINAL.pdf]
- If the Honors program desires for this to meet the Quest 3 requirement, this course will need separate approval once a process is established in the fall 2022. Please meet with UF Quest 3 Faculty Lead, Dr. Rick Stepp, for guidance in shaping the syllabus to meet Quest 3 standards. [We have been in communication with Dr. Stepp and met with him several times regarding Quest 3. The Quest 3 requirements set aside by Dr. Stepp during our last conversation indicate-
  Quest 3 experiences require a 500-word minimum reflection exercise due at the end of the semester. Normally this will count for 50% of the assessment for along with 50% for participation. However, students may wish to include additional modes of assessment including weekly or monthly journal entries, a final project, or any other outputs relevant to the experience. Students wishing to pursue these options should consult with their experiential learning coordinator for approval and clearly describe them below.
  We feel Honors will go beyond what is needed to meet the Quest 3 requirements. We will continue the conversation with Dr. Stepp to ensure this is the case.]
- What makes this course an Honors course compared to other service-learning courses offered at UF? [As with Honors research and internship credit, students will be encouraged to consult with their academic department first to see if they offer a service learning course. If the student's department does not offer credit or if the service project is interdisciplinary (this is mostly what we award research and internship credit for and I expect the same to be true for service), Honors students will be eligible to submit a proposal for the Honors service-learning course.]

Liberal Arts and Sciences

K. **ANT 4XXX– Evolutionary Medicine**   **[~~CA~~][A]**
- https://secure.aa.ufl.edu/Approval/reports/16833

- Comments:
  - ~~If a student takes only BSC 2111 (and never takes BSC 2111L), is that sufficient for this course?~~ [CORRECT – the lab would not be needed for the prereq. Email, Response 5/3/22]
  - ~~Is the certificate program going to be modified (through UCC) to include this as a required course?~~ [YES – This course is already on the approved list as a special topics course ANT4930, so changing the course prefix will be an easy switch once it is approved.]
  - ~~There are 8 Article Analysis listings in the weekly course topics; under grading scheme Article Analysis is listed at 20%. How many "Article Analysis" assignments are there and what is the value of each?~~ [8 article assignments over 8 weeks, worth ~10 points each – points are based on number of articles read, generally there are 2 articles each of the 8 weeks and it is 5 points for answering a discussion prompt for each article. (Fall of 2020 I had one week with 3 short articles and the total was 15pts)]
  - ~~How do peer and self evals count toward each student's grade?~~
    - ~~Do all group members get the same grade?~~
    - ~~Do the peer evals affect another student's grade?~~
    [I use a similar format in all my classes with group projects. Group members (2-3 members per group) are to state on every assignment the contributions of each member to that assignment – so there are checks along the way. Additionally I require a check-in with me (all group members meet with me to discuss progress problem). Every member will get an individual grade for their presentation that will be similar for the background and content and context, but individual grade for their vocal and non-vocal delivery, then a portion of their grade (5pts) is based on the peer evaluations – points are deducted if the majority of members state one student did not participate as much as the others (based on validity of claims, generally little things do not warrant deductions like could not meet with the group sometimes). I rarely have to deduct points due to peer evals because of the checks and balances worked into the project along the way, plus the groups are small. Turning in the peer and self eval is also worth 5 points.]

L. **ENG 4XXX– Topics in Collaborative Research**   [~~CA~~][A]
   - https://secure.aa.ufl.edu/Approval/reports/15988
   - Comments:
     - ~~How many students would need to enroll in a given semester in order for this course to effectively teach collaborative research? What is the plan if that~~

number doesn't enroll (e.g. would the students be rolled into the individual research course?)? [I would imagine the course could be taught with as few as 5 students and still have a collaborative outcome. However, we anticipated capping the course at 15, and I expect the course to enroll fully each time, even with multiple sections potentially. We have a good bit of demand for upper-division courses. The course cap of 15 is observed for similar courses such as honors seminars; otherwise we follow a cap of 35. Email, 5/3/22]

- Cumulative final exams must be held during final exam week. [Still in approval form as week 15 final]

- How many total points in the class? Grades appear to be reflected in percentages but do not necessarily translate to grading scale. [There is not a point system. All assignments are written, each is letter-graded using the scale indicated, and each assignment or assignment group (averaged in the latter case) is assigned a percentage of the course total grade. I have tried to clarify by modifying the language to "Determination of Course Grade" and indicating that the percentages add up to 100% in terms of weight]

- Sample syllabus – refers to reserving the right to reduce the final grade based on unexcused absences. Students should know definitively if their grade will be reduced or not and by how much if this is different than otherwise stated in the syllabus. [Updated to specify amount of penalty (on half of a lettergrade) per additional unexcused absence.]

- Would encourage instructor to remove section of syllabus stating the course is "experimental", as the course is requesting permanent course status and it may give students the wrong impression regarding the nature of the course.

M. FRT 4XXX– East- West Encounters   [R]

- https://secure.aa.ufl.edu/Approval/reports/16955
- Comments:
  - Please update absence and make up policy to be in line with UF policy. There are additional reasons for an excused absence other than medical or religious: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
  - If final paper must be presented in French, French proficiency should be included as prerequisite for the course. Senior standing is not enough.
  - Are all homework assignments weighted the same?

N. GER 2226– Online Intermediate German II   [R][A]

- https://secure.aa.ufl.edu/Approval/reports/16985

- Comments:
  - ~~Please clarify what is meant by "taught alongside graduate course", are these courses co-listed and taught? 2000 level courses cannot be co-listed with graduate courses.~~ [Language referring to the graduate reading course has been deleted; it is not necessary for this proposal. No graduate course will be co-listed with GER 2226. (If GER 6060 German for Reading Knowledge were ever offered at the same time as GER 2226, it would be listed and conducted as a completely different course, though it is possible some of the same materials might be used in both courses.) Email, 5/3/22]
  - ~~The longer passage translations are done with a partner. Will one partner necessarily receive the same grade as the other?~~ [Not necessarily. Students will tend to get the same grade as their partner for the longer translations, in order to encourage and cultivate collaborative work, but the instructor interacts on a weekly basis synchronously with all the students and monitors their ongoing work, including their respective work on the longer passage translations. If/when it becomes evident that the partner work on a passage has been unequal, the grades will be different. The Canvas settings will make this a "Group Assignment," but with the option checked for "Grade Students Individually."]
  - ~~Will this course only count for the minor or can it also count towards major?~~ [It will count towards minor only.]

O. **IDS 1XXX– Frontiers of AI**   [~~R~~][A]
  - https://secure.aa.ufl.edu/Approval/reports/16702
  - Comments:
    - ~~Please list required readings.~~ [Provided, 5/2/22]
    - ~~Recommend updating late policy to include the updated reasons for excuse absences:~~
      - ~~You may also copy and paste the following statement into the syllabus, as long as the syllabus wording does not contradict UF policy;~~
        - ~~"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx~~ [Updated]

P. **IHS 3XXX– Pre- Health Pathways**   [R]
  - https://secure.aa.ufl.edu/Approval/reports/17022
  - Comments:

- ~~Course requesting 1000 level however form selected 3000/intermediate, please correct~~. [This is intended to be a 3K level course. I believe I updated this. Email, 5/2/22]
- ~~Course description should be more specific. Reference to AAMC competencies (likely) isn't going to be meaningful in a catalog description. Also, if this is pre-health, while those competencies sound broad, reference to AAMC may deter other pre-health students (e.g., OT, PT students, etc) from enrolling.~~ [Updated: Consistent/continual personal and professional growth is the core to preparation for health career professions. Offers pre-health students opportunities for analysis, engagement, and assessment of intrapersonal, interpersonal and critical reasoning pre professional competencies defined by healthcare professional schools. Creation of professional development plan and professional school 'application portfolio' demonstrate knowledge, skills and qualifications needed for competitive applicants]
- ~~In course objectives, what are CAS applications?~~ [CAS = Centralized Application Services such as AMCAS, AACOMAS, AADSAS, PTCAS, OTCAS, PHARMCAS, etc]
- ~~Is this a pre-health professions or a pre-med course?~~ [Pre-health with intention of being all inclusive of pre-health professions.]
  - Please provide consult with Health programs/colleges
- ~~14 topics are listed. Is this intended to be 1 topic per week? There are 15 weeks in the semester and final exam week~~. [This is updated for 15 weeks. No final.]
- ~~Is reflective writing assigned 2 points each or 20 points each? Same question re: competency assessment forms (2 points or 16 points each?)~~. [This has been updated. 10 Reflective writing assignments for a total of 20 points. There was an error regarding the Competency Assessment forms – these are inclusive in the Application Portfolio. There are 8 assessments – one for each competency and each are 2 points for a total of 16 pts.]
- ~~Is grade on video based on peer evals from the class and/or their group members?~~ [Updated. The assessment form includes both a quantitative assessment using the Likert scale along with quantitative assessment using evaluators' reflections. The quantitative scores from peers are averaged. The instructor's score is 50% of the final points earned. Comments are summarized and included in the final form, along with an itemization of each of the items quantitatively assessed and given to the student. This provides the students with multiple forms of input. This is done very carefully to provide the best feedback possible to the student.]

- ~~Do students receive a grade for completing the peer/group evals?~~ [No, they do not receive points for completing video evaluations.]
    - ~~Stated Application Portfolio points add up to 40. This may need to be clarified.~~ [This was my error. My apologies. It has been updated. I hope this makes greater sense.]

Q. **POS 4XXX– Qualitative Research Methods in Political Science [R]**
- https://secure.aa.ufl.edu/Approval/reports/16577
- Comments:
    - Please clarify prerequisite of "second year status" is this meant to be sophomore standing, if so please adjust.
    - Is the final exam cumulative/during final exam week?
    - First paper is listed in weekly topic list as due during week 6 – and there is no second paper listed at all in weekly topic list (maybe this what is referred to as the final project paper?) - but grading scheme says papers due weeks 4 and 14. Please clarify the papers and/or due dates.
    - Under grading scheme, total % points add up to 110%; this needs to be corrected.
    - 2 presentations will be required as part of participation grade. Can instructor provide some details about these presentations? E.g., will students choose when they give them, will instructor assign them?

R. **POS 4XXX– Technology and Politics**   **[A]**
- https://secure.aa.ufl.edu/Approval/reports/15638
- Comments:
    - None

S. **WST 2XXX– Be A Social Justice Activist**   **[A]**
- https://secure.aa.ufl.edu/Approval/reports/17079
- Comments:
    - None

20. Proposed Changes to Undergraduate Courses

Approved	Conditionally Approved	Recycle

ART 2330C– Figure Drawing 1	ENL 4333– Shakespeare p. 23	GIS 4115– Applied Geostats (p. 24)
TPA 3263C– Introduction to Sound Design and Technology		
TPA 4946– Production Practicum		
THE 4950– Production Workshop		
AFH 4930– History Research Seminar: Africa		
AMH 4930– History Research Seminar: US		
ASH 4930– History Research Seminar: Asia		
EUH 4930– History Research Seminar: Europe		
GLY 4726– Geochemical Oceanography		
IHS 3935– Human Dimensions in Health		
REL 4145– Women in Religion and Society		
STA 4504– Categorical Data Analysis		
WOH 4930– History Research Seminar: World History		
WST 4935– Capstone Seminar		

Arts

A. **ART 2330C– Figure Drawing 1**   **[R][A]**
- https://secure.aa.ufl.edu/Approval/reports/17163
- Comments:
    - Change of language in course description
    - Late work must be accepted in the case of excused absences. Please clarify in syllabus.
    - Please update all required policies and links in syllabus to the current requirements:
        - https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_8_5_2021.pdf

B. **TPA 3263C– Introduction to Sound Design and Technology**   **[A]**
- https://secure.aa.ufl.edu/Approval/reports/17229
- Comments:
    - Prerequisite update
    - None

C. TPA 4946– Production Practicum **[A]**
- https://secure.aa.ufl.edu/Approval/reports/17228
- Comments:
  - Prerequisite update
  - None

D. THE 4950– Production Workshop **[A]**
- https://secure.aa.ufl.edu/Approval/reports/17227
- Comments:
  - Prerequisite update
  - None

Liberal Arts and Sciences

E. AFH 4930– History Research Seminar: Africa **[A]**
- https://secure.aa.ufl.edu/Approval/reports/17128
- Comments:
  - Change prerequisite to HIS 3942 (C)

F. AMH 4930– History Research Seminar: US **[A]**
- https://secure.aa.ufl.edu/Approval/reports/17141
- Comments:
  - Change prerequisite to HIS 3942 (C)

G. ASH 4930– History Research Seminar: Asia **[A]**
- https://secure.aa.ufl.edu/Approval/reports/17142
- Comments:
  - Change prerequisite to HIS 3942 (C)

H. ENL 4333– Shakespeare **[CA]**
- https://secure.aa.ufl.edu/Approval/reports/16826
- Comments:
  - Remove variable credit, change to 3 credit repeatable.
  - What is the purpose in having repeatable credit?

- Has the department considered creating a Shakespeare 1 and Shakespeare 2?
  - Students cannot assess other students for grades, if attendance is for a grade the student stage manager cannot be the one to document it.

I. **EUH 4930– History Research Seminar: Europe**   **[A]**
- https://secure.aa.ufl.edu/Approval/reports/17143
- Comments:
  - Change prerequisite to HIS 3942 (C)

J. **GIS 4115– Applied Geostats**   **[R]**
- https://secure.aa.ufl.edu/Approval/reports/16727
- Comments:
  - Please update all required links and policies to current requirements: https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_8_5_2021.pdf
  - Attendance policy is not inline with UF policy. Please update:
    - "Absences may be excused if they are documentable. For expected absences, students must provide at least two business days' advance notice of the absence."
      - Students will not be able to contact instructor prior to emergency.
  - You may remove the section and copy and paste the following statement into the syllabus, as long as the syllabus wording does not contradict UF policy;
    - "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

K. **GLY 4726– Geochemical Oceanography**   **[A]**
- https://secure.aa.ufl.edu/Approval/reports/16962
- Comments:
  - Update of course title

L. **IHS 3935– Human Dimensions in Health**   **[A]**
- https://secure.aa.ufl.edu/Approval/reports/16931
- Comments:

- None

M. **REL 4145– Women in Religion and Society**   **[A]**
- https://secure.aa.ufl.edu/Approval/reports/16681
- Comments:
  - None

N. **STA 4504– Categorical Data Analysis**   **[A]**
- https://secure.aa.ufl.edu/Approval/reports/17179
- Comments:
  - Follow up to program requests #16649 and #16648

O. **WOH 4930– History Research Seminar: World History**   **[A]**
- https://secure.aa.ufl.edu/Approval/reports/17145
- Comments:
  - Change prerequisite to HIS 3842 (C)

P. **WST 4935– Capstone Seminar**   **[A]**
- https://secure.aa.ufl.edu/Approval/reports/17118
- Comments:
  - Correct credit from variable to 3 credit.

21. Proposed New Professional courses

Approved	Conditionally Approved	Recycle
LAW 6470- Environmental Law		ACG 7XXX- Advanced Data and Regression Techniques **(p. 26)**
PHA 5XXX- Principles of Pharmacy Informatics		

Business

A. ACG 7XXX- Advanced Data and Regression Techniques   **[R]**
- https://secure.aa.ufl.edu/Approval/reports/17256
- Comments:
    - Is this course meant for a graduate program or a professional program?
    - Please correct missing letters course description and remove underscores.
    - Is grading on a curve standard for the program? What is the purpose for it in this course?
    - Is this course online or in person?
    - What are the residency requirements for the course, what does residency mean? Is this a program requirement?
    - UF policy allows for excused absences and students are allowed to submit late work for any university approved absence. Please bring course policy in line with UF policy.
        - You may also copy and paste the following statement into the syllabus, as long as the syllabus wording does not contradict UF policy;
            - "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
    - What grade deductions occur for unexcused absences? This needs to be clearly stated.
    - Please updated DRC link.
    - Please replace the recording policy for the course with the UF policy found here: https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_8_5_2021.pdf

Law

B. LAW 6470- Environmental Law   **[R][A]**
- https://secure.aa.ufl.edu/Approval/reports/17277

- Comments:
  - ~~Please provide a break down of grade; participation and final are listed however no values. Absence policy states a grade point will be deducted, what is a grade point? Is this a letter grade or total point values?~~ [Updated, 5/9/22]

Pharmacy

C. PHA 5XXX- Principles of Pharmacy Informatics   [A]
- https://secure.aa.ufl.edu/Approval/reports/17309
- Comments:
  - None

22. Proposed Changes to Professional courses

Approved	Conditionally Approved	Recycle
ENU 5626- Radiation Biology		
ENU 5658- Imaging System Analysis with Medical Physics Applications		
MDC 7123- Senior Community Health Family Clerkship		
MDC 7203- Senior Medicine Clerkship		
MDC 7401- Senior Pediatrics Clerkship		
MDC 7602- Senior Surgery Clerkship		

Medicine

A. ENU 5626- Radiation Biology   [~~R~~][A]
- https://secure.aa.ufl.edu/Approval/reports/17269
- Comments:
  - The request is to change the prefix (course now in medicine), course description, and course level. Justification is to allow only graduate students to take it.
  - ~~Please provide a justification for the increase in level.~~ [In their current form, these courses could be also taken by qualified undergraduate students in their senior year who were either Nuclear Engineering or Biomedical Engineering majors continuing on to the Medical Physics program. Such a path for students from either major no longer exists now

that the program is in the College of Medicine. The syllabus has also been modified to that of a 6000 level course. Email, 5/5/22]
  - o ~~Please remove outdated UCC checklists (not used since 2015)~~[Removed]
  - o ~~Please update all UF policies and links in the syllabus to be updated in line with UF requirements: https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_8_5_2021.pdf~~ [Updated]

B. **ENU 5658- Imaging System Analysis with Medical Physics Applications [~~R~~][A]**
  - • https://secure.aa.ufl.edu/Approval/reports/17270
  - • Comments:
    - o The request is to change the prefix (course now in medicine), course description, and course level. Justification is to allow only graduate students to take it.
    - o ~~Please provide a justification for the increase in level.~~ [In their current form, these courses could be also taken by qualified undergraduate students in their senior year who were either Nuclear Engineering or Biomedical Engineering majors continuing on to the Medical Physics program. Such a path for students from either major no longer exists now that the program is in the College of Medicine. The syllabus has also been modified to that of a 6000 level course. Email, 5/5/22]
    - o ~~Please remove outdated UCC checklists (not used since 2015)~~ [Removed]
    - o ~~Please update all UF policies and links in the syllabus to be updated in line with UF requirements: https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_8_5_2021.pdf~~ [Updated]

C. **MDC 7123- Senior Community Health Family Clerkship**   **[A]**
  - • https://secure.aa.ufl.edu/Approval/reports/17294
  - • Comments:
    - o Requesting S/U.

D. **MDC 7203- Senior Medicine Clerkship**   **[A]**
  - • https://secure.aa.ufl.edu/Approval/reports/17295
  - • Comments:
    - o Requesting S/U.

E. MDC 7401- Senior Pediatrics Clerkship   [A]
- https://secure.aa.ufl.edu/Approval/reports/17296
- Comments:
  - Requesting S/U.

F. MDC 7602- Senior Surgery Clerkship   [A]
- https://secure.aa.ufl.edu/Approval/reports/17297
- Comments:
  - Requesting S/U.

23. Proposed New Joint Courses

Approved	Conditionally Approved	Recycle
ENU 4XXX– Radiochemistry		

Engineering

A. ENU 4XXX– Radiochemistry   [A]
- https://secure.aa.ufl.edu/Approval/reports/16710
- Comments:
  - Is the only difference between the course the type of homework questions? [Both HW and exam questions are different. This is now reflected in the form and syllabi. Email, 5/5/22]
  - More differentiation between courses may be requested; i.e. assignments/ objectives [Objective #2 is different between 4000 and 6000 levels.]