University Curriculum Committee December 10th, 2024

The UCC met from 1:00 to 3:00 p.m. at the Senate Chambers in the Reitz Union and via Zoom teleconferencing.

Attendees

Members
Toby Shorey, Vandana Baweja, James Babanikos, Konstantina Christodoulopoulou, Elayne Colon, Pamela Dickrell, George Hack, Marshall Haning, Jennifer Hofer, Jill Ingram, Christopher Janelle, Gillian Lord, Anne Mathews, Czerne Reid, Alison Reynolds, Richard Scholtz, Katie Vogel Anderson

Liaisons
Casey Bullock, Corrin Fleming, Madison Henry, Diana Hull, Tom Kelleher, Kendall Kroger, Leslie McKenna, Lee Morrison, Frankie Tai, Stacy Wallace

Students
Bronson Allemand

Guests
Kathryn Ivey, Nigel Richardson

Welcome

Notes

1. Proposed academic calendar – Voting Item – Approved.
- Resolution on Removing the UCC 5000 Level Course Evaluation Requirement from Faculty Senate Bylaws – Information Item, Voting Item on next agenda.
- Approval of minutes of the November meeting. – Approved.
- Update from the Faculty Senate. - None.
- Updates from Academic Assessment Committee – None.

Programs

Agricultural and Life Sciences

2. FRE minor Revision – Approved.

Education

3. Suspension of Bachelors- Special Education – Approved.

4. BA--Elementary Education – Conditionally Approved.
5. BA--Elementary Education – Conditionally Approved.
   Pending letters of support from UFO and updated Model Semester Plan.

Liberal Arts and Sciences

6. Undergraduate-Religion-BA – Approved.
7. Update to DAT BS – Approved.
8. Minor in Meteorology – Approved.

Certificates

Undergraduate

Proposed new undergraduate certificates.

Arts

9. Undergraduate Certificate in Music Business & Entrepreneurship (V.3) – Conditionally Approved.
   Updates received 12/10, committee needs time to review.

Public Health and Health Professions

10. ASL/Deaf Culture Certificate – Approved.

Health and Human Performance

11. Health and Wellness Coaching Certificate – Approved.

Proposed changes to undergraduate certificates.

Arts

12. Visual Arts in Medicine small language updates – Conditionally Approved.
13. Modify "Additional Requirements" in Music In Medicine Certificate – Approved.

Courses

Undergraduate

Proposed new undergraduate courses.

Agricultural and Life Sciences

14. WISXXXX - Florida Environments – Conditionally Approved.
15. DIEXXXX Undergraduate Supervised Teaching – Approved.
16. FOSXXXX Undergraduate Supervised Teaching – Approved.
17. HUNXXXX Undergraduate Supervised Teaching – Approved.

Education

18. SDS3XXX A Guide to College and Sexuality – Conditionally Approved.
    Pending consultation with Dept. of Psychology.
19. EDG3XXX--Lesson Planning and Assessment for Diverse Learners – Conditionally Approved.
20. EDG3XXX--Instructional Strategies for Diverse Learners – Conditionally Approved.
21. EDG3XXX--Responsive Classroom Management – Approved.

22. EDG3XXX--School Community Connections – Conditionally Approved.

Hamilton Center

23. ISS 1XXX: Conflict and Character: Great Books in the Ancient World (Q1 Perm.) – Approved.
24. ISS 1XXX: Just War (Q1 Perm.) – Conditionally Approved.

Public Health and Health Professions

25. PHC4XXX Introduction to Clinical Trials New Course – Conditionally Approved.
26. PHC4XXX Data Science in Genetics and Genomics New Course – Conditionally Approved.
27. PHC3XXX Collaboration Skills for Biostatisticians New Course – Conditionally Approved.
28. PHC3XXX Basics of Statistical Software for Biostatistics New Course – Approved.

Liberal Arts and Sciences

29. CHT 3XXX Bodies Bodies Bodies in Premodern Chinese Culture – Approved.
30. SYP4xxx People, Places, and Belonging – Conditionally Approved.
31. SYO 4xxx Digital Inequalities – Approved.
32. AFA 4xxx The Civil Rights Movement 1946-1968 – Approved.
33. AFA4911 - Undergraduate Research in African American Studies – Approved.
34. STA 4950 Capstone in Statistics and Data Science – Approved.
35. ITW4XXX Plants in Italian Culture - New Course Proposal – Approved.
36. EUS 3XXX European Regulatory Law and Politics – Approved.
37. ITA3XXX Translating Italian Migrations - New Course Proposal – Approved.
38. AFA 3XXX - Buffalos and Bloods: African American Military History – Conditionally Approved.
39. SYG2XXX: Global Social Problems – Recycled.
    Awaiting responses from submitter.
40. SPN2XXX: How Do Fictions Shape Reality? – Conditionally Approved.
41. AST 2xxx Are We Alone? – Approved.
42. IDS1XXX: Mathematics and the Humanities – Approved.
43. AST2XXX: The Art and Science of Astrophotography – Conditionally Approved.
44. ENG 1XXX: Placing Florida (Q1 Perm.) – Conditionally Approved.
45. IDS2XXX: Love's Labor's Lost? The History and Politics of Care and Caregiving – Conditionally Approved.
46. IDS2XXX: Authentic Leadership: how to lead without selling your soul – Conditionally Approved.
47. SYPXXX-The Quest for Wisdom and Human Flourishing – Approved.

Proposed changes to undergraduate courses.
Agricultural and Life Sciences

48. FAS4305C Intro to Fishery Science credit hours and description – Conditionally Approved.
    Updates received 12/10, committee needs time to review.

Arts

49. MUG4104 - Conducting 1 – Conditionally Approved.

Liberal Arts and Sciences

50. TSL 3360 - Introduction to Teaching English as a Second Language – Approved.
51. Change prereqs for CLA 3811 AI in Antiquity and Today – Conditionally Approved.

    Make sure prerequisite uses recommended verbiage so that registration will work as expected.

52. LIN 3010 - Introduction to Linguistics – Approved.
53. JPN 1130 change prereq and description – Recycled.

    Circle back with Dr. Lord to discuss prerequisite formatting for this course.

Public Health and Health Professions

54. PHC4418 Social, Economic, and Environmental Drivers of Health Course Modification – Conditionally Approved.

Joint

Proposed new joint courses.

55. IND 4XXX - Interactive media communication – Conditionally Approved.
    Updates received 12/10, committee needs time to review.

Proposed changes to joint courses.

- None.

5000-Level

Proposed new 5000 level courses.

- None

Proposed changes to 5000 level courses.

- None.

Graduate School

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

Certificates

- Close the Disaster Mental Health Counseling Graduate Certificate - The College of Education seeks to close the graduate certificate in Disaster Mental Health Counseling (#20536).

- Early Childhood Studies Graduate Certificate - curriculum update - The College of Education seeks to modify the curriculum for the graduate certificate in Early Childhood Studies (#20090).

Concentrations

- Concentration name change from RPT to THEM - The College of Health and Human Performance seeks to change the name of the graduate concentration in Recreation, Parks, and Tourism (RPT) to Tourism, Hospitality, and Event Management (THEM) (#19648).

Notes:

- Kendall Kroger announced that Quest 3 is in the preliminary stages of being launched.
-

Meeting adjourned at 2:30 p.m.

ADDENDUM

Compiled Before the Meeting

University Curriculum Committee
Program and Course Recommendations

December 10th, 2024

Programs

Agricultural and Life Sciences

2. FRE minor Revision **[A]**

- https://secure.aa.ufl.edu/Approval/reports/20154
- Comments:
  - ~~AEB2114L is listed twice on the tracked changes document. This also makes the total credits 16 instead of the stated 15. Could this potentially be an error?~~ It is not listed twice, it is just considered part of the "table header" for some reason.
  - ~~Is this supposed to be a new minor request? Is this discipline under a different CIP code? If it is the same CIP, then it might qualify as a change.~~ It is a change, not a new one. We are changing our existing FRE minor to this.

Education

3. Suspension of Bachelors- Special Education **[A]**

- https://secure.aa.ufl.edu/Approval/reports/20600
- Comments:
  - ~~Are there any transfer students that will be impacted by this impending change?~~
  - ~~Are there any active students in the major?~~ No active students in major
  - No comments, but if you choose to reactivate this later, we will need another request so that the necessary catalog work can be tracked.

4. BA--Elementary Education **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20341
- Comments:

        - The major is BA-Elementary Education-Grades K-6? This was the only one I could find that matched the model semester plan provided.
        - Please submit a copy of the academic learning compact catalog page with track changes on.
        - I think it would be helpful if students had a list of required courses and an overview of the other requirements (electives in the major) in the overview tab.
        - The credits add up to 116, the minimum credits need to add to 120. If 0-1 is used for the teaching labs, then 6 needs to be the minimum for EDE4940.
        - A Curriculum Map was included; however, this needs to be reviewed by the AAC instead of the UCC.
    - Submitter Responses:
- The major is BA-Elementary Education-Grades K-6? This was the only one I could find that matched the model semester plan provided.

  The major is a BAE (EED). I have edited the request to reflect BAE, not BA.

- Please submit a copy of the academic learning compact catalog page with track changes on.

  New ALC catalog page has been appended to the request.

- I think it would be helpful if students had a list of required courses and an overview of the other requirements (electives in the major) in the overview tab.

  This is a program with extensive advising and a prescriptive schedule. Each student is provided with an individualized program plan upon selection to continue at junior year. Courses listed in semesters 5-8 are departmentally controlled and access is granted only after that formal selection to continue.

- The credits add up to 116, the minimum credits need to add to 120. If 0-1 is used for the teaching labs, then 6 needs to be the minimum for EDE4940.

  This should be clarified in the new document uploaded. It is 120 credits.

- **A Curriculum Map was included; however, this needs to be reviewed by the AAC instead of the UCC.**

5. **BA--Elementary Education** **[CA]**
    - https://secure.aa.ufl.edu/Approval/reports/20343
    - Comments:
        - Will the 3000 level GenEd courses in the semester plan still be GenEd? Are SLO's impacted due to course substitutions?

        - Why do they have some different courses?
        - A UF Online memo is required to offer programs in UFO
        - Does the "combined" plan document mean that residential curriculum is exactly the same as online?
        - These credits don't add to 120, which is a requirement. Please fix accordingly.
    - Submitter Responses:
- Will the 3000 level GenEd courses in the semester plan still be GenEd? Are SLO's impacted due to course substitutions?

  Because of changes underway to GenEd, we see this as unsettled. As we understand it, all model semester plans will be edited for this information before the 2025-2026 catalog goes live. We attached an edited ALC curriculum map with track changes which we hope will address questions about the SLOs

- Why do they have some different courses?

  The Florida Department of Education is currently in the process of reforming educator certification. This new program was created in alignment with FLDOE initiatives. Students in this option will take the online options (see the comparison table, attached separately).

- A UF Online memo is required to offer programs in UFO

  This has been requested and should be arriving soon.

- Does the "combined" plan document mean that residential curriculum is exactly the same as online?

  Please see the comparison table document for the differences.

- These credits don't add to 120, which is a requirement. Please fix accordingly.

  The attached document "EED_BAE Combined Model semester plan" document should clarify that this is a 120 credit program

Liberal Arts and Sciences

6. **Undergraduate-Religion-BA** **[A]**
    - https://secure.aa.ufl.edu/Approval/reports/20584
    - Comments:
        - Be sure to submit a new ALC and AAP separately in approval.

7. **Update to DAT BS** **[A]**

- https://secure.aa.ufl.edu/Approval/reports/20015
- Comments:
    - Will the goal to increase the enrollment/make transfer to DAT BS easier end up causing a bottleneck further down the road, with more students?
- Submitter Response: **I have added a comment as a response under "Impact on Enrollment..." The comment that was added is "Hopefully not because relevant departments (Comp. Sci., Math, Stat) have discussed relevant course availability through the undergraduate committee with members from all 3 departments."**

8. **Minor in Meteorology** **[A]**
    - https://secure.aa.ufl.edu/Approval/reports/19939
    - Comments:
        - Are these courses a good mix of Spring and Fall? What is the frequency of their offerings? **Document attached to approval request.**
        - ~~Majors and minors cannot require all coursework to be taken at UF. A residency requirement can be added (e.g. 9 of 15 credits must be completed at UF).~~ **Updated on catalog copy. 9 credit hours required from Meteorology Dept.**

Certificates

New Undergraduate Certificates

Arts

9. **Undergraduate Certificate in Music Business & Entrepreneurship (V.3)** **[CA]**
    - https://secure.aa.ufl.edu/Approval/reports/15668
    - Comments:
        - Have the courses been approved separately?
        - Be sure to talk with Erica in Business, as she expressed interest in partnering with COTA to create a specialization for the business degree that students pursuing this certificate can take in the BABA major.
        - Please submit a catalog copy in standard catalog appearance, to be sure the catalog editors in the Registrar's Office know exactly how you would like it to look.
        - Please submit an introductory blurb about the certificate for the top of the catalog page in the catalog copy.
        - Please be sure to label the documents attached to the approval request with unique titles.
    - Submitter Response:
        - Have the courses been approved separately?

Yes. They have been approved.

- Be sure to talk with Erica in Business, as she expressed interest in partnering with COTA to create a specialization for the business degree that students pursuing this certificate can take in the BABA major.

We will certainly follow up with Erica regarding our collaboration with the BABA program.

Catalog Copy:

Undergraduate Certificate in Music Business & Entrepreneurship
Credits Required: 12

Certificate Description
The Undergraduate Certificate in Music Business & Entrepreneurship equips students with comprehensive knowledge, practical skills, and career readiness across global music industry sectors. This program enhances vocational prospects, enriches training, and boosts employability in music business and entrepreneurship.
Requirements for Admission
To qualify for the Undergraduate Certificate in Music Business & Entrepreneurship, prospective students must:
Submit an Online Application through the UF School of Music: [https://arts.ufl.edu/academics/music/].

- Required documents:
- Letter of intent
- Curriculum vitae or resume
- Three recommendation letters
- Official academic transcripts showing a completed undergraduate degree from an accredited institution

Optional Submission: Demonstrative portfolio of music business and entrepreneurship-related media or other relevant content (not mandatory).
Academic Performance: Achieve a minimum GPA of 3.0 in all certificate courses.
Application Review: The Music Business and Entrepreneurship Application Review Committee evaluates all submissions.
Additional Guidelines:

- The certificate requires at least 9 credits distinct from any other credential earned by the student.

Requirements for Completion
Students must complete 12 credit hours, including the following courses:

- **MUM 4051: Strategic Music Entrepreneurship Development (3 credits)**
- Focuses on building essential skills for entrepreneurial success in music, including business acumen, legal considerations, and content creation.

- **MUM 4005: Foundations of Music Business (3 credits)**
- Provides a comprehensive understanding of music business operations, policies, and global industry trends.
- **MUM 4500: Music Production in Commercial Media (3 credits)**
- Covers audio engineering and production techniques for commercial media, including digital advertisements and podcasts.
- **MUM 4561C: Multimedia Production for the Music Industry (3 credits)**
- Equips students with multimedia content creation and strategic communication skills for expanding vocational opportunities.
- Students must maintain a minimum GPA of 3.0 across all certificate courses to earn the certificate.
- **Rationale and Place in Curriculum**
  This certificate bridges the gap between traditional music education and the evolving demands of the global music industry. By integrating ideation, creation, organization, ownership, and testing, students gain a broad skill set to excel in careers across various music industry sectors.
- The program uniquely serves:
- Undergraduate students seeking targeted education in music business and entrepreneurship.
- Non-UF students, including professionals, looking to further their education.
- Students in interdisciplinary fields such as law, business, or communications.
- **Contact Information**
  UF School of Music Advising (musicadvising@arts.ufl.edu)
- **Blurbs**
- **Undergraduate Certificate in Music Business & Entrepreneurship**
- The Undergraduate Certificate in Music Business & Entrepreneurship prepares students to navigate and excel in the dynamic global music industry. Through an innovative curriculum combining foundational knowledge and practical skills, this program fosters entrepreneurial thinking and career readiness in music business, production, and multimedia content creation. Ideal for students pursuing careers in music and related fields, the certificate enhances employability and equips graduates to lead and innovate in diverse industry sectors.
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Public Health and Health Professions

10. ASL/Deaf Culture Certificate **[A]**

- https://secure.aa.ufl.edu/Approval/reports/18827
- Comments:

- The catalogue copy as submitted is missing the word “Certificate” before “is intended for undergraduates . . . .” See the submitted language: “The American Sign Language and Deaf Culture is intended for undergraduates seeking to acquire fundamental skills in American Sign Language (ASL) and Deaf Culture to prepare for careers in sign language interpreting.”
- Gallaudet University standards are mentioned in the certificate description. Do such standards need to be posted someplace?
- Is there capacity for the ASL courses for the certificate? Can students transfer some of the credits? If so, how many?

Health and Human Performance

11. Health and Wellness Coaching Certificate **[A]**

- https://secure.aa.ufl.edu/Approval/reports/20081
- Comments:
  - ~~Is there any kind of certification exam or other certification process for health coaches? Does this certificate program prepare students for this? The explanation of the program in the UCC form refers to preparing students to go into “private practice” among other roles but doesn’t specify the type(s) of practice.~~ Yes, there is a national certification exam. This certificate helps prepare them for the exam but there are other elements required to sit for the exam. Students may choose to go into any health education field, but if they sit for the national exam, they can become a health coach.
  - ~~Are you requiring 7 credits elective or 3 to make the 10 credits with the core courses?~~ We are requiring 3 credits of the elective list to add up to 10.
  - ~~Approved elective amount and/or total credits required for the certificate on catalog copy need editing. Does not currently add to 10 credits.~~ I corrected this and uploaded a new file.

Changes to Existing Certificates

Arts

12. Visual Arts in Medicine small language updates **[R]**

- https://secure.aa.ufl.edu/Approval/reports/20739
- Comments:
  - Please submit a catalog copy with track changes for these updates. This is for the catalog editors in the Registrar’s Office to use.

13. Modify "Additional Requirements" in Music in Medicine Certificate **[A]**

- https://secure.aa.ufl.edu/Approval/reports/20734

- Comments:
    - “3.0 average in all courses included in the certificate curriculum within 6 months of graduation.” Committee recommends revising “within six months of graduation” to “during your final semester” or “during your final two semesters.” Committee was not clear if 6 months meant one or two terms of enrollment.

Course Recommendations

Proposed New Undergraduate Courses

Approved	Conditionally Approved	Recycle
EDG 3XXX	**WIS XXXX**	**SDS 3XXX**
ISS 1XXX	**ISS 1XXX**	**SYG 2XXX**
PHC 3XXX	**PHC 3XXX**	
CHT 3XXX	**PHC 4XXX**	
SYO 4XXX	**PHC 4XXX**	
ITW 4XXX	**AFA 4XXX**	
EUS 3XXX	**SYP 4XXX**	
ITA 3XXX	**AFA 3XXX**	
IDS 1XXX	**SPN 2XXX**	
STA 4950	**AST 3XXX**	
AFA 4911	**ENG 1XXX**	
DIE XXXX	**IDS 2XXX**	
FOS XXXX	**IDS 2XXX**	
HUN XXXX	**EDG 3XXX**	
AST 2XXX	**EDG 3XXX**	
SYP 2XXX		
EDG 3XXX		

Agricultural and Life Sciences

14. WISXXXX - Florida Environments **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20612
- Comments:
    - The course description starts with "This course...", please rewrite int he proper telegraphic style. This style makes use of sentence fragments, omitting such phrases as "This course will..." or "We will...". The best descriptions are either single or a combination of:
    - Noun phrases (*preferred): "Introduction to …", "Examination of…", "Theory and method in…", etc.
    - Verb phrases: "Explores…", "Introduces…", etc.
    - Adjective phrases: "Designed to equip students with…", "For students with…" etc.

- There is a 50-word limit on the catalog course description for Quest courses.

15. DIEXXXX Undergraduate Supervised Teaching [A]

- https://secure.aa.ufl.edu/Approval/reports/20529
- Comments:
  - ~~Will weekly contact hours change depending on the number of credits a student is registered for (UCC form says 3; is this number variable?).~~ The course is variable credit, from 0-3.
    - Prior to a student officially registering for this course, the appropriate number of credit hours will be determined collaboratively by the course coordinator, the faculty mentor, and the FSHN student services office. This determination will consider factors such as the expectations of the mentor regarding class attendance, the anticipated length and number of weekly check-in meetings between the mentor and the supervised teaching student, and the mentor's expectation for the student regarding course management tasks. Also factored in will be time commitments for required trainings (FERPA, Safe Environment, etc.) and required attendance at a teaching seminar or workshop, per the syllabus.
    - Once a reasonably accurate estimate of the weekly time commitment is established, the following guidelines will apply:
      - < 3 hours/week: the student may only register for this course at the 0 credit* option
      - 3-5 hours/week: the student may register for up to 1 credit
      - 6-8 hours/week: the student may register for up to 2 credits
      - 9+ hours/week: the student may register for up to 3 credits
    - * There may be students who wish to take the class for 0 credit hours to avoid tuition, regardless of hours worked. We allow them to do this with our supervised research course, so we will allow the same for supervised teaching.
  - ~~Do students register for a particular course prefix (e.g. DIE v. FOS) depending on the course they're helping teach? Or depending on their major~~? The prefix will be based on the course they are helping with, in alignment with the discipline of their faculty mentor. This way the course prefix aligns with the type of teaching work they will be doing. We follow a similar protocol for our undergraduate supervised research course, where the prefix aligns with the type of research the student will be doing, as opposed to the student's major.
  - ~~The Honor Code section of the syllabus needs updating (language and URL)~~. Done, thank you for catching this. The syllabus has been updated accordingly.

16. FOSXXXX Undergraduate Supervised Teaching [CA]

- https://secure.aa.ufl.edu/Approval/reports/20528
- Comments:

- ~~Honor Code section of syllabus needs updating (language and URL).~~ Done, thank you for catching this. The syllabus has been updated accordingly.
- ~~Will weekly contact hours change depending on the number of credits a student is registered for (UCC form says 3; is this number variable?).~~ The course is variable credit, from 0-3.
  - Prior to a student officially registering for this course, the appropriate number of credit hours will be determined collaboratively by the course coordinator, the faculty mentor, and the FSHN student services office. This determination will consider factors such as the expectations of the mentor regarding class attendance, the anticipated length and number of weekly check-in meetings between the mentor and the supervised teaching student, and the mentor's expectation for the student regarding course management tasks. Also factored in will be time commitments for required trainings (FERPA, Safe Environment, etc.) and required attendance at a teaching seminar or workshop, per the syllabus.
  - Once a reasonably accurate estimate of the weekly time commitment is established, the following guidelines will apply:
    - < 3 hours/week: the student may only register for this course at the 0 credit* option
    - 3-5 hours/week: the student may register for up to 1 credit
    - 6-8 hours/week: the student may register for up to 2 credits
    - 9+ hours/week: the student may register for up to 3 credits
  - * There may be students who wish to take the class for 0 credit hours to avoid tuition, regardless of hours worked. We allow them to do this with our supervised research course, so we will allow the same for supervised teaching.
- ~~Do students register for a particular course prefix (e.g. DIE v. FOS) depending on the course they're helping teach? Or depending on their major?~~ The prefix will be based on the course they are helping with, in alignment with the discipline of their faculty mentor. This way the course prefix aligns with the type of teaching work they will be doing. We follow a similar protocol for our undergraduate supervised research course, where the prefix aligns with the type of research the student will be doing, as opposed to the student's major.
- Syllabus is well done.

17. HUNXXXX Undergraduate Supervised Teaching [A]

- https://secure.aa.ufl.edu/Approval/reports/20527
- Comments:
  - ~~Please be sure that the requirements for UGTAs are met by students taking this course: https://fora.aa.ufl.edu/docs/78/2012-2013/UG%20TA%20Policy%20091812.pdf~~ Thank you, yes, we reviewed this document as we were preparing the syllabus to ensure these standards

and policies were incorporated. In accordance with these policies, we will ensure that:

- 1. No undergraduate student is assigned as an "instructor," and that all undergraduate student helpers are under faculty supervision.
- 2. All students registered for Undergraduate Supervised Teaching will take FERPA and Maintaining a Safe and Respectful Campus trainings. These requirements are built into the syllabus, and students will be required to complete these trainings before they receive access to Canvas or interact with the students in the course they are assisting with.
- 3. No undergraduate student will have access to final course grades.
- 4. All students registered for Undergraduate Supervised Teaching will have previously successfully completed the course with which they are assisting, and will not be currently registered as a student in any section of the course.

- ~~Based upon past conversations, is this sufficient to describe the credit difference: **Credits**: Variable (0-3 credits). Appropriate number of credits will be determined in cooperation with FSHN student services office and faculty mentor, and will depend on the number of contact hours anticipated. A maximum of 6 credits of Supervised Teaching may be applied to your degree.~~ As previously stated in response to comments on the DIEXXXX and FOSXXXX syllabi, here is our plan for determining the appropriate number of credits:
  - Prior to a student officially registering for this course, the appropriate number of credit hours will be determined collaboratively by the course coordinator, the faculty mentor, and the FSHN student services office. This determination will consider factors such as the expectations of the mentor regarding class attendance, the anticipated length and number of weekly check-in meetings between the mentor and the supervised teaching student, and the mentor's expectation for the student regarding course management tasks. Also factored in will be time commitments for required trainings (FERPA, Safe Environment, etc.) and required attendance at a teaching seminar or workshop, per the syllabus.
  - Once a reasonably accurate estimate of the weekly time commitment is established, the following guidelines will apply:
    - < 3 hours/week: the student may only register for this course at the 0 credit* option
    - 3-5 hours/week: the student may register for up to 1 credit
    - 6-8 hours/week: the student may register for up to 2 credits
    - 9+ hours/week: the student may register for up to 3 credits
  - * There may be students who wish to take the class for 0 credit hours to avoid tuition, regardless of hours worked. We allow them to do this with our supervised research course, so we will allow the same for supervised teaching.

- ~~There is no ability to code the prerequisite in the SIS: (Junior or Senio) & completion of the course for which the student will be assisting~~. Prior to the start of Advanced Registration, FSHN Student Services will departmentally control FOS/HUN/DIEXXXX (Undergraduate Supervised Teaching). This restriction will prevent students from independently registering for the class. Given necessary coordination between the Faculty Mentor, the Course Coordinator, FSHN Student Services, and the student, there will be required paperwork to request registration in the class, which will clearly outline expectations and responsibilities of those involved with the Undergraduate Supervised Teaching experience. Additionally, it will allow FSHN Student Services to verify that a student is of Junior/Senior standing and that they successfully completed the course they are assisting with in a previous term.

Education

18. SDS3XXX A Guide to College and Sexuality **[R]**

- https://secure.aa.ufl.edu/Approval/reports/20087
- Comments:
  - A Psychology Department consultation (requested) is still missing. Check with Dr. Lord.
  - ~~Does CLAS require telegraphic language for course description? If so, please adjust the language.~~
  - Please correct grammar on p. 9 under "Module Quiz": "There is a total of 15 quizzes for the semester."
  - As part of the SDS major (Education, Guidance and Counseling), is it the best idea to state on the syllabus that a presentation on necrophilia is an OK topic, not necessarily meaning that the presenter engages in the behavior? (Asking for a clarification).

19. EDG3XXX--Lesson Planning and Assessment for Diverse Learners **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20334
- Comments:
  - Please attach a letter of support from the Director of the UF Online program (per the UCC form guidelines)
  - Please change the schedule of topics to be 15 weeks.
  - Please add the instructor name, office, office hours, email.
  - Is there a prerequisite course?
  - Is this an online course – there are no meeting times?
  - More info on the module projects would be helpful. What type of submission will the assignment require? How will students be assessed? All that is provided is a subset of learning objectives for each module assignment.

- Submitter Responses:
- Please attach a letter of support from the Director of the UF Online program (per the UCC form guidelines)

  This letter is forthcoming

- Please change the schedule of topics to be 15 weeks.

  The schedule has been adjusted

- Please add the instructor name, office, office hours, email.

  Instructor names have been updated

- Is there a prerequisite course?

  The prerequisite is admission to the degree program

- Is this an online course – there are no meeting times?

  The course is intended to be offered online

- More info on the module projects would be helpful. What type of submission will the assignment require? How will students be assessed? All that is provided is a subset of learning objectives for each module assignment.

  We added details for each assignment to the end of the syllabus. Because this course is part of a teacher preparation degree, all assignments are aligned to the Florida Educator Accomplished Practices (attached rubric).

20. EDG3XXX--Instructional Strategies for Diverse Learners **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20335
- Comments:
  - Please attach a letter of support from the Director of the UF Online program (per the UCC form guidelines)
  - ~~Schedule of topics should be 15 weeks.~~
  - ~~Please update the Resources (teaching Center not in Broward Hall).~~
  - ~~Please clarify what is being graded for each module (paper, project notes, presentation, etc.)~~
- Submitter Reponses:
- Please attach a letter of support from the Director of the UF Online program (per the UCC form guidelines)

  We are working to acquire this letter

- Schedule of topics should be 15 weeks.

  Revision made
- Please update the Resources (teaching Center not in Broward Hall).

Revision made

- Please clarify what is being graded for each module (paper, project notes, presentation, etc.)

  Additional details have been added

21. EDG3XXX--Responsive Classroom Management **[A]**

- https://secure.aa.ufl.edu/Approval/reports/20313
- Comments:
  - ~~Required majors should be CA until all of these courses are approved. Please update academic resources link.~~ **Academic resource links have been updated**

22. EDG3XXX--School Community Connections **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20333
- Comments:
  - UCC form says this course will be offered via UF Online (as well as other formats). Please provide a letter of support from UF Online.
  - Submission says this is 1 of 4 courses students can choose in this program – does this mean it's 1 of 4 that will teach these state practices that are a part of the certification exam, and any of the 4 will give the students that info so they choose 1?
  - Extra bullet under readings for Module 1 and Module 3 on syllabus should be deleted or filled in.
  - Is Module 4 project due during finals week? 16 weeks listed, but only 15 weeks in semester.
  - Be sure to update academic resources links with updated syllabus language here: https://syllabus.ufl.edu/media/syllabusufledu/UF-Syllabus-Policy.pdf
  - What is the format of the assignments in each module? essays? Group projects? Please clarify what was being graded.
  - Instructor contact info and office hours not yet provided.
- Submitter Responses:

- UCC form says this course will be offered via UF Online (as well as other formats). Please provide a letter of support from UF Online.

  The letter is forthcoming

- Submission says this is 1 of 4 courses students can choose in this program – does this mean it's 1 of 4 that will teach these state practices that are a part of the certification exam, and any of the 4 will give the students that info so they choose 1?

All four courses are required, as outlined in the degree program. We removed that language from the submission form to avoid confusion

- Extra bullet under readings for Module 1 and Module 3 on syllabus should be deleted or filled in.

  Bullet points have been deleted

- Is Module 4 project due during finals week? 16 weeks listed, but only 15 weeks in semester.

  We adjusted the syllabus to reflect a finals week due date for the module 4 assignment

- Be sure to update academic resources links with updated syllabus language here: https://syllabus.ufl.edu/media/syllabusufledu/UF-Syllabus-Policy.pdf

  These updates have been made

- What is the format of the assignments in each module? essays? Group projects? Please clarify what was being graded.

  Additional details about the module assignments were added

- Instructor contact info and office hours not yet provided.

  We added instructor information to the syllabus

Hamilton Center

23. ISS 1XXX: Conflict and Character: Great Books in the Ancient World (Q1 Perm.) **[A]**

- https://secure.aa.ufl.edu/Approval/reports/20307
- Comments: None.

24. ISS 1XXX: Just War (Q1 Perm.) **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20356
- Comments:
  - Please add office hours and office location to syllabus.
  - We recommend adding the suggested content from UF syllabus policy found here: https://syllabus.ufl.edu/syllabus-policy/, such as the University Honesty Policy and Campus Resources.
  - It is not clear how the Participation assignment assesses the "presentation" part of the SLO.

- There is not a clear make up policy for excused absences.
- Gen Ed Committee had issues in other similar courses with writing assignment being done at the end without opportunity to improve through feedback. While this may pass through UCC, it will likely get flagged by GEC if not addressed. Possible options: remove writing requirement or have a draft/outline assignment where feedback can be given for improvement of paper due at the end of term.

Public Health and Health Professions

25. PHC4XXX Introduction to Clinical Trials New Course [CA]

- https://secure.aa.ufl.edu/Approval/reports/20732
- Comments:
  - Typo in heading "Academic Requirements and Grading " (academic is missing a letter)
  - For UCC - I checked the catalog – there's a course, CLP 3911, Introduction to Clinical Research, which may have less of a focus on biostats than this course, but I wonder whether prospective students may be confused about the difference between the 2 courses, especially given the similar course titles. It's offered by the same college but different dept.
  - UCC form says this course is part of the biostatistics certificate but there is no undergraduate biostatistics certificate. Is this a certificate that will be newly proposed? Will this course be required or an elective?
  - The certificate submission is pending at the OIR; CLP3911 is taught by Clinical Health Psychologists within the college and provides a hands-on experience with research in the field, which may include a clinical trial.
  - "*In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades."* - Please clarify what this means.
  - Please update the "Netiquette" guidelines link, it does not work.
  - Please update location of Teaching Center.
  - Accommodations info does not mention DRC. Please add the statement from the UF Syllabus policy page.

26. PHC4XXX Data Science in Genetics and Genomics New Course [CA]

- https://secure.aa.ufl.edu/Approval/reports/20731
- Comments:
  - Clarify grading standards: p. 4 states that BHS and BPH do not use C-grades. Does that mean students must have a C grade or higher to pass the course? If so, explicitly state this on syllabus?
  - Agreeing with Toby about links: Honor Code and Student Conduct links inoperable.

- We need more clarity about the guidelines for course descriptions. For example, although this description does not start with “This course...”, the second sentence does.
- Prerequisites are not formatted properly.
- Please update the "Netiquette" guidelines link, it does not work.

27. PHC3XXX Collaboration Skills for Biostatisticians New Course [CA]

- https://secure.aa.ufl.edu/Approval/reports/20730
- Comments:
  - Please update the "Netiquette" guidelines link, it does not work.
  - It is also recommended that you telegraph your course description to be in line with the guidelines from the catalog. Please rewrite in the proper telegraphic style. This style makes use of sentence fragments, omitting such phrases as "This course will..." or "We will...". The best descriptions are either single or a combination of:
    - Noun phrases (*preferred): "Introduction to …", "Examination of…", "Theory and method in…", etc.
    - Verb phrases: "Explores…", "Introduces…", etc.
    - Adjective phrases: "Designed to equip students with…", "For students with…" etc.
    - There is a 50-word limit on the catalog course description for Quest courses.
  - Please update the Additional Academic Resources links (Teaching Center no longer in Broward).
  - Please clarify what this means: *In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.*
  - Please update the "Netiquette" guidelines link, it does not work.
  - If this is required for the new certificate, will you require STA2023 as well since it is a prereq?
  - Accommodations info does not mention DRC. Please add the statement from the UF Syllabus policy page.

28. PHC3XXX Basics of Statistical Software for Biostatistics New Course [A]

- https://secure.aa.ufl.edu/Approval/reports/20729
- Comments:
  - Please update the "Netiquette" guidelines link, it does not work.
  - Please update “Additional Academic Resources” info from syllabus policy webpage.

Liberal Arts and Sciences

29. CHT 3XXX Bodies Bodies Bodies in Premodern Chinese Culture [A]

- https://secure.aa.ufl.edu/Approval/reports/19747
- Comments:

- We suggest adding commas: Bodies, Bodies, Bodies in Premodern Chinese Culture

30. SYP4xxx People, Places, and Belonging **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20429
- Comments:
  - Clarification needed for assignments listed on syllabus. Since this is a 4000-level course, an advanced, thesis-driven, argumentative paper assignment would be expected. Make clear if such an assignment is included
  - Length and format of "small group project" and "individual reading reflections." Syllabus states that "some are worth 10 and others worth 20 pts" so clarify which ones and how the points are awarded.
  - Details needed for "Movie/Show Paper," worth 100 pts. Is this an analytical, thesis-driven paper? What is length required (word count), etc.?
  - Details needed for "Individual Paper," worth 200 pts. See above for questions about the assignment.
  - Details needed for final "group project" (typed report and oral presentation), worth 200 pts. How are pts conferred? Which parts of the project are graded individually and which for the group?
  - The make-up policy for the In-class Small Group Projects and Individual Reading Reflections puts students with excused absences at a disadvantage as they will need to use time during the final exam to complete the missed work. Also, they will be "making up" what is essentially a different kind of assignment. This policy must be revised, as it does not align with university policy.
- Submitter Responses:
- Clarification needed for assignments listed on syllabus. Since this is a 4000-level course, an advanced, thesis-driven, argumentative paper assignment would be expected. Make clear if such an assignment is included

As outlined in the syllabus, the students have two main individual writing assignments and one group assignment.

Both individual-based writing assignments require students to incorporate in a rigorous manner theoretical/conceptual frameworks and concepts presented in the course. These papers are theory and concept driven and suitable for upper-division courses. One is 3-4 pages and the other is 7-8 pages.

The PLACED-BASED SHOW/MOVIE ANALYSIS paper/report explicitly requires students to apply the conceptual framework I developed for a book I use in this course (*CART*: claims, attachments, rituals, and transitions) into their analysis. This model provides students with a conceptual framework to explore the different types of interrelated social processes associated with how individuals and groups perceive and navigate various places. This paper/report requires students to select 5 questions out of a list of 10 to frame their writing. The project enables students to choose a show/move of interest to them and then

use their course knowledge to examine how place properties influence how people experience social life. This paper is 3-4 pages.

The INDIVIDUAL PROJECT OPTION provides students with the option of choosing between submitting either a paper that is an analytically-oriented PERSONAL REFLECTION ON A SIGNIFICANT PLACE or an INTERVIEW PROJECT that requires them to systematically compare their place-based experiences with those of another person who has had different types of experiences (e.g., lived through a major disaster that destroyed their home, raised and/or lived in a different country, attended boarding school, raised in a rural area, lived in trailer park, lived in gated community, lived in a dorm or fraternity/sorority). Both assignments require students to integrate course perspectives and concepts into their analyses. In short, these options require students to contemplate and then express how the frameworks and concepts presented in the course deepen their "place consciousness" or sensitize them to how place attributes influence their personal life experiences. This paper is 7-8 pages.

The major group/team project also requires students to develop a placemaking proposal that incorporates the *CART* perspective and other major course concepts/perspectives into their analysis. Students are expected to demonstrate their analytic abilities by applying conceptual material learned in the course to their interpretation of how they could improve the quality of a particular place so that it would enhance people's lives. They are also required to integrate other scholarly works not discussed in class into their proposal. This is 10-12 pages.

- Length and format of "small group project" and "individual reading reflections." Syllabus states that "some are worth 10 and others worth 20 pts" so clarify which ones and how the points are awarded.

In the Table "Assignment Due Dates and Final Grade Contribution," in my attached revised syllabus, I've altered and expanded the description of the attendance-related assignments to provide more detail about the ways I incentivize and reward attendance-related activities (see yellow highlighted area). I explicitly state in that section that there will be somewhere between 10-14 of these opportunities related to attendance during the semester.

I've used some variation of this approach for 36 years in all my classes and the system works well. I do not determine in advance the exact proportion of 10- or 20-point days, or the specific topics because I want to preserve some flexibility so that I can adjust the opportunities I offer in response to various extenuating circumstances and class dynamics (e.g., lost days because of weather events, my concern that students are not reading the assigned material prior to classes, my sense that students are coming to class well-prepared without having to write a reflection essay, my wanting to get students to think about how a timely current event is relevant to the course, my sense that the teams responsible for end-of-term group projects could benefit from a focused class period that permits them to work on their project, the students asking me if a particular in-class project can be worth 20 points rather than 10 because they like it, or a student

commenting in class on some place-related issue that piques other students' curiosity and then it inspires me to spontaneously have students write something to capture their own experience during that class or for the next class period).

Because I embrace the idea of collaborative learning, I try to assess when the class and the teams created in the class, need some intellectual bonding time based on the flow of the social dynamics in the class. Preserving some flexibility in determining when these attendance-related activities will occur provides me an opportunity to "read the room" and to assess what I can do to foster positive energy in the class and make sure students are held accountable for getting to class and being informed about what is going on during our sessions. My flexible approach also offers me a chance to take students' interests and commentary into account so that I can respond in real time to what interests my students.

To be clear, I treat these opportunities as relatively low stake opportunities to earn points. In other words, if students demonstrate a good faith effort in their small group activities or reflection papers, they can earn maximum points or very close to it. I'm simply trying to have them appreciate how I value informed attendance and collaborative learning.

- Details needed for "Movie/Show Paper," worth 100 pts. Is this an analytical, thesis-driven paper? What is length required (word count), etc.?

The text below appears in the original syllabus I submitted, and I've highlighted it in my revised version as well.

"Each student will prepare a double-spaced report that is at least 3 pages but no more than 4 (1-inch margins, Times Roman 12-inch font). Your analysis needs to include **EXPLICITLY at least 7 social science concepts** from the lectures and readings (**BOLD** the terms the first time you use them in the text). Make sure to incorporate aspects of ***CART*** in your response, as well as other key terms from *People, Places, and Belonging* draft."

See my response to the first UCC comment above under "a" where I elaborate on this assignment description.

- Details needed for "Individual Paper," worth 200 pts. See above for questions about the assignment.

See my response to the first UCC comment above under "b" where I elaborate on this assignment description.

- Details needed for final "group project" (typed report and oral presentation), worth 200 pts. How are pts conferred? Which parts of the project are graded individually and which for the group?

The entire project is a team-based project. The proposal is worth 20, the written report is worth 130, and the oral presentation is worth 50. In the revised syllabus, I've highlighted that distribution in the table "Assignment Due Dates and Final Grade Contribution." That breakdown was listed in the original syllabus as part of the "GROUP PROJECT AND PRESENTATION GUIDELINES." I've highlighted that section in yellow in the revised syllabus. The syllabus also has a detailed bullet point list of expectations that are associated with this project. I provide students with a separate detailed handout listing the key things they need to consider when preparing the slide presentation and making their oral presentation.

When teams are formed, students are also told that they will have the opportunity to evaluate their teammates after they've turned in their written report and made their oral presentation. Unless there are extreme circumstances that involve a particular student not pulling their weight, all students who are part of a team receive the same team grade for each of the three components (proposal, report, oral presentation).

For my revised syllabus, I added the following statement to the same table noted above and highlighted it in yellow.

"All students will have the opportunity to evaluate their teammates confidentially after written reports are submitted and oral presentations are given. I reserve the right to assign lower grades to individual students if there is a clear indication that they have not done their fair share of work. By far, the typical circumstance has been for all team members to earn the same grade (number of points). Please respect your teammates and work collaboratively and equitably."

I would like to add that I'm aware that many students are not thrilled initially with doing team projects because they fear that some people won't contribute as much as they should. However, I firmly believe that learning how to work effectively in teams is an essential career-related skill, so I try to cultivate it in my classes—including the proposed one which I've taught on two occasions thus far as a special topics course. In most instances, the confidential evaluation form works to incentivize students to participate equitably.

- The make-up policy for the In-class Small Group Projects and Individual Reading Reflections puts students with excused absences at a disadvantage as they will need to use time during the final exam to complete the missed work. Also, they will be "making up" what is essentially a different kind of assignment. This policy must be revised, as it does not align with university policy.

Please allow me to explain why I respectfully disagree with the comment that my make-up policy related to attendance does not align with university policy and places specific students "at a disadvantage."

My reading of the relevant sections of the UF Attendance Policy guidelines (see the three selected paragraphs I've taken from the longer statement and copied and pasted below) suggests that my strategy for having students make up attendance-related missed points is practical, fair, and consistent with the SPIRIT of the written Attendance Policy (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

The last paragraph listed below clearly stipulates that faculty have the "right to make attendance mandatory." Given that bold declaration, I assume that this provision grants faculty some latitude in defining "attendance" in a commonsense manner such that it recognizes a modicum of "participation" meaningful to the class objectives. For example, I assume that if a student were to come to class but sleep the entire class session that the instructor would be permitted not to count that day as "attendance" for that student even though the student was physically present. In other words, the spirit of the UF ruling assumes that students must not only be physically present but awake during the class to count as "attendance." Similarly, in my case, if I define attendance on a select number of days as requiring students to work collaboratively in small groups on a project, but a student sits separately and does not join one of the organized groups, I assume that I as the instructor have the right to define that as an example of non-attendance. I've never had to confront that situation, but I describe it to make my point that for some attendance-related activities I expect students to demonstrate their investment in the learning process beyond just walking in to class and sitting there. For practical and pedagogical reasons, I group together aspects of (informed preparation/participation/attendance) into one assignment category on the syllabus rather than trying to differentiate "participation" points from points earned by simply "showing up to class."

Select paragraphs from UF Attendance Policy…….

- For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, student should

- Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

- The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

In addition, that portion of the UF policy (see middle paragraph above) that stipulates "students shall be permitted reasonable amount of time to make up the material or activities covered during absence from class" does NOT stipulate that the "make-up"

remedy must be "identical" in form. In fact, the circumstances for awarding points for attendance make it impossible in practical terms to duplicate the exact "assignment." In other words, there's no practical way for a student to literally "make-up" an attendance or even the group- based assignments because I cannot reconstitute a special/alternative class session at a different time that would mimic the class dynamics of the original class session for a student who has an excused absence. Obviously, that would place undue burden on those students who attended the class during the regular time slot.

Similarly, I cannot require students to somehow arrange to meet with a student who missed group work (or repeat the project in different class session) so that they can complete a group-based assignment that is grounded in sharing ideas, developing a plan, organizing a strategy to execute the writing of the document, etc. For these reasons, any "make-up" opportunity must be different in form than what is accomplished during an actual class session. For all these reasons, I've chosen the simple remedy of providing students a chance to earn the missed points by writing a short essay at the end of the year when I know exactly who has an excused absence and how many.

To be clear, students who write the brief essay I add to their final exam have ample time to complete it. Students ALWAYS finish before the 2-hour block. My standard final exam has 50 multiple-choice questions, so students are not pushed for time whether they complete an essay or not. Moreover, students with an excused absence typically only have 1 or 2 during the semester, so the essay accounts for at most 10-20 points out of a grading scale that has 1,000 points for the semester. The essays are not demanding. In short, because I cannot duplicate the circumstances of a class session for students with an excused absence, having students write a brief answer to a question offers students an opportunity to earn these "missed" points while maintaining the integrity of the grading system for all students. These students are not asked to study new material—the essay is always related to the material they're studying for the final exam multiple-choice questions. In my view, it would not be fair to other students for me to simply add 10 or 20 points to a student's final point total for the course in lieu of them having an excused absence. In fact, the students who write the brief essay are spending less time on course related activities than the students who attended the class.

Lastly, I recognize that the memberships of UCC and CCC committees change over time, but I would like to mention that I've used this attendance policy in new courses that have been previously reviewed and fully approved. For example, as recently as last year, 2023, I had a course (Empathy, Leadership, and Civic Engagement) with this make-up attendance policy approved at every step of the process and that course is now formally registered with an official course number.

31. SYO 4xxx - Digital Inequalities **[A]**

- https://secure.aa.ufl.edu/Approval/reports/20138
- Comments: None.

32. AFA 4XXX - The Civil Rights Movement 1946-1968 **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20282

- Comments:
    - The objective “demonstrate a comprehensive understanding” is ambiguous.
    - There is a note about the rubric on page 7 that is cut off. On the right side of the rubric is a note that says “Note: this rubric is meant to be a…”
    - Please update the Academic Resources link from the syllabus policy document.

33. AFA4911 - Undergraduate Research in African American Studies [A]

- https://secure.aa.ufl.edu/Approval/reports/20252
- Comments:
    - What are the differences between 0, 1, 2, and 3 credit selections? We suggest creating a table.

I cannot insert a table in the form, so I’m including the table I created here. Generally, students are expected to work a minimum of 3 hours/week for every credit in which they are enrolled, plus weekly meetings with their supervising faculty and writing their weekly summaries.

CREDITS	WEEKLY EXPECTATIONS			TOTAL
	Meeting w/ faculty	Independent work	Writing report	
1	1 hour	3 hours	1 hour	5 hours
2	1 hour	6 hours	1 hour	8 hours
3	1 hour	9 hours	1 hour	11 hours
0	1 hour	TBD*	TBD*	TBD*

- ***The 0-credit option allows students who cannot afford additional hours to still do supervised research. They will come to an agreement with the faculty supervisor a priori regarding the expected workload.***

    - Suggest a simpler transcript title, maybe something like Research in Af Am Studies? The UG part seems unnecessary given the 4000 level course number.

    We are open to whatever transcript title you recommend, but please note that the title was chosen based on the titles of every other 4911 in CLAS.

    - Does this prerequisite mean any 3XXX or 4XXX AFA course?

    I have updated the form to include the AFA prefix before 4XXX, sorry for the oversight. (I assume that’s what the question was? I also replaced the Xs with #s, as in the example, in case that was the issue.)

34. STA 4950 Capstone in Statistics and Data Science [A]

- https://secure.aa.ufl.edu/Approval/reports/20492
- Comments:
  - ~~Please provide link to UF evals and use templated language from syllabus policy: https://syllabus.ufl.edu/syllabus-policy/~~ Done
  - ~~Please revise make-up policy - Religious observances do not require documentation.~~ Done
  - Will this course become a requirement for Statistics or Data Science majors? Is a request coming for that change after this?
    We are not currently considering this as a program requirement, but we may in the future especially if Quest 4 comes online.
  - How will individuals be graded in the group project/paper?
    I have strengthened the wording in the assignment description which explains how the project will be graded both individually and as a team. I uploaded the revisions to the submission portal.
  - ~~Emergencies may not allow students to contact instructor by deadline – will this be allowed? "If you have an emergency on the day of the assignment/exam, the instructor must be contacted by midnight on the day of the assignment/exam."~~ Done
  - Does this mean any four thousand-level STA course?

Prerequisites STA 4210 & 3 additional credits in STA 4XXX & (BS or BA STA or DAT major or STA minor or ACS minor)

Yes. The BS and BA STA and BS DAT majors take different 4XXX courses, but all are required to take STA 4210, so we wanted to make sure that both groups were eligible to take this course. The prerequisite is really STA 4210 and one upper-level applied statistics course.

35. ITW4XXX Plants in Italian Culture - New Course Proposal [A]

- https://secure.aa.ufl.edu/Approval/reports/20162
- Comments: None.

36. EUS 3XXX - European Regulatory Law and Politics [A]

- https://secure.aa.ufl.edu/Approval/reports/18499
- Comments: None.

37. ITA3XXX Translating Italian Migrations - New Course Proposal [A]

- https://secure.aa.ufl.edu/Approval/reports/20070
- Comments: None.

38. AFA 3XXX - Buffalos and Bloods: African American Military History [CA]

- https://secure.aa.ufl.edu/Approval/reports/19847
- Comments:
  - The prereq is "Any AFA course or any HIST course." Does "HIST" mean "HIS?" AFA or HIS course at any level?
  - Is this an elective or required course?

39. SYG2XXX: Global Social Problems **[R]**

- https://secure.aa.ufl.edu/Approval/reports/20478
- Comments:
  - I see the IRB has designated the use of the surveys for research as exempt. I appreciate the instructor submitting this info to the UCC. When will the instructor know if a student has opted out of allowing their responses to be used for research? When the survey is submitted/some time before grades are due, or after grades for the course are submitted?
  - The syllabus should provide a bit more explanation about what kinds of attitudes, opinions, and behaviors are being measured in the online survey. Currently, it says surveys are "about various topics". I could see this being a factor in a student deciding whether to take the course or not. Generally, as I review the syllabus, I wonder how the students have responded to the personal nature of the questions in the assignments in this course.
  - Attendance policy is unclear for this course. Syllabus refers students to UF attendance/make-up policy, but that doesn't tell students whether attendance is required (with exceptions for excused absences per university policy).
  - Can you please explain what does assigned mean here?
  - In-class Assignments (10%): Throughout the semester, we will have 12 short in-class assignments (unannounced) intended to encourage students to come to class and keep up with the readings. The in-class assignments will include short written reflections or in-class exercises on course content and its application. Each in-class assignment will be graded based on 5 point-scale with 3 possible grades: 'Exemplary' (5 points), 'Satisfactory' (3 points) and 'Absent' (0 points).
  - This is not a requirement but a suggestion: it might be prudent to have a 4 and 1 or 2.
  - Discussion Board Participation (15%): Your participation in the discussion boards should reflect your preparedness, understanding of readings, and intelligent dialogue related to current global social problems.
  - How will you measure intelligent dialogue, or preparedness?
  - It might be useful to include something on using civil language.
  - Please clarify the criteria for this:
  - Exceptional participation may result in "extra credit" via a participation score of 105 or 110.
  - Will the instructor collaborate with the same institute in India every year?
  - Unclear what this means: "Merely relying upon received or popular knowledge may appropriately support sociological reasoning."

40. SPN2XXX: How Do Fictions Shape Reality? **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20320
- Comments:
    - UCC form formatting of course info was difficult to read so review based on mostly on syllabus.
    - See comment from Gillian Lord in submission system re: prereq – can this course have prereq other than Quest 1? If not permitted, how will the course content be adapted?
    - Official documentation is required for excused absences, per syllabus; per UF policy, no documentation is required for religious holidays. Also, what does the instructor consider "official documentation", i.e. is a Dr's note required?
    - Any concerns anticipated about the group project and the differences in the amount of work for each of the roles (e.g. leader vs. Pinch hitter)? Will that be accounted for in grading?
    - Does each quiz have the same point value? Same question re: Voicethreads and essays.
    - Typo top of p. 19 under #2 (s/b Reflection)
    - OUR is unsure if test scores can be coded in prerequisite, but can find out!

41. AST 2xxx Are We Alone? **[A]**

- https://secure.aa.ufl.edu/Approval/reports/18133
- Comments:
    - Please clarify if this duplicates MCB3703.
    - Question for GEC in future: experiential learning is extra credit – is that acceptable?
    - Are the reviews and self-assessments confidential?
- Submitter Responses:

1. This 2000 level course is different from MCB3703, a higher-level survey of astrobiology course from Microbiology. In the past, we have invited Jamie Foster, the instructor of MCB3703, to give a short presentation to our class. While the classes overlap in introducing some concepts in astrobiology like properties and chemistry of life, our course focus is on the environments where life can be found and space exploration, while MCB3703 focuses on biology, biochemistry, microbial adaptations and microbiology.

    - For example, the central theme in our class is the class project where students work during the whole semester on creating a mocked mission to explore a habitable extrasolar planet. The project ties all the material covered in class. When students learn about planetary systems and environments, they extrapolate that to create the conditions on the exoplanet they select for their mission. When they learn about life and adaptations to the environments, they design a form of life that could survive in the environment they created and justify their choices. Their space mission teams are divided into science, technology, finance, and public relations and they present their mission proposal at the end of the term to compete for "funding".

2. If needed, we can adjust the grading to make the experiential component part of the class grade and not extra credit.

3. All peer reviews are confidential. Only the instructor and TA have access to the review assignments.

42. IDS1XXX: Mathematics and the Humanities **[A]**

- https://secure.aa.ufl.edu/Approval/reports/20414
- Comments: None.

43. AST2XXX: The Art and Science of Astrophotography **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20264
- Comments:
  - Are there online only sections? UCC form says on campus and online format.
  - Should include a prereq of Quest 1 completion.
  - Suggest clarifying the readings posted on Canvas will be required (it's not clear b/c Canvas readings are posted as Additional Materials under Recommended Readings).
  - Does each photojournal composition have the same number of points? Same question re: the essays for the course.
  - Class presentation is listed under Assignment for Week 15. Is final presentation done during Week 15? Also, syllabus says the grade for this final presentation is built into participation. How will grading work for a student who doesn't participate much during the semester but does well on the final presentation (and vice versa, lots of participation, poor/mediocre presentation). Rubric for participation doesn't seem to account for final presentation.

44. ENG 1XXX: Placing Florida (Q1 Perm.) **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20489
- Comments:
  - Since participation is part of the grade, a rubric is required to indicate how the points are distributed/awarded.
  - Best not to list all excused reasons. If you do, copy verbatim from the UF page. For example. What about jury duty?

45. IDS2XXX: Love's Labor's Lost? The History and Politics of Care and Caregiving **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20362
- Comments:
  - UCC form says this class will be 2000 words, syllabus says 4000. Please clarify writing credit.
  - Is extension policy stated in syllabus (Note on p. 3) 3 days extension for any reason? Syllabus should be clear students who miss a deadline

for an excused reason will receive “reasonable” time to make up the assignment (may be beyond the 3 days).
    - What happens to a student’s grade if they are stopped at the 3 minute mark without finishing the presentation?

46. IDS2XXX: Authentic Leadership: how to lead without selling your soul [CA]

- https://secure.aa.ufl.edu/Approval/reports/20265
- Comments:
    - There is a typo in course description: “have lead” should be “have led”. Similar in the longer description.
    - Grading Scale: Please provide more clarification, for example, whether grades will be rounded to the nearest whole number. Otherwise, what would be a student’s grade if, for example, they have a total of 93.43555...%
    - The table at the end of the syllabus listing the graded assignments is a bit different from the first one (p. 3-4). For example, Analytical Essay 2 refers to Modules 1-7 on one table and to the first 6 modules on the second table. It would be ideal to keep only one of the tables.
    - Does this course meet the contact hours threshold for a 3 credit course? Concerns from committee.

47. SYPXXX-The Quest for Wisdom and Human Flourishing [A]

- https://secure.aa.ufl.edu/Approval/reports/20121
- Comments:
    - Was IRB required? We should verify for this course.
    - ~~Please adjust for 15 week semester.~~ Done.
- Submitter Response:
    - Yes, the research is considered exempt by the IRB. Please see attached.

Proposed Changes to Undergraduate Courses

Approved	Conditionally Approved	Recycle
LIN 3010	**FAS 4305C**	**JPN 1130**
TSL 3360	**MUG 4104**	
	CLA 3811	

Agricultural and Life Sciences

48. FAS4305C Intro to Fishery Science credit hours and description **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20069
- Comments:
    - Is there a prerequisite for this course? How excused absences (without prior notification) are handled could be described in the Attendance and Participation section. There is a Research Proposal assignment in the table for 20%, but it is not described. It is recommended that a description be placed on the syllabus.
    - How will this impact the Wildlife Ecology major, which requires this course?

Arts

49. MUG4104 - Conducting 1 **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20037
- Comments:
    - Is there a prerequisite for this course?
    - More information on the Midterm and Final would be helpful.
    - It seems inappropriate to disqualify a student from the Bonus for Perfect Attendance for an excused absence.
    - Need clarification on the prerequisites for processing purposes. What do the semicolon and commas represent - “Ands” or “Ors?” Also, are there any groupings in the prereq, like [Music major or (any of these courses)]? We just want to be extra clear.

Proposed Prerequisites Music Major; MUT2117, MUT2247L, MVK2222

Liberal Arts and Sciences

50. TSL 3360 - Introduction to Teaching English as a Second Language [A]

- https://secure.aa.ufl.edu/Approval/reports/20606
- Comments:
  - ~~Please provide more clarification, for example, whether grades will be rounded to the nearest whole number. Otherwise, if left as is, what would be a student's grade if, for example, they have a total of 92.43555...%~~
  - ~~Please update University Honesty Policy to remove phrase: Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.~~
  - ~~Update course schedule – remove hurricane days, etc.~~
  - ~~Please add verbiage on Accommodation/DRC.~~ Responded with updates.

51. Change prereqs for CLA 3811 AI in Antiquity and Today [CA]

- https://secure.aa.ufl.edu/Approval/reports/20003
- Comments:
  - Recommend using "sophomore standing or higher" for prerequisite verbiage.

52. LIN 3010 - Introduction to Linguistics [A]

- https://secure.aa.ufl.edu/Approval/reports/20611
- Comments: None.

53. JPN 1130 change prereq and description [R]

- https://secure.aa.ufl.edu/Approval/reports/20328
- Comments:
  - Please update Honesty Policy to remove phrase: Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.
  - Please update location of Teaching Center.
  - Please add office location(s) for instructor(s).
  - Please revise Accommodations text. No mention of DRC.
  - The new/proposed prerequisite is not provided on the form. The highlighted portion under Course Description is not really description and should be a prereq on the form. This should be corrected to ensure the course is coded properly.

Proposed Course Description (500 characters max) Beginning study covering four skills: listening, speaking, reading, and writing.
A placement test is required for students with any prior background in Japanese. Complete beginners can register without a placement test.
Change Course Objectives No

Change Prerequisites? Yes
Current Prerequisites placement test.

Change Co-requisites? No

- Grading Scale: Please provide more clarification, for example, whether grades will be rounded to the nearest whole number. Otherwise, what would be a student's grade if, for example, they have a total of 92.43555...%

Public Health and Health Professions

54. PHC4418 Social, Economic, and Environmental Drivers of Health Course Modification **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20728
- Comments:
  - Please update the DSO link, it is broken.
  - Please update academic resources from syllabus page (Teaching center no longer in Broward).

Proposed New Joint Courses

Approved	Conditionally Approved	Recycle
	IND 4XXX	

College

55. IND4XXX - Interactive Media Communication **[CA]**

- https://secure.aa.ufl.edu/Approval/reports/20567
- Comments:
  - UCC needs to see both versions of the syllabus (graduate/undergraduate) to ensure undergraduate section is taught at appropriate level.
  - Elective or required?
  - Course description is cut off and incomplete.
  - Recommend changing the red and green color coding used in syllabus, may be difficult for color blind readers.
  - Rubric for class participation assessment?
  - Suggest clarifying on p. 3 under Assignment Due Dates that late submissions accepted in event of emergency. This section only says late submissions accepted if permitted in advance, but p. 4 of syllabus under Make-Up Policy is more expansive.
  - Please update Honor Code verbiage, removing phrase: "Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel." Current verbiage found here: https://syllabus.ufl.edu/syllabus-policy/
  - Syllabus includes 2 course evaluation sections. The first one has the correct URL, the second one does not. Recommend deleting the evals section on bottom of p. 4.
  - Final project looks like it's being presented during finals week, please clarify.
  - Excused absences must allow make up: "Excused absences may be made up on a case-by-case basis, see instructors if this is needed."
  - Recommend adding/updating Academic Resources links with syllabus language found here: https://syllabus.ufl.edu/syllabus-policy/
  - Participation rubric is needed.
- Submitter Response:
- UCC needs to see both versions of the syllabus (graduate/undergraduate) to ensure undergraduate section is taught at appropriate level. **The syllabus includes both sections because the assignments are the same. The difference for graduate level is noted on p1. "NOTE: For the graduate section of this course, the**

proficiency expected for each of the projects will be higher than those established for undergraduate students." To clarify to the committee: The outcome of the assignments is videos. The graduate-level videos are expected to display higher levels of professionalism in editing and rendering techniques.

- Elective or required? **elective**
- Course description is cut off and incomplete. **I don't follow this comment. Please explain.**
- Recommend changing the red and green color coding used in syllabus, may be difficult for color blind readers. **Done**
- Rubric for class participation assessment? **p3. mentions: "Participation: This item will be assessed through class attendance, engagement, and in-class discussions".**
- Suggest clarifying on p. 3 under Assignment Due Dates that late submissions accepted in event of emergency. This section only says late submissions accepted if permitted in advance, but p. 4 of syllabus under Make-Up Policy is more expansive. **Was clarified**.
- Please update Honor Code verbiage, removing phrase: "Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel." Current verbiage found here: https://syllabus.ufl.edu/syllabus-policy/ **Done**
- Syllabus includes 2 course evaluation sections. The first one has the correct URL, the second one does not. Recommend deleting the evals section on bottom of p. 4. **Done**
- Final project looks like it's being presented during finals week, please clarify. **Moved to the correct date.**
- Excused absences must allow make up: "Excused absences may be made up on a case-by-case basis, see instructors if this is needed." **Included**
- Recommend adding/updating Academic Resources links with syllabus language found here: https://syllabus.ufl.edu/syllabus-policy/ **Done**
- Participation rubric is needed. **Participation will be assessed through class attendance, engagement, and in-class discussions.**

Proposed 5000 Level Courses

Approved	Conditionally Approved	Recycle

- None.