

University Curriculum Committee

Program and Course Recommendations

[November 15, 2022]

PROGRAM RECOMMENDATIONS

3. Proposed Combination degree between the B.S. in Biology and the Master of Arts Medicine in College of the Arts in the College of Arts [CA][A]
 - <https://secure.aa.ufl.edu/Approval/reports/17232>
 - Summary:
 - 12 credits double counted.
 - The first year of the Arts in Medicine graduate program has 12 core-curriculum credits that would be appropriate for undergraduate students to complete as part of the combination degree. These 12 Arts in Medicine graduate credits would serve as part of the outside field credits for the B.S. with a major in Biology.
 - The double-counted graduate credits must be letter graded and earned with a grade of B or higher.
 - Comments:
 - The excel document (4+1 Course Map) lists 15 credit hours at the graduate level between summer B and Summer A of the 4th year. The request is double counting 12 credits. This document implies that the combination degree will double count 15 credits, including an “optional” HUM6350 course. Please clarify. [The Summer B course in the 4th year was intended to be optional. However, I’ve updated the course map so that the combination degree double counts 12 credits. Email, 11/14/22]

Health Sciences/MA in Arts in Medicine 4+1 Degree Progression					
4th Year					
Summer B	Fall A	Fall B	Spring A	Spring B	Summer A
[Optional] Elective: HUM 6350 Art of Self Care (3)	HUM 5357 Foundations of Arts in Medicine (3)	HUM 5595 Arts in Medicine in Practice (3)	HUM 6942 Arts in Medicine Graduate Practicum (3)		HUM 6353 Arts in Medicine Professional Seminar (3)
5th Year					
Summer B	Fall A	Fall B	Spring A	Spring B	
HUM 6597 Research & Evaluation (3)	HUM 6358 Arts in Medicine Capstone Proposal (2)	HUM 6354 Arts in Medicine Advanced Professional Seminar (3)	HUM 6596 Arts in Medicine Capstone (4)		
Elective (3)	Elective (3)	Elective (3)	Elective(2-3)		

- Will students be admitted to the graduate program prior to Summer A? [No]
- Please provide more information regarding the “Optional” course in 4th year. [Removed the optional course]
- Is this a lock step program? In other words, are the courses listed in the semester plan offered only during the named semesters? If so, what happens if students become off track, do they have to wait a full year? [Yes, it is a lock step program. If students become off track, they would need to wait a semester rather than a full year.]
- Can students bring in fewer than 12 credit hours of graduate work or is 12 required? [12 hours are required]
- Must students be “pre health” to be eligible for admission? [No]
- Describe the minimum level of “professional and creative work” that is expected on the student’s resume for admission to this program. How might students enrolled in the Biology program know how to best prepare for positive consideration for admission into this program? In other words, at what level of proficiency in the Arts is a student expected to possess and display for admission? [Students complete 12 double counted credits while still in their undergraduate program. In the double counted credit sequence, they build a creative portfolio as part of their coursework thus preparing them for admission into the graduate program. Students can include references (for example, lists of performances, galleries, publications, etc.) to their creative work in their resume and statement of intent. The letter of recommendation could also include mention of their creative work. Arts proficiency is not the primary consideration for

admission into this program because some students may choose to explore the realm of research or arts administration within the field.]

- ~~Likewise, how are students prepared for creating a “portfolio of creative work” for positive consideration into the graduate program?~~ [Students prepare their portfolio of creative work during their undergraduate combination coursework.]

4. Proposed Combination degree between the B.S. in Chemistry and the Master of Arts
Medicine in College of the Arts in the College of Arts [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17245>
- Summary:
 - 12 credits double counted.
 - The first year of the Arts in Medicine graduate program has 12 core-curriculum credits that would be appropriate for undergraduate students to complete as part of the combination degree. These 12 Arts in Medicine graduate credits would serve as part of the outside field credits for the B.S. with a major in Chemistry.
 - The double-counted graduate credits must be letter graded and earned with a grade of B or higher.
- Comments:
 - The excel document (4+1 Course Map) lists 15 credit hours at the graduate level between summer B and Summer A of the 4th year. The request is double counting 12 credits. This document implies that the combination degree will double count 15 credits, including an “optional” HUM6350 course. Please clarify.

[The Summer B course in the 4th year was intended to be optional. However, I’ve updated the course map so that the combination degree double counts 12 credits. Email, 11/14/22]

- ~~Will students be admitted to the graduate program prior to Summer A?~~ [No]
- ~~Please provide more information regarding the “Optional” course in 4th year.~~ [Removed the optional course]
- ~~Is this a lock step program? In other words, are the courses listed in the semester plan offered only during the named semesters? If so, what happens if students become off track, do they have to wait a full year?~~ [Yes, it is a lock step program. If students become off track, they would need to wait a semester rather than a full year.]
- ~~Can students bring in fewer than 12 credit hours of graduate work or is 12 required?~~ [12 hours are required]

- ~~Must students be “pre-health” to be eligible for admission?~~ [No]
- ~~Describe the minimum level of “professional and creative work” that is expected on the student’s resume for admission to this program. How might students enrolled in the Biology program know how to best prepare for positive consideration for admission into this program? In other words, at what level of proficiency in the Arts is a student expected to possess and display for admission?~~ [Students complete 12 double counted credits while still in their undergraduate program. In the double counted credit sequence, they build a creative portfolio as part of their coursework thus preparing them for admission into the graduate program. Students can include references (for example, lists of performances, galleries, publications, etc.) to their creative work in their resume and statement of intent. The letter of recommendation could also include mention of their creative work. Arts proficiency is not the primary consideration for admission into this program because some students may choose to explore the realm of research or arts administration within the field.]
 - ~~Likewise, how are students prepared for creating a “portfolio of creative work” for positive consideration into the graduate program?~~ [Students prepare their portfolio of creative work during their undergraduate combination coursework.]

5. Proposed Combination degree between the BS in Microbiology and Cell Science and the Master of Arts Medicine in College of the Arts in the College of Arts [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17247>
- Summary:
 - 12 credits double counted.
 - The first year of the Arts in Medicine graduate program has 12 core-curriculum credits that would be appropriate for undergraduate students to complete as part of the combination degree. These 12 Arts in Medicine graduate credits would serve as part of the outside field credits for the B.S. with a major in Microbiology and Cell Science.
 - The double-counted graduate credits must be letter graded and earned with a grade of B or higher.
- Comments:
 - The excel document (4+1 Course Map) lists 15 credit hours at the graduate level between summer B and Summer A of the 4th year. The request is double counting 12 credits. This document implies that the combination degree will double count 15 credits, including an “optional” HUM6350 course. Please clarify. [The Summer B course in the 4th year was intended

to be optional. However, I've updated the course map so that the combination degree double counts 12 credits. Email, 11/14/22]

- Will students be admitted to the graduate program prior to Summer A? [No]
- Please provide more information regarding the “Optional” course in 4th year. [Removed the optional course]
- Is this a lock step program? In other words, are the courses listed in the semester plan offered only during the named semesters? If so, what happens if students become off track, do they have to wait a full year? [Yes, it is a lock step program. If students become off track, they would need to wait a semester rather than a full year.]
- Can students bring in fewer than 12 credit hours of graduate work or is 12 required? [12 hours are required]
- Must students be “pre health” to be eligible for admission? [No]
- Describe the minimum level of “professional and creative work” that is expected on the student’s resume for admission to this program. How might students enrolled in the Biology program know how to best prepare for positive consideration for admission into this program? In other words, at what level of proficiency in the Arts is a student expected to possess and display for admission? [Students complete 12 double counted credits while still in their undergraduate program. In the double counted credit sequence, they build a creative portfolio as part of their coursework thus preparing them for admission into the graduate program. Students can include references (for example, lists of performances, galleries, publications, etc.) to their creative work in their resume and statement of intent. The letter of recommendation could also include mention of their creative work. Arts proficiency is not the primary consideration for admission into this program because some students may choose to explore the realm of research or arts administration within the field.]
 - Likewise, how are students prepared for creating a “portfolio of creative work” for positive consideration into the graduate program? [Students prepare their portfolio of creative work during their undergraduate combination coursework.]
- Might a student pursuing a B.S. degree in Microbiology and Cell Science in CALS be eligible for this program?

6. Proposed Combination degree between the BS in Psychology and the Master of Arts Medicine in College of the Arts [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17246>
- Summary:

- 12 credits double counted.
- The first year of the Arts in Medicine graduate program has 12 core-curriculum credits that would be appropriate for undergraduate students to complete as part of the combination degree. These 12 Arts in Medicine graduate credits would serve as part of the outside field credits for the B.S. with a major in Psychology.
- The double-counted graduate credits must be letter graded and earned with a grade of B or higher.
- Comments:
 - ~~The excel document (4+1 Course Map) lists 15 credit hours at the graduate level between summer B and Summer A of the 4th year. The request is double counting 12 credits. This document implies that the combination degree will double count 15 credits, including an “optional” HUM6350 course. Please clarify. [The Summer B course in the 4th year was intended to be optional. However, I’ve updated the course map so that the combination degree double counts 12 credits. Email, 11/14/22]~~
 - ~~Will students be admitted to the graduate program prior to Summer A? [No]~~
 - ~~Please provide more information regarding the “Optional” course in 4th year. [Removed the optional course]~~
 - ~~Is this a lock step program? In other words, are the courses listed in the semester plan offered only during the named semesters? If so, what happens if students become off track, do they have to wait a full year? [Yes, it is a lock step program. If students become off track, they would need to wait a semester rather than a full year.]~~
 - ~~Can students bring in fewer than 12 credit hours of graduate work or is 12 required? [12 hours are required]~~
 - ~~Must students be “pre-health” to be eligible for admission? [No]~~
 - ~~Describe the minimum level of “professional and creative work” that is expected on the student’s resume for admission to this program. How might students enrolled in the Biology program know how to best prepare for positive consideration for admission into this program? In other words, at what level of proficiency in the Arts is a student expected to possess and display for admission? [Students complete 12 double counted credits while still in their undergraduate program. In the double counted credit sequence, they build a creative portfolio as part of their coursework thus preparing them for admission into the graduate program. Students can include references (for example, lists of performances, galleries, publications, etc.) to their creative work in their resume and statement of intent. The letter of recommendation could also include mention of their~~

creative work. Arts proficiency is not the primary consideration for admission into this program because some students may choose to explore the realm of research or arts administration within the field.]

- ~~Likewise, how are students prepared for creating a “portfolio of creative work” for positive consideration into the graduate program?~~ [Students prepare their portfolio of creative work during their undergraduate combination coursework.]

7. Proposed Combination degree between the B.S. in Applied Physiology & Kinesiology the Master of Science in Applied Physiology & Kinesiology in the College of Health and Human Performance [A]

- <https://secure.aa.ufl.edu/Approval/reports/17038>
- Summary:
 - Up to 12 double counted credits.
 - The number of double- counted credits will depend on the unique degree progression circumstances of each student at the time they apply and are accepted into the proposed combination degree program.
 - The undergraduate courses replaced by graduate-level courses include major courses scheduled for completion in semesters 5, 6, and 7 of the existing 8-semester plan.
 - The graduate-level double- counted credits comprise core Concentration courses in the M.S. with a major in APK degree program and include congruent but more advanced student learning objectives than the replaced undergraduate course.
- Comments:
 - None

8. Proposed Combination degree between the B.S. in Tourism Hospitality and Event Management and the Master of Science in Tourism and Hospitality Management in the College of Health and Human Performance [A]

- <https://secure.aa.ufl.edu/Approval/reports/17226>
- Summary:
 - According to Regulation 8.010, Common Prerequisites removing - (minus) grade requirement from common prerequisites.
- Comments:
 - None

9. Proposed modification of critical tracking for B.S. in Sustainability and the Built Environment in the College of Design, Construction, and Planning [R][A]
- <https://secure.aa.ufl.edu/Approval/reports/17666>
 - Summary:
 - Updating minimum grade requirements to remove +/- grade requirements. BOG regulation 8.010. (C or better)
 - Comments:
 - ~~Please upload a tracked changes catalog copy in word format.~~
10. Proposed modification for B.A. in Geography in Environmental Geosciences Curriculum in the College of Liberal Arts and Sciences [A]
- <https://secure.aa.ufl.edu/Approval/reports/17401>
 - Summary:
 - Replaces Elective 3 credits with one Geo AI course, GIS2114 The World & Big Data into Geography Fundamental courses as an alternative or GIS2002 The Digital Earth.
 - Semester Seven: Add a communication skill course (3 credits): GEO4170 Communicating Science in the Geosciences and reduce 'Electives' from 6 credits to 3 credits.
 - Comments:
 - None
11. Proposed modification for B.A. in Geography in Geographical Science and Sustainability Curriculum in the College of Liberal Arts and Sciences [CA][A]
- <https://secure.aa.ufl.edu/Approval/reports/17402>
 - Summary:
 - Add GIS2114 The World & Big Data into Geography Fundamental courses as an alternative to GIS2002 The Digital Earth.
 - Semester Seven: Add a communication skill course (3 credits): GEO4170 Communicating Science in the Geosciences and reduce 'Electives' from 7 credits to 4 credits.
 - Comments:
 - ~~Please update model semester plan to include GIS2002/GIS2114 option.~~
[Updated, 11/8/22]
12. Proposed modification for B.A. in Geography in Global Health Curriculum in the College of Liberal Arts and Sciences [A]
- <https://secure.aa.ufl.edu/Approval/reports/17405>

- Summary:
 - Semester 3: Add GIS2114 The World & Big Data into Geography Fundamental courses as an alternative to GIS2002 The Digital Earth.
 - Semester Seven: Replace Elective (3 Credits) with GEO4170 Communicating Science in the Geosciences (3 Credits).
- Comments:
 - None

13. Proposed modification for B.S. in Geography in Global Health Curriculum in the College of Liberal Arts and Sciences [A]

- <https://secure.aa.ufl.edu/Approval/reports/17407>
- Summary:
 - Semester Four: Add Select One GeoAI Course (3 credits): GIS2002 The Digital Earth or GIS2114 The World & Big Data and Reduce Electives from 6 credits to 3 credits.
 - Semester Seven: Replace Electives (4 credits) with GEO4170 Communicating Science in the Geosciences (3 credits), and change the total credits to 15-17.
 - Semester Eight: Increase 'Electives' from 5 credits to 6 credits and increase the total credits to 19.
- Comments:
 - None

14. Proposed curriculum modification B.S. Data Science, change in common prerequisite course grade minimum and adding new electives to the B.S. in Data Science in the College of Liberal Arts and Sciences [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17573>
- Summary:
 - 1. According to Regulation 8.010, Common Prerequisites removing - (minus) grade requirement from MAC 2312, MAC 2313, and STA 3032, effectively making grade requirement B.
 - 2. Adding CAP 3032 - Interactive Modeling and Animation 1, CGS 4144 - Introduction to Bioinformatic Algorithms, PHC 3793 - Higher Thinking for Healthy Humans: AI in Healthcare and Public Health, WST 4002 - Data Feminisms to the pool of subject matter electives.
- Comments:
 - ~~What is the anticipated impact on specific student populations when moving the B- to a B? Please provide historical student data with the new~~

~~change applied to common prerequisite courses. How many students in past 5 years would be negatively impacted?~~

~~○ What processes will be in put in place to assist these students?~~

○ [Major only went in effect Fall 2022 with 21 students (and gradually increasing to 91 in Spring 2023 and unofficially over 150 Fall 2023). Current and prior enrollments will not be impacted at all as they would be grandfathered into their catalog year.

Discussion with chair of Mathematics Department concluded that DAT BS majors struggle in higher level math courses such as MAS 4115. As such, as requirements need to change, we are opting to raise to B in order to maximize retention in later terms. Response, 11/8/22.

○ 2022 Spring 89
2021 Fall 81
2021 Spring 30
2020 Fall 21]

- ~~Please keep track of the possible negative impacts of this increase in minimum grade in these courses, and make all attempts to be proactive in providing support for students while they are enrolled in MAC 2312/2313 and STA 3032. UF Student Success can partner with instructors to ensure students are provided resources they may need to be successful in these courses.~~
- Have the various programs that offer the electives (CISE, Public Health, Women’s Studies to be added been notified of a possible increase in enrollments in these courses?

15. Proposed curriculum modification to the B.A. in Statistics in the College of Liberal Arts and Sciences [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17554>
- Summary:
 - Include newly created STA 4956 - Overseas Studies in the pool of approved electives.
 - Change MAC 2312 and MAC 2313 grade requirements (to C or better) in accordance to Regulation 8.010, Common Prerequisites.
- Comments:
 - ~~What is the anticipated impact on specific student populations when moving the B- to a B? Please provide historical student data with the new~~

change applied to common prerequisite courses. How many students in past 5 years would be negatively impacted?

- ~~What processes will be in put in place to assist these students?~~
- [Please review report, as report requests moving B- to C (not B- to B). Current and prior enrollments will not be impacted at all as they would be grandfathered into their catalog year but willing to make accommodations as new requirements are less stringent. More recent enrollment counts for STA BA are constant and hope to increase enrollment while allowing an alternative to DAT BS and STA BS students who do not meet B requirement in MAC 2312 and MAC 2313. Response, 11/8/22
- 2022 Spring 69
2021 Fall 70
2021 Spring 74
2020 Fall 69
2020 Spring 61
2019 Fall 59
2019 Spring 48
2018 Fall 35]

16. Proposed curriculum modification to the B.S. in Statistics the College of Liberal Arts and Sciences [CA] [A]

- <https://secure.aa.ufl.edu/Approval/reports/17572>
- Summary:
 - Change MAC 2312 and MAC 2313 grade requirements from B- to B, in accordance to Regulation 8.010, Common Prerequisites.
- Comments:
 - What is the anticipated impact on specific student populations when moving the B- to a B? Please provide historical student data with the new change applied to common prerequisite courses. How many students in past 5 years would be negatively impacted?
 - What processes will be in put in place to assist these students?
 - [Current and prior enrollments will not be impacted at all as they would be grandfathered into their catalog year. Discussion with chair of Mathematics Department concluded that STA BS majors struggle in higher level math courses such as math science electives MAS 4211 and MAS 4212 (Advanced Calculus 1 and 2). As such, as requirements need to change, we are opting to raise to B in order to maximize retention in later terms. In addition, we have also opted to ease requirement is higher level math courses

and allow students to take MAA 4102 or MAA 4211 for Advanced Calculus 1, and MAA 4103 or MAA 4211 for Advanced Calculus 2. Response, 11/8/22.

- 2022 Spring 162
- 2021 Fall 119
- 2021 Spring 116
- 2020 Fall 116
- 2020 Spring 107
- 2019 Fall 102
- 2019 Spring 111
- 2018 Fall 122]
- Please keep track of the possible negative impacts of this increase in minimum grade in these courses, and make all attempts to be proactive in providing support for students while they are enrolled in MAC 2312/2313 and STA 3032. UF Student Success can partner with instructors to ensure students are provided resources they may need to be successful in these courses.

17. Proposed curriculum modification to the Statistics minor in the College of Liberal Arts and Sciences [A]

- <https://secure.aa.ufl.edu/Approval/reports/17553>
- Summary:
 - Include newly created STA 4956 - Overseas Studies in the pool of approved electives.
- Comments:
 - None

COURSE RECOMMENDATIONS

26. Proposed New Undergraduate Courses

Approved	Conditionally Approved	Recycle
CLP 4XXX- Clinical and Behavioral Neuroanatomy and Lab	FRT 4XXX- East-West Encounters (p. 15)	SDS 3XXX- Introduction to Trauma and Crisis (p. 13-14)
ENG 4XXX- Topics in Collaborative Research	PCO 4XXX- Black Psychology (p. 16-17)	AFA 2XXX- Race and Sports in America (p. 14-15)
GEO 2XXX- Geographies of Race	PCO 4XXX- Latinx Psychology (p. 17-18)	COM 3335- Computer-Mediated Communication (p. 15)
MET 4301- Atmospheric Dynamics I		

Education

A. SDS 3XXX- Introduction to Trauma and Crisis [R]

- <https://secure.aa.ufl.edu/Approval/reports/17756>
- Comments:
 - ~~The recommended textbooks appear to be more than a decade old, are there any newer textbooks that may be recommended?~~ [There are not newer texts that are recommended to be used in place of the current textbooks at this time. Students appear to respond positively to these textbooks and have provided positive feedback about the books in semesters past. The textbooks deliver foundational information about difficult topics in an educational, comprehensible, and even hopeful way when possible, and do so at an introductory level congruent with the goal of the course and students learning levels. The crisis intervention textbook is still used in counseling courses on psychological trauma and crisis and is considered to be a seminal text. The information utilized from both texts does not appear to be outdated at this time. Course materials also include reading assignments from peer-reviewed scholarly literature, as well as other course materials, including online videos, PowerPoints with voice lectures, handouts, and online resources. Response, 11/7/22]
 - ~~Was this course previously taught as a special topic under MHS 3930?~~ [Yes, during multiple semesters, including two sections during the current semester.]
 - Recommend consults with other departments. (CALs, PHHP, CLAS, NUR)
 - [This course seems likely well suited for students in other departments of CALs, PHHP, CLAS, NUR, students majoring in criminology, pre-health, biology, psychology, nursing, pharmacy, sociology. Would you like me to reach out to these and other departments, or to specific contact person(s), and provide them with the syllabus in acquiring more information about their

recommendations about the fit of the course for their students/specific majors?]

- Emails have been sent to colleges - CG
- ~~Form states UF Online, please obtain a letter of support from UF Online.~~ [Email sent to Briana Vargas-Gonzalez requesting UFO support letter. Is there another contact you would prefer me to reach out to in request of the letter?]
 - Letter has been uploaded. -CG
- ~~Please remove documentation from previous requests (pdfs).~~ [Completed].
- Recommend changing title to make it more specific to the content and discipline of Education. The course, as it is presented, does not specifically translate to how trauma impacts student learning in educational settings, as might be expected of a course offered in the College of Education. The results of the external consultations with other colleges will ensure that this course in its general nature does not overlap with other health-related disciplines. [Alternative suggested title: Introduction to psychological trauma and crisis intervention.]

Public Health and Health Professions

- B. CLP 4XXXC- Clinical and Behavioral Neuroanatomy and Lab [A]
- <https://secure.aa.ufl.edu/Approval/reports/17668>
 - Comments:
 - None

Liberal Arts and Sciences

- C. AFA 2XXX- Race and Sports in America [R]
- <https://secure.aa.ufl.edu/Approval/reports/16692>
 - Comments:
 - Why is the course listed as on campus and online?
 - Is this course meant to be part of UF Online? If so a letter of support is needed.
 - Please provide more detail regarding the number of quizzes and value of each quiz for the grade, and when they will occur.
 - It is recommended to include the test dates in the syllabus for best practices.
 - It appears that week 14 is missing from the topics list.
 - Recommend a consult with HHP, course may be of interest to them.
 - Given that the related Quest 1 course might serve as an entry-level introduction to this topic, might this requested course combine with the Quest

1 course (with its strong faculty-student engagement, reflection, and other Quest “non-negotiable” features) to serve as a basis for a certificate?

D. COM 3335- Computer-Mediated Communication

[R]

- <https://secure.aa.ufl.edu/Approval/reports/15879>
- Comments:
 - Why is this course being created as solely an online option?
 - Is there a desire to include this course in UF Online?
- From Course Description: *A study of, and practice utilizing, various aspects of Computer-Mediated Communication and technology, and their effects on interpersonal communication.*
 - Is computer-mediated communication a well-defined area in which students are already familiar? Please include more explanation in the course description.
 - Is sophomore standing sufficient as a prerequisite for this course?
- How is this course differentiated from a course that might be offered by our College of Journalism and Communication? Please obtain an external consultation from CJC.
- Please provide more information regarding the course assessments, i.e., number of quizzes, readings, journals, etc.
 - Please describe assessments.
- Final Projects: please provide more detail regarding the nature of this assignment.
 - Are final Projects due during final exam week?
 - Are these presentations?

E. ENG 4XXX- Topics in Collaborative Research

[A]

- <https://secure.aa.ufl.edu/Approval/reports/15988>
- Comments:
 - Has uploaded sample syllabi and overarching guidance for how sections will be taught.

F. FRT 4XXX- East-West Encounters

[CA]

- <https://secure.aa.ufl.edu/Approval/reports/16955>
- Comments:
 - What does the co-requisite of “FRT is Offered in English” mean?

G. GEO 2XXX- Geographies of Race [A]

- <https://secure.aa.ufl.edu/Approval/reports/17257>
- Comments:
 - None

H. MET 4301- Atmospheric Dynamics 1 [A]

- <https://secure.aa.ufl.edu/Approval/reports/17533>
- Comments:
 - None

I. PCO 4XXX- Black Psychology [R][CA]

- <https://secure.aa.ufl.edu/Approval/reports/16758>
- Comments:
 - ~~Why is the course listed as on campus, off campus and online?~~
 - ~~Is this course meant to be part of UF Online? If so a letter of support is needed.~~ [Removed, 11/13/22]
 - ~~How does the Self-Care toolkit relate to the course content, course objectives, learning outcomes? If it does not, this should not be part of the student grade.~~
 - ~~However, it is a very positive gesture, but please consider student privacy concerns in requiring this tool-kit exercise.~~ [This assignment could fall under objective 4. However, because it was specifically created for that one semester, it can be removed.]
 - ~~Will grades be rounded?~~ [Yes, grades will be rounded.]
 - ~~Please separate attendance and participation grade.~~
 - ~~How will participation be assessed?~~ [This can be separated. We will assess participation by asking students to submit 2-3 questions prior to every class.]
 - ~~What is the purpose for having take-home open-book exams with multiple choice options and short answer?~~ [To assess knowledge of the course.]
 - ~~What will the grade weight be for multiple choice vs. short answer?~~ [Multiple choice questions are worth 3 points each and short answer questions are worth 10 points each.]
 - ~~Will the level of rigor for these exams be appropriate for a 4000-level course?~~ [Yes]
 - ~~How will Academic Integrity be ensured with the exams being open for one week at a time?~~ [Different versions of the exam will be provided.]
 - ~~Will these exams be proctored?~~ [No]

- The instructor is recommended to provide a grading rubric for the Creative Class Discussion to provide students guidance on how the instructor defines a creative and engaging discussion.
 - Will all students in the small group teams lead the class discussion or only one student, as implied? If only one student presents, will the other small team group members be graded as well? If so, how will they be graded, and how does this grade fit into the overall grading scheme?

J. PCO 4XXX- Latinx Psychology

[R][CA]

- <https://secure.aa.ufl.edu/Approval/reports/16748>
- Comments:
 - ~~Why is the course listed as on campus and online?~~
 - ~~Is this course meant to be part of UF Online? If so a letter of support is needed.~~ [Removed, 11/13/22]
 - ~~Why are there no readings for weeks, 2 & 5?~~ [For weeks 2 & 5 students will only have assigned book chapters to read, no additional readings as in the other weeks.]
 - ~~Grade of 92 is not designated on the grading scale (A is >92, A- is 90-91%). Please clarify. Recommend clarifying for students if grades will be rounded up/down to nearest whole number.~~ [Updated]
 - ~~There are no current Covid-19 regulations limiting hardcopy distribution or social distancing guidelines in effect. Please remove this language.~~ [Updated]
 - The instructor is recommended to provide students with a grading rubric to guide students in preparing a “creative” presentation.
 - Will all students be guaranteed the same amount of time to present when considering expected enrollment for the course? [Yes, all students will be guaranteed the same amount of time. Enrollment will be capped per section.]
 - What is the purpose for having take-home open book exams with multiple choice options and short answer? [To assess knowledge of the course.]
 - Will the grade weight for multiple choice vs short answer ameliorate any concern about cheating? [Multiple choice questions are worth 1 point each, short answer questions are worth 5 points each, and long answer questions are worth 10 points each.]
 - Will the level of rigor for these exams be appropriate for a 4000-level course? [Yes]
 - How will Academic Integrity be ensured with the exams being open for one week at a time? [Different versions of the exam will be provided.]

- Will these exams be proctored? [No]

27. Proposed Changes to Undergraduate Courses

Approved	Conditionally Approved	Recycle
EDF 3423- Educational Research Design	GEO 3334- Managing for a Changing Climate (p. 19)	
EDF 4430- Measurement and Evaluation in Education	RUS 2220- Intermediate Russian 1 (p. 20)	
EDF 4440- Program Evaluation in Educational Settings		
EDF 4470- Survey Research Methods in Education		
GEO 2200L- Physical Geography Laboratory		
IDS 1359- Innovation in Action		
WST 4704- Discrimination and Health		

Education

A. EDF 3423- Educational Research Design

[CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17615>
- Comments:
 - ~~Please upload syllabus~~
 - Change of prereqs to “Junior status of higher”

B. EDF 4430- Measurement and Evaluation in Education

[CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17616>
- Comments:
 - ~~Please upload syllabus~~
 - Change of prereqs to “Junior status of higher”

C. EDF 4440- Program Evaluation in Educational Settings [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17617>
- Comments:
 - ~~Please upload syllabus~~
 - Change of prereqs to “Junior status of higher”

D. EDF 4470- Survey Research Methods in Education [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17618>
- Comments:
 - ~~Please upload syllabus~~
 - Change of prereqs to “Junior status of higher”

Liberal Arts and Sciences

E. GEO 2200L- Physical Geography Laboratory [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17416>
- Comments:
 - ~~Please upload syllabus~~
 - GEO2200L is a Laboratory course associated with GEO2200 that was previously titled 'Physical Geography' but recently renamed to 'Dynamic Planet Earth'.
 - Current Course: Title Physical Geography Laboratory
Proposed Course: Title Dynamic Planet Earth Laboratory
 - Please update syllabus to include required policy and language (i.e. course evaluations):
https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf
[Updated, 11/8/22]

F. GEO 3334- Managing for a Changing Climate [CA]

- <https://secure.aa.ufl.edu/Approval/reports/17584>
- Comments:
 - ~~Please upload syllabus~~
 - Current Prerequisites GEO 2242 or GEO 2200
 - Proposed Prerequisites Any P, B General Education Course. Rationale: The original prerequisites are too restrictive. Some science background is needed but not to the extent of GEO2242 or GEO2200.
 - Please update syllabus to include required policy and language (i.e., Academic Honesty section):
https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf

G. IDS 1359- Innovation in Action

[A]

- <https://secure.aa.ufl.edu/Approval/reports/17512>
- Comments:
 - None

H. RUS 2220- Intermediate Russian 1

[CA]

- <https://secure.aa.ufl.edu/Approval/reports/17568>
- Comments:
 - ~~Please upload syllabus~~
 - Current Prerequisites: None.
Proposed Prerequisites: RUS 1131 or equivalent. Must complete Beginning Russian 1 and 2 before enrolling in Intermediate Russian.
 - Please update attendance policy to be inline with UF policy. Students may not be able to contact the instructor in advance in the case of emergencies.
 - Please update syllabus to include course evaluations required section:
 - https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf

I. WST 4704- Discrimination and Health

[CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17555>
- Comments:
 - Changes prerequisite from PSY2012 or any WST course or junior standing to PSY2012 or any WST course or sophomore standing. Aligns this course with other 4xxx-level WST courses.
 - ~~Please update Covid Policies to be in line with current UF policy.~~
 - ~~Students may not be required to turn off cell phones, per UF policy. Please update.~~

28. Proposed New Joint Courses

Approved	Conditionally Approved	Recycle
DCP 4XXXC- WELL Building Strategies		
ANT 4XXX- Applying GIS in Archaeological Research		
ANT 4XXX- Data Analysis in Archaeology		
ANT 4XXX- Digital Methods in Archaeology		
ANT 4XXX- Hospital Ethnography: Theory, Method, and Ethics		

Design, Construction and Planning

A. DCP 4XXXC- WELL Building Strategies

[R][A]

- <https://secure.aa.ufl.edu/Approval/reports/17656>
- Comments:
 - ~~How will a six credit course fit into an undergraduate student's model semester plan while allowing for on-time graduation?~~
 - ~~Will this course meet an existing requirement for undergraduate students?~~
 [This is an elective course. It was added after COVID to teach about the health and wellbeing of the people in the built environment. This was also recommended by our Industry board b/c of the skills needs in the industry that are taught in this course. Students take a building on campus as a semester project and apply strategies and technologies to design, build and operate buildings to optimize the wellbeing of the people in the building. Some students take the WELL Professional Accreditation(AP) exam. This is a professional accreditation for design, build and operate building with occupants in mind. WELL AP is a prestigious accreditation by International WELL Building Institute and Green Business Certificate Inc. Last fall 5 students who took the WELL Lab, passed their WELL AP exam. Example, in Florida there are about 138 WELL APs and 5 of them are students who took this course. Also, students who take this course are recruited by the industry. In addition, the course identify UN Sustainable Development Goals related to every module covered. Email response 11/13/22]
 - ~~Why is a 6 credit C course preferred to a 3 credit traditional course and an accompanying laboratory course?~~ [This course is WELL Lab. Example, on Mondays, we offer instructions, strategies, and technologies to design,

build and operate for wellbeing of the people. On Wednesdays, the class work in teams to use their knowledge and tools learned to a UF project. Last fall, we used CTRB building on campus as an existing building. We have field trips to the project that the class is working on, and we use instrumentations to test to Air, Water, Sound, Acoustics, and Thermal Comfort. This semester, we are using DCP Collaboratory building as class project.]

- ~~All presentations, quizzes, credit submission, and assignments must be turned in on time; projects or assignments may be turned in early. If you will not be in class to turn the assignment in, even if it is an excused absence (e.g., studio field trip), you must turn the assignment in early. Any assignment turned in after it is due will be marked late.~~
 - ~~Per UF Policy, students with an excused absences must be allowed to turn in assignments with no penalty and have an acceptable amount of time to turn in the assignment. You may not require students to turn in assignments early for an excused absence. You may suggest it, however, in cases such as field trips. [Revised syllabus]~~
- ~~Are graduate and undergraduate students placed on the same team?~~
 - ~~The class divided into teams each team will present their part(s) at the final presentation. However, each team will work on all aspects of the project from start to finish. Each team will have a project manager rotating every two weeks. [We have teams based on the WELL Concepts. We have one graduate student in each team. Although, each team member take on a Project Manger's (PM) role throughout the semester. The PM scheduled is set by each team and each student knows the PM responsibility. Graduate students do more work that is listed in the WELL 6XXX syllabus.]~~
- ~~Please upload graduate syllabus. [Uploaded]~~
- The use of the UF-653 project, DCP Collaboratory, as a case study for this course is excellent, allowing students to engage in a tangible project.

Liberal Arts and Sciences

A. ANT 4XXX- Applying GIS in Archaeological Research [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/16840>
- Comments:
 - ~~Please separate attendance and participation grades. [There is no attendance grade. Response, 11/7/22]~~
 - ~~How will participation be assessed? [Students will be assessed based on engagement with and constructive contributions to discussion while in class, as well as engagement with online discussion of lab exercises. This has been made more explicit in the syllabus.]~~

- ~~Should this course be a combined lecture/lab (C), it appears that 35% of the final grade is lab work.~~

 - ~~How much time will students spend in class on lab work? [Over the course of the semester, approximately 12% of class time is spent on lab work. Most of the lab exercises that the students complete are done as homework.~~

~~I don't think I have any objection to listing the course as combined lecture/lab if that's what the UCC feels appropriate, but may not entirely understand the implications.]. Associate Provost: If only 12% of the class involves lab work, the C category for this class is not appropriate.~~

~~Typically, C courses combine lecture and lab exercise in each class period.~~
- ~~Please explain the inclusion of references to HB-7 (and HB-233). [HB-7 and HB-233 structure what happens in classrooms, so references to them seem appropriate. Both of them, in addition, subject faculty to legal exposure, which some syllabus language might mitigate. Rather than delay the approval process, I have removed mention of them, but would be interested to know whether it is UF policy that they not be mentioned in syllabi submitted to the UCC. If so, is that true of state laws in general, or just these?]. Associate Provost: No policy exists that prohibits mention of any state or federal legislation on the syllabus or in the class as long as their coverage is appropriate for the class content. I suspect the Review Subcommittee feels that including mention of this legislation in the syllabus, given its controversy, might be provoking. For example, some faculty have reported successfully *discussing* the legislation in their first class and why the content of the course might lead to discussions that involve race and inequity, thus preparing the students for the relevance of these discussions in their class.~~
- ~~Please update recording policy to be in line with UF policy and remove direct reference to HB-233. Please use the standard language found here: https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf.~~

~~[The language in the syllabus was copied directly from the UF language in the linked document, and so I assume is in-line with UF policy. Since that policy is a direct result of HB-233, mentioning it seems entirely appropriate, but rather than delay the approval process by arguing about it I have removed the mention of HB-233. I would appreciate some clarification about just what UF policy is here, as noted above.]. Associate Provost: As with my above comment, discussing recording your lectures directly with the students and referring to HB233 might be helpful. I do agree with the Review Subcommittee that including mention of the legislation might be overly provoking; however, no policy exists that may prohibit you from including this text in your syllabus.~~

B. ANT 4XXX- Data Analysis in Archaeology [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17031>
- Comments:
 - ~~Please separate attendance and participation grades.~~ [There is no attendance grade. Response, 11/7/22]
 - ~~How will participation be assessed?~~ [Students will be assessed based on engagement with and constructive contributions to discussion while in class, as well as engagement with online discussion of problem sets. This has been made more explicit in the syllabus.]
 - ~~The syllabus and the course form have different titles please correct and verify which is the correct title for the course.~~ [The course form had the correct title; I have amended the syllabus.]
 - ~~Please ensure that the final project requirement is inline with the UF reading Days/Final Examination policy:~~ <https://aa.ufl.edu/policies/reading-days-policy/> [The final project - like a term paper - is due during exam week and does not violate the referenced policy.]

C. ANT 4XXX- Digital Methods in Archaeology [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/17034>
- Comments:
 - ~~Please separate attendance and participation grades.~~ [There is no attendance grade. Response, 11/7/22]
 - ~~How will participation be assessed?~~ [Students will be assessed based on engagement with and constructive contributions to discussion while in class, as well as engagement with online discussion of problem sets. This has been made more explicit in the syllabus.]

D. ANT 4XXX- Hospital Ethnography: Theory, Method, and Ethics [CA][A]

- <https://secure.aa.ufl.edu/Approval/reports/15027>
- Comments:
 - ~~Will undergrad and grad students be paired together for assignments?~~ [For some assignments, such as presentations on weekly readings, yes. But for other work, grad students will be paired with each other, so long as there is more than one enrolled in the course. This has worked well in the past especially because this course has drawn grad students from outside anthropology who learn a great deal from our advanced undergraduate majors. Response, 11/11/22]

- ~~How much difference is there between the undergraduate and graduate IRB assignment?~~ [The undergraduate version is MUCH shorter and is a form that I have made based on a reduced version of the actual UF IRB application process, this is also why (to answer the question below) the undergrads have a longer narrative assignment that goes with the IRB application because they are doing a much shorter version. The grad students have to actually create a myIRB account, complete CITI training if necessary, and fill out an entire IRB application in the real system, their shorter 5 page narrative is simply a complementary elaboration of their proposed project.]
- ~~What is the purpose of the different page number requirements for the narrative assignment, which assigns undergraduate students 15 pages and graduate students 5?~~ [See above.]
- ~~Will undergraduate students be adequately prepared for the IRB assignment, considering IRB is not addressed in the schedule of topics until week 13?~~ [Yes, the issue of ethics is carried throughout the entire semester and we talk about IRB from the very start. They will also have the opportunity to get feedback on a draft of their IRB assignment before the end of the semester if they desire.]
- ~~Will students in this course already have previously taken a research methods course?~~ [Some may have and some may not have. We do not currently have regularly offered undergraduate field methods courses in our department so this would not be a realistic prereq for this course. The existing prereqs should provide students with sufficient understanding of ethnography, the primary method we discuss in this course, and the fundamental method of cultural anthropology in general. No specialized knowledge is required for adequate understanding and success in the course.]

 - ~~Should that be a prerequisite which covers this?~~ [See above]
- ~~Will grades be rounded?~~ [Yes]