CALS Curriculum Committee Meeting
December 12, 2014
2:00 p.m.
1031A McCarty Hall D


**Agenda and Index for Materials**

Approve Minutes from November 14, 2014 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposal

1. AEC 5XXX – Organizational Leadership in Agriculture and Natural Resources

Graduate Course Change Proposal

2. HOS 6940 – Supervised Teaching

Undergraduate Course Change Proposal

3. HUN 4445 – Nutrition and Disease 1

Curriculum

4. Proposed Botany Major Revision

5. Doctor of Plant Medicine (DPM) Distance Curriculum Proposal
   (Resubmission from 11/14/14)
CALS Curriculum Committee Meeting
November 14, 2014
Submitted by James Fant


Substitute: Karen Bray (for Tom Frazer)

Visitor: Joseph Aufmuth

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met on November 14, 2014 in Rm. 1031A McCarty Hall D. Dr. Bryan Kolaczkowski called the meeting to order at 2:02 p.m.

Previous agenda items and supporting material can be found on the CALS Curriculum Committee homepage under archived information:
http://www.cals.ufl.edu/faculty_staff/curriculum_committee.shtml

Approval of Minutes: A motion was made by Dr. Johnson to approve the minutes from the October 10, 2014 meeting of the CALS CC. The motion was approved.

All items approved by the committee will be forwarded to either the Graduate Curriculum Committee (GCC), Graduate Council (GC) or the University Curriculum Committee (UCC) once any changes requested are made and the submission is complete.


Update from UCC: Dr. Brendemuhl reported that the following new graduate courses were approved at the October 2014 UCC meeting (ANS 6XXX – Supervised Extension in the Animal Sciences; WIS 6548 – Wildlife Crime Scene Processing; WIS 6557 – Wildlife Conservation Laws & Legislation; WIS 6559 – Contemporary Issues in Wildlife Protection & Conservation). In addition, the following items were also approved; the revision to the specialization in Environmental Pre-Law, the termination of the Forest Informatics specialization, the new graduate certificate in Sustainable Agroecosystems, and revisions to the existing course FNR 4070C – Environmental Education Program. FAS 4XXX was conditionally approved pending minor changes. The proposed new undergraduate certificate Challenge 2050: Global Leadership and Change was tabled.

The following items are on the agenda for the November 18, 2014 UCC meeting. New undergraduate courses (ENY 3XXX – Insect Behavior and SWS 4XXX – Urban Soil & Water Systems); a new undergraduate certificate (Challenge 2050; Global Leadership and Change);
changes to the graduate certificate Aquaculture and Fish Health; changes to FYC 4003 – Family Finance Management and FYC 2005 – Introduction to Family Resource Management; and changes to IPM 5305 – Principles of Pesticides.

Selection of Chair-Elect: Dr. Nicole Stedman volunteered for the position. The motion was passed.

Graduate Course Change Proposal

1. FYC 6234 – Theoretical Approaches to Youth Programming
   A motion was made by Dr. Johnson to approve this item as submitted. The motion was approved.

Undergraduate New Course Proposal

2. ALS 49XX – Supervised Extension Experience in Agricultural and Life Sciences
   A motion was made by Dr. Porter to approve this item as submitted. The motion was approved.

Curriculum

3. Agricultural Operations Management Curriculum Changes
   A motion was made by Dr. Lucky to approve this item with changes. The motion was approved. In each specialization where it lists “Internship or Undergraduate Research” it was requested to add “Extension.”

4. Doctor of Plant Medicine (DPM) Distance Curriculum Proposal
   A motion was made by Dr. Johnson to recycle this item back to the department for updates and resubmission. The motion was approved. There was concern over the criteria for acceptance into the program being too vague. Further clarification is needed as to which academic disciplines are acceptable regarding the required MS or PhD degree. In addition, criteria and clarification needs to be provided as to what constitutes one as a plant health professional and the type of job experiences that would entail. There was also concern that the program is slanted towards food crops and does not include the whole of plant science (i.e. ornamentals). It was also suggested that a representative from the department come to the next meeting of the committee to field any possible questions.

Concentration Proposals

5. Adding GIS Concentration to Tourism, Recreation & Sport Management Master of Science Degrees.
   A motion was made by Dr. Porter to review this item with item #6 and approve both as submitted. The motion was approved.

6. Adding existing GIS Concentration to PhD programs in the College of Design Construction and Planning and the Department of Tourism, Recreation & Sport Management
See item #5.

**Conclusion**

The meeting was adjourned at 3:16 p.m.
# Cover Sheet

**AEC5XXX Organization Leadership in Agricultural and Life Sciences**

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<td><strong>Description</strong></td>
<td>This course is part of the leadership education curriculum and serves as a required course in the Graduate Certificate in Leadership in Agriculture and Natural Resources. It provides a specific context by which students in the agricultural and life sciences can be better prepared for their roles in organizations and/or for those who aspire to teach leadership.</td>
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**Course Description (50 words or less)**
This course is designed to examine leadership as it relates to organizations and provide a knowledge base of theories, research, and practices necessary for effective organizations.

**Rationale and place in curriculum**
This course is part of the leadership education curriculum and serves as a required course in the Graduate Certificate in Leadership in Agriculture and Natural Resources. It provides a specific context by which students in the agricultural and life sciences can be better prepared for their roles in organizations and/or for those who aspire to teach leadership.
AEC 6905
Organizational Leadership in Agricultural and Life Sciences
3 Credits; Section 9420
Summer 2015

Instructor: Dr. Hannah S. Carter
Office: 121B Bryant Hall
Phone: (352) 392-1038
Fax: (352) 392-0589
Email: hscarter@ufl.edu
Office Hours: By appointment.

Class Meeting Time: Wednesday Period 4-6 12:30 p.m. – 4:45 p.m.
Class Location: 306 Rolfs Hall

Required Textbooks:


Course Description:
This course is designed to examine leadership as it relates to agricultural and life science based organizations and provide a knowledge base of theories, research and practices necessary for effective leadership within these organizations. Topics will focus on: organizational leadership, culture, structure, relationships, change, conflict and issues within agriculture and life sciences that can impact organizations. This course is designed for all graduate students who are interested in positions of leadership within agricultural and life science organizations and who want to learn more about making the organizations they lead more effective.

Objectives:
The general objectives of this course are to:
1. Describe effective leadership in agricultural and life science based organizations.
2. Analyze problems associated with organizations and their leaders.
3. Examine organizational structures, cultures and membership and how they relate to organizational effectiveness.
4. Determine how communication and change affect organizations.
5. Evaluate organizational performance and develop ways to improve performance and leadership within agricultural and life science based organizations.
The “Organization”:
It is important to keep in mind throughout this semester that you and your classmates are an organization—how will you work together, communicate, solve conflict, create a culture, etc. as a group?

For organizational communication and collaboration, we will be utilizing a project management application that major corporations, governments and other institutions are using for communication, document sharing, etc. You will all be invited to join this system through an account created for this class. Sakai will not be used for this course.

Assignments, Grades, and Dates

Attendance and participation:
Attendance in class is expected, and it will be taken into account in your final grade. Contact the instructor ahead of a scheduled class in the event of an emergency that would prevent you from attending a class. Attendance and participation in class are both vitally important to a thorough understanding of the material. Attendance and participation in class/group activities will comprise 100 points of your overall grade. A number of individual and group assignments will take place in class, but some will require additional time outside of class. In addition, each class is scheduled to include a guest speaker—they are sharing their thoughts and experiences—please engage with these individuals by asking questions!

Reading Assignments:
There are two textbooks assigned for the course, and you may purchase them the Florida bookstore. In addition, there is a collection of readings that will be made available by the instructor for your use in class preparation. Other reading materials from journals, magazines, books, etc. may also be used. These additional readings will be distributed during class, or notice will be provided as to how students are to obtain these materials.

Each student is expected to read the materials denoted for each class prior to our discussion of the topic, thus enabling you to participate in class. Time will be taken at the beginning of each class to address questions and discuss issues that arise from the readings. Readings will also be critical for incorporation into class assignments and papers.

Assignments:

Reflection Questions:
Starting Week 2 of classes, by Monday at 5:00 p.m. every week, please post two questions that you had in regard to the reading assignment for that week in the Excel spreadsheet that was created within Wiggio titled “Discussion Questions”—it can be found in the “Folder” tab. These questions will be the basis for our class discussions and will account for 12% of your total grade.
Annotated Bibliography:
Because of the rather broad nature of this course, it is impossible to get more than a superficial overview of the many topics, theories and issues that comprise the area of "Organizational Leadership in Agricultural and Life Sciences". In order to get a more thorough understanding of at least one aspect within this field, each student will develop an annotated bibliography of 4 related articles. There needs to be a common theme of the articles you choose—and it should be in the context of agriculture and/or life sciences. Review the course syllabus for some possible areas where you may focus your search. Students will need to obtain instructor approval for their focus area prior to May 29th.

For this assignment, you will develop a summary of four related articles (from at least 3 different sources and written during the last 10 years). For each article, include the following elements:
1. Complete bibliographic information (APA style).
2. The type of article (research, theory, description, commentary, etc.), and the population discussed (agriculture, education, business, industry, nursing, etc.).
3. A half-page descriptive summary of the article (the gist of the article).
4. Your synopsis of the article. This could include strengths, weaknesses, practical application and, particularly, what you learned and could apply from the article.
5. Use single-spaced 12-point font for this assignment. Including each of the above elements, you will have about a two page write-up for each article.

This assignment will account for 120 points of your overall grade (each bibliography is 30 points). This is due on July 3rd.

Book Review:
In recent years, there have been many, many books written about organizational leadership—usually from the leader’s perspective. Some of these books have a great deal of value, some are based on theory, some are not. Choose one “popular culture” organizational leadership book to read. Book summaries should include a 1-2 page summary (please bring copies of this summary to class to share with your classmates) and 2-3 pages in which you will relate this book to the class, your ideas, and to future use in your career. Book presentations will be 5-10 minutes in length. The book summary and presentation will account for 16% of your total grade. The book review and presentations are due June 19th.

Organization Review:
This assignment will be conducted through small teams of 2-3 students. You and your team member(s) will select an agricultural or life science organization as a topic of a case study. Organizations need to meet the instructor’s approval by June 5th. The team’s analysis of the organization should illustrate an understanding of fundamental principles and issues in organizational leadership. The purpose of this assignment is to illustrate students’ understanding of key issues of organizational leadership “in action.”

Teams will need to make an appointment to interview the organizational “leader” and one or more members of this organization. The more individuals you can interview at various
levels of decision-making and involvement in the organization, the more comparisons teams can draw, and the more comprehensive your composite picture of what is actually taking place within this organization. Teams will prepare an oral report of the findings for the class and a written narrative for the instructor.

The oral report (100 points) and written report (150 points) are the two end products that teams will submit for grading. The purpose of the oral report is to provide other class members with an educational overview of your findings. Teams of two will have 25 minutes and teams of three will have 40 minutes for presentations. Teams should utilize methods that are conducive to effective adult learning in their presentations. The written report needs to provide an overall description of the interview and findings. This may be up to 12 pages in length, excluding supporting materials. Oral reports will be conducted on July 17th and July 24th. Written reports are due on July 24th. A separate handout will be available that denotes the scoring breakdown for each of these end products.

Final Project:
The epic failure of organizational leadership in an actual event (think Hurricane Katrina, the BP oil spill) will be outlined and described. Background information will be given in class on July 3rd. Your organization (the entire class) will be responsible for creating an “Organizational Leadership Plan” for the organization described. You will work as an entire group on this assignment. It will be worth 250 points and due the last day of classes. A separate handout and information will be provided to complete this assignment.

Course Assignments and Grading Values

Final grades in this class will be comprised of six parts:
Attendance and Participation 10% 100
Reflection Questions 12% 120
Annotated Bibliography 12% 120
Book Review & Presentation 16% 160
Organization Review 25% 250
Final Project 25% 250

TOTAL 100% 1000 points

Course Grading Scale:

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<td>A</td>
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<td>C+</td>
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<td>660 - 699</td>
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<td>D</td>
<td>600 - 659</td>
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*Any assignment turned in late will be penalized 10% off the final grade per day the assignment is late.

**Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

### 2015 Tentative Class Schedule:

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<th>Date</th>
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<td><strong>Week 1</strong>&lt;br&gt;May 15</td>
<td>Introduction to Organizational Leadership&lt;br&gt;Syllabus Review</td>
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<td><strong>Week 2</strong>&lt;br&gt;May 22</td>
<td>Readings:&lt;br&gt;Part I - <em>Immunity to Change</em>&lt;br&gt;&lt;br&gt;<strong>Guest Speaker:</strong>&lt;br&gt;Dr. Bob Watts&lt;br&gt;Professor&lt;br&gt;United States National War College&lt;br&gt;Retired Captain&lt;br&gt;United States Coast Guard</td>
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<td><strong>Week 3</strong>&lt;br&gt;May 29</td>
<td>Readings:&lt;br&gt;Part II - <em>Immunity to Change</em>&lt;br&gt;&lt;br&gt;<strong>Annotated Bibliography Topic Chosen</strong></td>
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<td><strong>Week 4</strong>&lt;br&gt;June 5</td>
<td>Readings:&lt;br&gt;Part III - <em>Immunity to Change</em>&lt;br&gt;&lt;br&gt;<strong>Guest Speaker:</strong>&lt;br&gt;Dr. Ed Osborne&lt;br&gt;Department Chair&lt;br&gt;Department of Agricultural Education &amp; Communication</td>
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<td><strong>Week 5</strong>&lt;br&gt;June 12</td>
<td>Readings:&lt;br&gt;Wrapping up – <em>Immunity to Change</em>&lt;br&gt;Miscellaneous Readings (provided by the instructor)&lt;br&gt;&lt;br&gt;<strong>Guest Speakers:</strong>&lt;br&gt;Mr. John Hoblick&lt;br&gt;President&lt;br&gt;Florida Farm Bureau Federation</td>
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<td>Week 6</td>
<td>June 19</td>
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| **No Readings**  
**Book Review & Presentations Due**  
**Organizational Research**  
**Guest Speakers:**  
Dr. Quisto Settle  
Post-Doctoral Associate  
Center for Public Issues Education  
Dr. Lex Lamm  
Director  
National Public Policy Evaluation Center for Ag & Natural Resources  
Center for Public Issues Education |

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<th>Week 7</th>
<th>June 26</th>
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<th>July 3</th>
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| **Readings:**  
*The Advantage* – pages 1-73  
**Guest Speaker:**  
Ms. Joy Barresi Saucier  
Vice President  
Knowledge Services/Chief Information Officer  
The Aroostook Medical Center (TAMC)  
**Annotated Bibliography Due** |

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<td><strong>Work Day – NO CLASS!</strong></td>
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<th>July 17</th>
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| **Readings:**  
*The Advantage* – pages 73-199  
**Guest Speaker:**  
Mr. Ben Bolusky  
Chief Executive Officer  
Florida Nursery, Growers and Landscape Association  
**Organizational Review Presentations** |

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| **Readings:**  
Selected Readings from *Reframing Organizations* (provided by the instructor)  
**Guest Speaker:**  
Dr. Joe Joyce |
Executive Associate Vice President
IFAS
Organizational Review Presentations
Organizational Review Due

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<th>July 31</th>
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**Guest Speaker:**
Ms. Tamiko Gaines
Public Relations Manager
HM. Clause

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<th>Aug 7</th>
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<td><strong>Wrap-Up and Evaluation</strong></td>
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**Guest Speaker:**
Dr. Jim Page
Chancellor
University of Maine System

**Final Due by 5:00 p.m.**

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**Academic Honesty**

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: [http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php](http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php).

**Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/).
Software Use
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- **University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)**
  Counseling Services
  Groups and Workshops
  Outreach and Consultation
  Self-Help Library
  Training Programs
  Community Provider Database

- **Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)**

Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

Additional books:


# Cover Sheet

**HOS6940 Supervised Teaching**

## Info

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**Description**

After careful review by the curriculum committees in the Environmental Horticulture department and Horticultural Sciences department, we would like to change supervised teaching from an S/U to a letter grade. The graduate teaching assistants in our departments are involved in a variety of teaching activities in addition to assisting faculty with grading. We feel that a letter grade would better reflect the amount of work students are putting into their supervised teaching activity. Our rationale is that students in supervised teaching are expected to complete many tasks and a grade would better reflect their effort.

## Actions

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<td>CALS - Environmental Horticulture 514918000</td>
<td>Guy, Charles L</td>
<td>I approve of the changes outlined in the UCC2 and recommend to the College Curriculum Committee for review and approval.</td>
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**UCC2: Course Change Transmittal Form**

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<th>ENH and HOS</th>
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| Current SCNS Course Identification | |
| Prefix | H | O | S | Level | 6 |
| Course Title | Supervised Teaching |
| Course Number | 9 | 4 | 0 |
| Lab Code | |

| Effective Term and Year | Fall 2015 |
| Terminate Current Course | | Other Changes (specify below) |

**Change Course Identification to:**

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| Full Course Title |

| Transcript Title (please limit to 21 characters) |

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If yes, ___ minimum and ___ maximum credits/semester

If yes, ___ total repeatable credit allowed

**Prerequisites**

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**Course Description (50 words or less; if requesting a change, please attach a syllabus)**

<table>
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<th>From</th>
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<tr>
<td>To</td>
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</table>

**Rationale /Place in Curriculum/Impact on Program**

After careful review by the curriculum committees in the Environmental Horticulture department and Horticultural Sciences department, we would like to change supervised teaching from an S/U to a letter grade. The graduate teaching assistants in our departments are involved in a variety of teaching activities in addition to assisting faculty with grading. We feel that a letter grade would better reflect the amount of work students are putting into their supervised teaching activity. Our rationale is that students in supervised teaching are expected to complete many tasks and a grade would better reflect their effort.

**Department Contact**

<table>
<thead>
<tr>
<th>Name</th>
<th>Kimberly Moore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>954-577-6328</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:klock@ufl.edu">klock@ufl.edu</a></td>
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**College Contact**

<table>
<thead>
<tr>
<th>Name</th>
<th>Joel Brendemuhl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>Email</td>
</tr>
</tbody>
</table>
Course: HOS 6940 Supervised Teaching

Academic Advisor: Dr. Gator, University of Florida, Room xxx; xxx-xxx-xxxx; Office hours M 4-6 pm; gator@ufl.edu.

Course Description: Students will improve teaching skills in a plant science course under the guidance of a faculty member in the Environmental Horticulture or Horticultural Sciences Department.

Learning Objectives: At the conclusion of this course, the student will be able to:
- Prepare and deliver course material and/or instructional activities
- Evaluate student learning through the development and/or grading of appropriate assessments related to learning outcomes for the course

Recommended Reading List

Course Content and Organization
This section will vary with the course being taught.

Course Prerequisites
To enroll in this course, the student must be accepted into the graduate program in the Environmental Horticulture or Horticultural Sciences Department.

Credit Assignment
Variable 1-5; max 5 credits

Attendance Policy
Requirements for class attendance and work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Expectations and Grading Criteria
A letter grade will be assigned by the faculty supervisor and academic advisor based on the following criteria:
• Teaching proficiency – demonstration of adequate preparation of teaching activities (i.e. labs, demonstrations, lectures, etc). Demonstrate proficiency in understanding and clearly delivering course content.

• Grading proficiency – development of fair assessments and/or demonstration of fair and timely grading. Graded quizzes and assignments should be returned to the students in an appropriate time limit, depending on the type of assessment.

• Additional expectations may be presented by the faculty supervisor and/or academic advisor at the time the student registers for the course.

For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

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**Academic Honesty**

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.**" You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration.
of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php.

**Software Use**
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Campus Helping Resources**
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
  Counseling Services
  Groups and Workshops
  Outreach and Consultation
  Self-Help Library
  Training Programs
  Community Provider Database

- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

**Services for Students with Disabilities**
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

**Student Complaints**
Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See http://distance.ufl.edu/student-complaints for more details.
# Cover Sheet

**HUN4445 Nutrition and Disease 1**

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**UCC2: Course Change Transmittal Form**

**Department Name and Number** Food Science and Human Nutrition 514915000

**Current SCNS Course Identification**
- **Prefix**: H
- **Level**: 4
- **Course Title**: Nutrition and Disease 1
- **Course Number**: 4 4 5
- **Lab Code**: __________

**Effective Term and Year** Fall 2014

**Terminate Current Course** ☐

**Other Changes (specify below)** ☐

**Change Course Identification to:**
- **Prefix**: __________
- **Level**: __________
- **Course Number**: __________
- **Lab Code**: __________

**Full Course Title** __________________________________________________________________________________________

**Transcript Title (please limit to 21 characters)** __________________________________________________________________________

**Credit Hours**: From _____ To _____

**Contact Hours**: ☐ Base or ☐ Headcount From _____ To _____

**Rotating Topic**: From ☐ yes To ☐ yes

**S/U Only**: From ☐ yes To ☐ yes

**Variable Credit**: From ☐ yes To ☐ yes

**If yes, _____ minimum and _____ maximum credits/semester**

**Repeatable Credit**: From ☐ yes To ☐ yes

**If yes, _____ total repeatable credit allowed**

**Prerequisites**
- From
- To

**Co-requisites**
- From
- To

**Course Description (50 words or less; if requesting a change, please attach a syllabus)**

**From**

**To**

**Rationale / Place in Curriculum / Impact on Program**

**Department Contact**
- **Name**: Anne Kendall
- **Phone**: 352-273-3472
- **Email**: kendall@ufl.edu

**College Contact**
- **Name**: Ricky Telg
- **Phone**: 352-273-2094
- **Email**: rwtelg@ufl.edu

Rev. 7/13
# Cover Sheet

## Proposed Botany major revision

### Info

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<td>For simplicity, we have restructured the proposal to eliminate all existing tracks and erect two new tracks: General Botany and Botanical Research.</td>
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May students use your courses for the botany major?

Davis, Ellen Christine

Sent: Monday, March 03, 2014 11:14 AM
To: Trippett,Eric; White,Tim; Mackay,Wayne; Folta, Kevin M.; Capinera,John Lowell; Main,Martin B; Loria,Rosemary; Kruse, Jason K; Rowland,Diane L; Baldwin,Rebecca W; Andreeu,Michael G; Darnell,Rebecca L; Gurley,William B; Jones,Jeffrey B
Cc: St Mary,Colette Marie; Turner,Elaine; Tedy,Ricky W
Categories: Blue Category
Attachments: BotanyMajorCourseRequirement-1.pdf (250 KB)

Good morning,

I am a lecturer in the Department of Biology in CLAS. I recently chaired a committee charged with updating the botany major, which is offered by both CLAS and CALS through the Department of Biology. Our committee has completed the revision, and hopes to present our proposal to both college curriculum committees this month. The proposed changes are attached to this email.

I met with Elaine Turner in November of last year to present her with the proposal. She supports the revisions, and suggested that I get in touch with the CALS departments whose courses are listed as options for the botany major (either for required courses or electives) to ensure that there is ample space to accommodate botany students.

Hence, this mass email - please forgive me, but it seemed the most expedient way to get feedback.

Currently, the botany major consists of fewer than 20 students, and has historically been a small major. We do not expect drastic changes in the number of majors in the near future, but do hope to grow the program.

Below is a list of courses from your departments. I would be very appreciative if you would respond to say whether you foresee any problems with botany students attending these classes, and if you support them as botany courses (we recognize that some of these may have prerequisites):

AGG3501 Environment, Food and Society (3)
AGR3303 Genetics (3)
AGR4304 Plant Chromosomes and Genomes (3)
AGR4320 Plant Breeding (3)
AGR4512 Physiology and Ecology of Crops (3)
ALS4163 Challenges in Plant Resource Protection (3)
BSC4434 Introduction to Bioinformatics (3)
BSC 2981 Python Programming for Biology (3)
ENY 4161 Insect Classification (3)
ENY3005 (2) and ENY3005L (1) Principles of Entomology
FNR 3131C Dendrology/Forest Plants (3)
FOR2662 Forests for the Future (3)
FOR3153 Forest Ecology (3)
FOR3342C Tree Biology (3)
FOR4650 Global Forests (3)
HOS3305 Introduction to Plant Molecular Biology (3)
HOS4304 Horticultural Physiology (3)
HOS4313C Laboratory Methods in Plant Molecular Biology (2)
HOS4341 Advanced Horticultural Physiology (3)
MCB4304 Genetics of Microorganisms (3)
MCB4320C Bacterial Genome Sequencing and Analysis (3)
MCB4503 General Virology (3)
MCB4652 Environmental Microbiology (3)
MCB2003/MCB 2000L Microbiology (3) and lab (1)
MCB3020/MCB3020L Basic Biology of Microorganisms (3) and lab (1)
ORH3513C Environmental Plant Identification and Use (3)
ORH3773 Public Gardens (2)
ORH3815C Florida Native Landscaping (3)
PLP2060 Molds, Mildews, Mushrooms and Man (3)
PLP3230 Survey of Plant Pathogens (3)

AGG3501 Environment, Food and Society (3)
AGR3303 Genetics (3)
AGR4304 Plant Chromosomes and Genomes (3)
AGR4320 Plant Breeding (3)
AGR4512 Physiology and Ecology of Crops (3)
ALS4163 Challenges in Plant Resource Protection (3)
BSC4434 Introduction to Bioinformatics (3)
BSC 2981 Python Programming for Biology (3)
ENY 4161 Insect Classification (3)
ENY3005 (2) and ENY3005L (1) Principles of Entomology
FNR 3131C Dendrology/Forest Plants (3)
FOR2662 Forests for the Future (3)
FOR3153 Forest Ecology (3)
FOR3342C Tree Biology (3)
FOR4650 Global Forests (3)
HOS3305 Introduction to Plant Molecular Biology (3)
HOS4304 Horticultural Physiology (3)
HOS4313C Laboratory Methods in Plant Molecular Biology (2)
HOS4341 Advanced Horticultural Physiology (3)
MCB4304 Genetics of Microorganisms (3)
MCB4320C Bacterial Genome Sequencing and Analysis (3)
MCB4503 General Virology (3)
MCB4652 Environmental Microbiology (3)
MCB2003/MCB 2000L Microbiology (3) and lab (1)
MCB3020/MCB3020L Basic Biology of Microorganisms (3) and lab (1)
ORH3513C Environmental Plant Identification and Use (3)
ORH3773 Public Gardens (2)
ORH3815C Florida Native Landscaping (3)
PLP2060 Molds, Mildews, Mushrooms and Man (3)
PLP3230 Survey of Plant Pathogens (3)

PLS2003 Plants that Feed the World (3)
PLS3004C Principles of Plant Science (3)
PLS3221 (2) and 3221L (1) Plant Propagation and Lab
PLS4601C Principles of Weed Science (3)
PLP3002C Fundamentals of Plant Pathology (4)
PLP3653C Introductory Mycology (4)
WIS4934 Mammalogy (3)

I wish you a pleasant spring break!

Regards,
Christine

Christine Davis, Ph.D.
University of Florida
Department of Biology
PO Box 118525
Gainesville, FL 32611

office: 614 Carr Hall
RE: May students use your courses for the botany major?

Davis, Ellen Christine

Sent: Monday, March 03, 2014 11:41 AM
To: Richter, Brantlee Spakes; Jones, Jeffrey B
Categories: Blue Category

Brantlee and Jeff
Thank you for this valuable information! It seems best to remove PLS3004C, then.
Brantlee, will you please provide the new course title for PLP2060?

Best,
Christine

Christine Davis, Ph.D.
University of Florida
Department of Biology
PO Box 118525
Gainesville, FL 32611

office: 614 Carr Hall

From: Richter, Brantlee Spakes
Sent: Monday, March 03, 2014 11:33 AM
To: Jones, Jeffrey B
Cc: Davis, Ellen Christine
Subject: Re: May students use your courses for the botany major?

Hey, Jeff, (and Christine)

I am delighted to have my courses included.

- PLP3002 and PLP3653 would probably be the most useful for botany majors.
- PLP2060 is, as a 2000-level course, very introductory (note: the title has also changed). Botany students would likely enjoy it, but may not find it very challenging. It would be a good "test the waters" class, though, if they are thinking about taking 3653 later on and want a low-stress sampling of mycology before diving in whole-hog.

I noticed also the PLS courses on the list. The only problem I see there is with PLS3004C, which is designed specifically to be the first core class in the Plant Science degree program. It would probably also be highly redundant for botany majors, if they are getting plant anatomy & physiology in their core botany classes.

-Brantlee

On Mar 3, 2014, at 11:16 AM, Jones, Jeffrey B wrote:

Hey Brantlee,

What do you think? They are your courses.
Re: May students use your courses for the botany major?
Capinera, John Lowell
Sent: Monday, March 03, 2014 1:09 PM
To: Davis, Ellen Christine
Categories: Blue Category

No problem with space, and distance ed sections are always an option for nearly all our courses.

John L. Capinera
Professor and Chairman
Entomology & Nematology Department
University of Florida
Gainesville, Florida 32611-0620

Phone: 352-273-3905
Fax: 352-392-5660
e-mail: capinera@ufl.edu

RE: May students use your courses for the botany major?
Andreu, Michael G
Sent: Tuesday, March 04, 2014 8:25 AM
To: Davis, Ellen Christine
Categories: Blue Category

All of these should work. At any given year we may have too many students in Dendrology or Forest Ecology but most of the time we should be able to accommodate your folks. You may also want to consider adding Forest Conservation and People FOR 3004, I think it would also be useful to your students.

Michael

Michael G. Andreu, Ph.D.
Assoc. Professor - Forest Systems
Extension Specialist & Undergraduate Coordinator
School of Forest Resources and Conservation
University of Florida
352.846.0355
mandreu@ufl.edu

RE: May students use your courses for the botany major?
Darnell, Rebecca L
Sent: Tuesday, March 04, 2014 10:39 AM
To: Davis, Ellen Christine
Categories: Blue Category

Christine

There should be no problem with Botany students enrolling in the HOS courses you have listed.

Rebecca
Re: May students use your courses for the botany major?
Loria,Rosemary
Sent: Tuesday, March 04, 2014 11:26 AM
To: Davis, Ellen Christine
Categories:Blue Category

Hi Ellen,

Yes - we should have the capacity for the botany majors who wish to take our courses. Please note the name change: "Basic Fungal Biology PLP 4653C."

Rosemary Loria
Professor and Chair
Plant Pathology Department
Institute of Food and Agricultural Sciences
University of Florida
Voice: 352-273-4634
Fax: 352-392-6532
Email: rloria@ufl.edu

---

RE: May students use your courses for the botany major?
Rowland,Diane L
Sent: Tuesday, March 11, 2014 9:51 AM
To: Davis, Ellen Christine
Cc: Telg,Ricky W
Categories:Blue Category

Hello Christine,
I have polled the Agronomy faculty and there are no concerns about accommodating botany students in our courses.

Let me know if you need any additional information.
Thank you.
Diane
Hi Ellen,

Your students would be welcome in all the ENY courses. They may even consider a minor in entomology since there are so many plant/insect interactions. If you have interest, let me know and I can send a list of courses I would recommend for a Botany student with a minor in Entomology. We even have a certificate in Landscape Pest Management that might interest them.

Take care,
Rebecca

Rebecca Baldwin, Ph.D.
University of Florida/IFAS
Entomology and Nematology Department
970 Natural Area Drive Box 110620
Gainesville, FL 32611
(352)273-3974
http://entomology.ifas.ufl.edu/baldwin/webbugs
It’s GREAT to be a FLORIDA GATOR!

Re: May students use your courses for the botany major?
Triplett, Eric
Sent: Monday, March 17, 2014 12:36 PM
To: Davis, Ellen Christine
Categories: Blue Category

Yes, Botany students are welcome in our courses.
Eric
FW: May students use your courses for the botany major?

Hellgren, Eric C

Sent: Wednesday, March 19, 2014 8:18 AM
To: Davis, Ellen Christine
Cc: Williams, Claire C; Giuliano, William M
Categories: Blue Category

Hi Christine:

I see no problem with having Mammalogy (WIS 4934) as an elective for the Botany major. You might note that this course will be taught every other year (odd years) and will probably get a new number eventually.

Cheers,

ECH

Eric C. Hellgren
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352-846-0552
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From: Main, Martin B
Sent: Wednesday, March 19, 2014 8:12 AM
To: Davis, Ellen Christine
Cc: Hellgren, Eric C
Subject: RE: May students use your courses for the botany major?

Hi Christine,

I'm no longer serving as Dept Chair for WEC. I've forwarded your email to Dr. Eric Hellgren, Dept Chair for Wildlife Ecology & Conservation.

Best regards, M.

Martin B. Main, PhD
Hi Christine,

Sorry for the delay in replying. We do not see any problems with botany students attending the classes.

Best,

Wayne

Wayne A. Mackay
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UF IFAS
UNIVERSITY OF FLORIDA
Email correspondence with Dr. Paul Gader, Chair of CISE:

RE: Using your courses for our majors

Davis, Ellen Christine
Sent: Thursday, November 13, 2014 10:44 AM
To: CISE Mail [pgader@cise.ufl.edu]

Dear Dr. Gader,
Many, many thanks for your input. I will make the recommended changes to our proposal. I appreciate your time and consideration!
With best wishes,
Christine

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From: CISE Mail [pgader@cise.ufl.edu]
Sent: Thursday, November 13, 2014 10:17 AM
To: Davis, Ellen Christine
Subject: Re: Using your courses for our majors

Hi Christine,

Sorry for the delay. I don’t want to commit to teaching exactly those courses indefinitely. For example, we are contemplating changing C to C++.

However, we will also have a service course so I think if include the phrase “or equivalent” to the requirements of COP 2800 and COP 3275, then it would be fine to include those classes.

On Oct 23, 2014, at 11:31, Davis, Ellen Christine <christine.davis@ufl.edu> wrote:

Dear Drs. Gader and Dankel,
Good morning!
The Biology department in CLAS has revised our Botany major, which we hope to implement in the 2015 catalog year. While discussing the needs of our students, we recognized that in the era of examining large datasets, knowledge of programming and computer languages is increasingly important in biology. Many faculty and graduate students must teach themselves these skills, but we thought it might be nice to offer the opportunity to learn at the undergraduate level.

Hence, we would like to give undergraduates the option to fulfill a computational requirement by taking one of the following courses offered through your department: