

**CALS Curriculum Committee Meeting**  
**November 14, 2025**  
**McCarty Hall D Rm. 1044/1045**  
**1:00 p.m.**

**Via Zoom:** <https://ufl.zoom.us/j/355458614>  
Meeting ID : 355458614

**Members:** K. Braggs, D. Coenen, T. Easterly, B. Gankofskie, C. Haxton, E. Hellgren, P. Inglett, T. Johns, M. Jones, G. MacDonald, T. Martin, A. Mathews, H. McAuslane, G. Nunez, J. Scheffler, B. Schutzman, M. Smith, P. Ward, A. Watson, J. Weeks (Chair), A. Wysocki

**Agenda and Index for Materials**

**Approve Minutes from the October 24, 2025 meeting**

**Dr. Mathews: Update from UCC**

**Graduate New Course Proposal**

1. EVR 6XXX – Supervised Teaching in Ecology and Environment (req. #22038)

**Proposed Undergraduate Curriculum Change**

2. Proposed Changes to the Agricultural Education Specialization 8-Semester Plan (req. #22124)

**Discussion Topics**

3. UF Course Description Best Practice
4. ADA Accessibility for Canvas
5. Volunteering and Research

**CALS Curriculum Committee Meeting  
Minutes from October 24, 2025  
Submitted by James Fant**

**Members Present:** K. Braggs, D. Coenen, T. Easterly, B. Gankofskie, C. Haxton, E. Hellgren, P. Inglett, T. Johns, M. Jones, G. MacDonald, T. Martin, A. Mathews, H. McAuslane, G. Nunez, J. Scheffler, B. Schutzman, M. Smith, P. Ward, J. Weeks

**Visitors:** Leandro Teixeira, Eric Triplett

**Call to Order:** The College of Agricultural and Life Sciences Curriculum Committee met in McCarty Hall D Rm. 1044/1045 on October 24, 2025. Dr. Scheffler called the meeting to order at 1:04 p.m.

**Previous agenda items and supporting material can be found on the CALS College Committees homepage under document archives:** <https://cals.ufl.edu/faculty-staff/committees/>

**Approval of Minutes:** A motion was made by Dr. Martin to approve the minutes of the September 19, 2025 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.**

**Links: Required Documents**

- [CALS CC Checklist](#) (required for all course and certificate submissions)
- [CALS Syllabus Template](#) (download the Word document and populate it with your course content)
- [CALS Syllabus Accessibility Quick Reference Tips](#)
- [Video Walkthrough of CALS Syllabus Template](#)

**Other Reference Documents**

- [General Education Procedures and Application](#)
- [CALS Guidelines for Submission of Proposals for Co-Taught Courses](#)
- [UF Syllabus Policy](#)
- [UF Guidelines for Graduate Certificates](#)
- [UF Guidelines for Undergraduate and Professional Certificates](#)
- [Guide to Course Design](#)
- [CALS Course Objectives](#)
- [How to Write Course Objectives](#)

**Dr. Mathews – Update from UCC:**

1. The following items were approved or conditionally approved at the October UCC:
  - a. Minor in Agricultural and Rural Entrepreneurship (FRE)

- b. AEB 4XXX/6XXX Agribusiness Enterprise Development
  - c. AEB 4XXX/6XXX Agricultural and Rural Entrepreneurship
  - d. Combined MCB BS/Pharm D: approved awaiting “blurb” for catalog
  - e. EVR Supervised Teaching for Undergraduates
2. Course description guidelines were approved at UCC and have been approved by most committees. Please distribute to faculty with new course submissions as guidance. Existing courses are not asked to modify approved descriptions.
  3. Reminder of accessible syllabus template available for all instructors to use is posted on CALS Curriculum Committee webpage/Information & Documents (linked above).
  4. CALS will be offering “Chomp & Chat” webinar/discussions on teaching topics beginning in January. This will replace the spring teaching symposium. Please suggest topics and volunteer to participate.

**Graduate New Course Proposal**

1. AEC 6XXX – Communicating About Agricultural and Natural Resources Research

(req. #21935)

**Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Inglett to approve this item with edits required. The motion was approved. Remove the word “about” from all listings of the course title on the UCC form. Edit the course description using the information provided by Dr. Mathews. Below are the comments from Teams.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
<b>UNDERGRADUATE COURSES</b>			
<a href="#">21935</a>	<b>NEW:</b> AECXXXX – Communicating about Agricultural and Natural Resources Research	Tre Easterly, Patrick Inglett, Kayla Braggs, Danny Coenen	Lisa Lundy
<b>Form Edits/Comments</b>	Suggest dropping ‘about’ from the title - PWI Suggest following the new course description guidance with action verbs and no use of fillers like “this course” – This course will focus on the planning and production of written, digital, and visual instructional and communication materials designed to support outreach programs in the sciences. Graduate students in scientific disciplines will learn to think critically and creatively, with respect to developing outreach programs to engage the public about the		<b>Submitter Response:</b>

	<p>importance of science. Students will learn how public engagement and outreach can be used to convey the public value of their own work. HJM</p> <p>For course of objectives, suggest replacing “science issues” with “agriculture and natural resources issues” to reflect the course title and potential target issues- KB</p> <p>“Webcam and Microphone for synchronous sessions” what does this require since syllabus is 100% asynchronous? -KB</p>	
<p><b>Syllabus Edits/Comments</b></p>	<p>Syllabus course description and form course description should be the same.</p> <p>Late Assignment Policy – how far in advance of a planned missed deadline do you want the student to reach out?</p> <p>Just a question, but there are quizzes mentioned in the course outline, but not in the grade % determination? Considered participation? -PWI</p> <p>In the grading scale....don’t we use E instead of F? -PWI</p> <p>Revision 10/22/25 still includes inappropriate filler words in course description. Try to keep below 50 words – DC</p> <p>Office hour statements are contradictory. On page 3, it says by appointment only (which it shouldn’t, classes need to have a “fixed” office hour; by appointment is additional). – DC</p> <p>Provide more detail on scope of outreach plan assignment. – DC</p> <p>Grading scale – use consistent dash style and spacing (compare A to the other grades) – DC</p>	<p><b>Submitter Response:</b></p>
<p><b>Other Edits/Comments</b></p>	<p>Are any consults needed? (maybe Journalism? Or Education?) -PWI</p>	<p><b>Submitter Response:</b></p>

2. ENY 6XXX – Arthropod Vector Identification for Public Health (req. #21850)

This item was reviewed with item #5. Comments apply to both submissions unless otherwise stated. A motion was made by Dr. Martin to approve these two items with edits required. The motion was approved. Some of the graduate learning objectives need different learning verbs that reflect graduate level rigor. Remove the assignment focus (Use Excel, Design a Power Point) from objectives #9 and #12. Focus on what the students will do. Below are the comments from Teams.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
<b>GRADUATE COURSES</b>			
<a href="#">21850</a>	<b>NEW:</b> ENY6XXX Arthropod Vector Identification for Public Health	Jen Weeks, Beth Gankofskie, Matthew Smith, Tim Martin, Heather McAuslane	Marty Main
<b>Form Edits/Comments</b>	Effective year is listed as 2020. Using the new course description guidelines, I suggest removing “in this course” and instead use an action word like “focuses on” - Insects and other arthropods play critical roles in the environment. In this course, we will focus on the role of arthropods as vectors of disease and learn how to identify to the species level the major arthropod vectors of human diseases. This prerequisite can’t be enforced via the registration system so remove here and just put in the syllabus - No specific coursework is required, but students should have a good general knowledge of biology and basic entomology from undergraduate work.		<b>Submitter Response:</b>
<b>Syllabus Edits/Comments</b>	“message 4 or me” – seems to be a typo (4?) Revise the syllabus course description using the new guidance to use action words and no filler phrases like “in this course”. “Over Thanksgiving week, you will complete a fun and interactive game where you are given a disease-outbreak scenario and asked to determine solutions for controlling it.” I don’t know if you can assign a project when there are no classes scheduled. All of Thanksgiving week is		<b>Submitter Response:</b>

	shown as a student break with no classes. <b>(November 24 - 29: Thanksgiving Break)</b> Everything else is very clear.	
<b>Other Edits/Comments</b>		<b>Submitter Response:</b>

3. HUN 6XXX – Food Is Medicine: Nutrition Strategies for Disease Prevention and Management (req. #22002)

**Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Johns to approve this item with edits required. The motion was approved. Intersection is misspelled in the course description on the UCC form. List the prerequisite statement in the syllabus on the UCC form. There is a font change from page one to page two of the syllabus. Separate the required and recommended readings in the reading list. Consider adding a second decimal space to the ranges on the grading scale. Review the earned points columns in grading rubric. Below are the comments from Teams.

<b>APPROVAL NUMBER</b>	<b>ITEM</b>	<b>REVIEWERS</b>	<b>SUBMITTER/Instructor</b>
<b>GRADUATE COURSES</b>			
<a href="#">22002</a>	<b>NEW:</b> HUN6XXX Food is Medicine: Nutritional Strategies for Disease Prevention and Management	Gerardo Nunez, Beth Gankofskie, Eric Hellgren, Matthew Smith, Heather McAuslane	Beth Gankofskie
<b>Form Edits/Comments</b>	‘intersection’ misspelled in Course description on form- EH;		<b>Submitter Response:</b>
<b>Syllabus Edits/Comments</b>	Looks good but very long. I know you followed the FIRST syllabus template. Do you think you need the instructor action plan, required technology, technical skills, digital information skills, communication guidelines, etc... sections?HJM; Syllabus: Point scores for position paper are not clear - EH		<b>Submitter Response:</b>
<b>Other Edits/Comments</b>			<b>Submitter Response:</b>

### **Graduate Course Modification Proposal**

4. MCB 5256 – Clinical Mycology, Virology and Parasitology (req. #21805)

A motion was made by Dr. Martin to approve this item with an edit required. The motion was approved. The boilerplate information needs to be updated in the syllabus. Refer to the

[CALS Syllabus Template](#) link for the updated information. Below are the comments from Teams.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
<b>UNDERGRADUATE COURSES</b>			
<a href="#">21805</a>	<b>MODIFICATION:</b> MCB5256-clinical mycology, virology and parasitology	Tim Martin, Melissa Jones, Jason Scheffler, Eric Hellgren, Heather McAuslane	Leandro Teixeira
<b>Form Edits/Comments</b>	Can you have undergraduate courses as a prerequisite for graduate courses? Proposed change to prerequisite - Response: MCB3020 or MCB3023 (HJM); Agreed – EH; There are several MCB graduate courses in the catalog with undergraduate course prerequisites, that implies there’s precedence and it’s common in this dept - TM		<b>Submitter Response:</b>
<b>Syllabus Edits/Comments</b>			<b>Submitter Response:</b>
<b>Other Edits/Comments</b>			<b>Submitter Response:</b>

### Undergraduate New Course Proposals

5. ENY 4XXX – Arthropod Vector Identification for Public Health (req. #21853)

See item #2. Below are the comments from Teams.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
<b>UNDERGRADUATE COURSES</b>			
<a href="#">21853</a>	<b>NEW:</b> ENY4XXX Arthropod Vector Identification for Public Health	Jen Weeks, Beth Gankofskie, Matthew Smith, Tim Martin	Marty Main
<b>Form Edits/Comments</b>			<b>Submitter Response:</b>
<b>Syllabus Edits/Comments</b>	It might be useful to reinforce the difference in the graduate and undergraduate sections by differentiating the goal statement for the graduate course, e.g. what additional outcomes will the graduate students achieve from their additional assignments? - TM		<b>Submitter Response:</b>
<b>Other Edits/Comments</b>			<b>Submitter Response:</b>

6. MCB 4XXX – Study America: In the Style of Microbiology and Cell Science (req. #20048)

**Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Martin to approve this item with edits required along with the undergraduate submission still pending in the approval system. The motion was approved. The number of credits for the course needs to be consistent. The number of credits listed on the UCC form and rationale indicate the course is 2 credits while the description of request and course description indicate the course is 3 credits. Syllabus needs clarification of how often the course will meet outside of travel dates. Will the course be a Spring course but not meet all 15 weeks? This needs clarification. Update the UCC form information to match the syllabus for one trip. The course description needs to be more general. Below are the comments from Teams.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
<b>UNDERGRADUATE COURSES</b>			
<b>20048</b>	<b>NEW:</b> MCB Study American in the Style of Microbiology and Cell Science	Melissa Jones, Adam Watson, Eric Hellgren, Gerardo Nunez, Tracy Johns	Eric Triplett
<b>Form Edits/Comments</b>	The submitted description in the form doesn't match the syllabus content (multiple locations across the US v. all agencies in DC) - TJ		<b>Submitter Response:</b>
<b>Syllabus Edits/Comments</b>	Description too long; Overview & Purpose doesn't explain the purpose of the course (just the primary reading); grading scale not exhaustive; course schedule odd because of shortened nature of the travel (presume all weeks should be shown, though?) - TJ		<b>Submitter Response:</b>
<b>Other Edits/Comments</b>			<b>Submitter Response:</b>

**Undergraduate Course Modification Proposals**

7. ALS 4936 – CALS Leadership Institute Seminar 1 (req. #21996)

Reviewed with item #8. All comments apply to both submissions unless otherwise stated. A motion was made by Dr. MacDonald to approve these items as submitted. The motion was approved. Below are the comments from Teams.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
<b>UNDERGRADUATE COURSES</b>			
<a href="#">21996</a>	<b>MODIFICATION:</b> ALS	Danny Coenen,	Natalie Coers

	49365 Leadership Institute Seminar 1	Greg MacDonald, Patrick Ward, Caroline Haxton	
<b>Form Edits/Comments</b>	PW: Things look good to me. I like the modifications to the course objectives. Seems consistent with a 3-cr. Class.		<b>Submitter Response:</b>
<b>Syllabus Edits/Comments</b>	<p>PW: Very minor, but it might be helpful to define some of the acronyms (e.g., K &amp; P, WaW, PDP) especially in the “Readings” and “Assignments” columns of the Weekly Course Schedule table. Might also be useful to clarify what “leadership assessment tools” are so students know what their \$50 course fee is going toward.</p> <p>CH: Everything looks good to me, I do think defining some of the acronyms could be helpful.</p> <p>TE- update book citations to be APA format in the current edition</p> <p>TE- Needs an AI policy statement; consider a late assignment policy, as well as an attendance policy</p> <p>GM – I would agree most everything looks good, although the scale range for A- is very narrow (450 points only), suggest expanding that range</p> <p>DC – please add more detailed descriptions of what each assignment type entails. I agree with Greg that the A- grade “range” seems out of place.</p>		<b>Submitter Response:</b>
<b>Other Edits/Comments</b>			<b>Submitter Response:</b>

8. ALS 4937 – CALS Leadership Institute Seminar 2 (req. #21997)

See item #7. Below are comments from Teams.

<b>APPROVAL NUMBER</b>	<b>ITEM</b>	<b>REVIEWERS</b>	<b>SUBMITTER/Instructor</b>
<b>UNDERGRADUATE COURSES</b>			
<a href="#">21997</a>	<b>MODIFICATION:</b> ALS 4937 Leadership Institute Seminar 2	Greg MacDonald, Danny Coenen, Tre Easterly, Caroline Haxton	Natalie Coers
<b>Form Edits/Comments</b>	GM – similar to the comments on 21996, everything seems to flow nicely with the other		<b>Submitter Response:</b>

	3 credit companion course	
<b>Syllabus Edits/Comments</b>	<p>CH- everything looks good to me. Do you think it could be beneficial to add a section explaining the expectations of the different assignments/a brief summary of what they are?</p> <p>TE- Textbook citations need to be in APA format</p> <p>TE- Consider an attendance policy and and AI policy</p> <p>GM – the scale range for A- is very narrow (450 points only), suggest expanding that range</p> <p>GM – Agree an AI policy statement would be appropriate for this course as well, possibly including this within the plagiarism section</p> <p>DC- same feedback provided for the prerequisite course applies here (assignment descriptions and A- grade)</p>	<b>Submitter Response:</b>
<b>Other Edits/Comments</b>	I think it makes good sense to switch to 3 credit courses, especially with the international travel component	<b>Submitter Response:</b>

9. FOS 4064 – Principles of Food Entrepreneurship (req. #22001)

Reviewed with item #10. All comments apply to both submissions unless otherwise stated. A motion was made by Dr. Gankofskie to approve these items with an edit required. The motion was approved. The boilerplate information needs to be updated (This has already been done by Dr. Mathews). Below are the comments from Teams.

<b>APPROVAL NUMBER</b>	<b>ITEM</b>	<b>REVIEWERS</b>	<b>SUBMITTER/Instructor</b>
<b>UNDERGRADUATE COURSES</b>			
<a href="#">22001</a>	<b>MODIFICATION:</b> FOS4064 Principles of Food Entrepreneurship - Request AI Designation	<u>Bart Schutzman,</u> Beth Gankofskie, Patrick Inglett, Adam Watson	Soohyoun Ahn
<b>Form Edits/Comments</b>	Reviewed this existing course and it appears the AI SLO and the assignments to meet the minimal requirement for an AI designation. BTG		<b>Submitter Response: Beth Gankofskie</b>

<b>Syllabus Edits/Comments</b>	Course description (proposed syllabus) needs to match the one of the form-PWI Old boilerplate? -PWI Typo in the first line of the ‘Important Testing Rules’ section... <b>and</b> should be <b>are?</b> - PWI	<b>Submitter Response:</b> Corrections submitted to Soo Ahn 10/14 (Bart S.) Is revised syllabus loaded into the Approval system?
<b>Other Edits/Comments</b>	Course and proposal looks nice -PWI	<b>Submitter Response:</b>

10. FOS 4731 – Government Regulations and the Food Industry (req. #21998)

See item #9. Below are the comments from Teams.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
<b>UNDERGRADUATE COURSES</b>			
<a href="#">21998</a>	<b>MODIFICATION:</b> FOS4731 Government Regulations & the Food Industry - Request AI Designation	<u>Beth Gankofskie,</u> Tre Easterly, Jennifer Weeks, Bart Schutzman	Soohyoun Ahn
<b>Form Edits/Comments</b>	Emailed Soo with a typo and she has taken care of it. Otherwise, the course appears to meet the minimal requirement for an AI designation. BTG		<b>Submitter Response: Beth Gankofskie</b>
<b>Syllabus Edits/Comments</b>	TE- In the course description it says, “this lecture course” why do we use that terminology. I understand it doesn't have a lab, but it uses many other teaching methods. Just take that “lecture” word out		<b>Submitter Response:</b>
<b>Other Edits/Comments</b>	TE- Maybe just the way the PDF downloaded, but the font is inconsistent		<b>Submitter Response:</b>

**Certificate/Minor**

11. Proposed Modifications to the Clinical Laboratory Microbiologist Graduate Certificate (req. #21857)

A motion was made by Dr. Coenen to approve this item with an edit required. The motion was approved. Use the correct course title for MCB5945L. Below are the comments from Teams.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
<b>UNDERGRADUATE COURSES</b>			
<a href="#">21857</a>	<b>MODIFICATIONS:</b> MCB Clinical Laboratory	<u>Eric Hellgren,</u> Melissa Jones,	Leandro Teixeira

	Microbiologist	Gerardo Nunez, Adam Watson, Heather McAuslane	
<b>Form Edits/Comments</b>	I am confused about the name change requested. Is it for MCB5942L (as in the Rationale) or MCB5945L (as listed in the Proposed requirements)? Needs to be clarified – EH; Catalog Description rationale should read 15-18–credit hour (not 17-credit hour) graduate certificate based on proposed changes – EH;		<b>Submitter Response:</b>
<b>Syllabus Edits/Comments</b>			<b>Submitter Response:</b>
<b>Other Edits/Comments</b>	Write out full name of MCB5252 in catalog description – EH		<b>Submitter Response:</b>

12. Proposed UF Online Family, Youth, and Community Sciences Minor (req. #21940)

A motion was made by Dr. Martin to approve this item as submitted. The motion was approved. Below are the comments from Teams.

<b>APPROVAL NUMBER</b>	<b>ITEM</b>	<b>REVIEWERS</b>	<b>SUBMITTER/Instructor</b>
<b>UNDERGRADUATE COURSES</b>			
<a href="#">21940</a>	<b>NEW:</b> FYCS Minor on UF Online	Tracy Johns, Bart Schutzman, Greg MacDonald, Patrick Ward	Martie Gillen
<b>Form Edits/Comments</b>	PW: Everything looks good to me. Letters of support from both Psychology and Sociology departments (PSY 2012 and SYG 2000 are pre-reqs for the FYCS minor). Conditional approval from UF Online director.		<b>Submitter Response:</b>
<b>Syllabus Edits/Comments</b>			<b>Submitter Response:</b>
<b>Other Edits/Comments</b>	PW: Seems they are also trying to get a fully online B.S., and the feasibility brief highlights some downsides of launching the minor before the major. Some of these considerations are non-trivial, and may be worth putting the proposed minor on hold until the online major is launched. I don't see that on the agenda for October 2025.		<b>Submitter Response:</b>

**Selection of New Chair-Elect**

Melissa Jones volunteered to be the next Chair-Elect. A vote was taken and she was unanimously approved.

The meeting was adjourned at **2:11** p.m.

## Cover Sheet: Request 22038

### EVR69XX Supervised Teaching in Ecology and Environment

#### Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Danny Coenen dcoenen@ufl.edu
Created	10/22/2025 1:39:13 PM
Updated	10/22/2025 2:12:43 PM
Description of request	Request to add a course code for graduate teaching in ecology and environment.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Natural Resources and Environment 60170000	Konda Reddy		10/22/2025
EVR69XX_Supervised Teaching Syllabus (Coenen).pdf					10/22/2025
CALS CC Checklist-Teaching (Grad).pdf					10/22/2025
College	Pending	CALS - College of Agricultural and Life Sciences			10/22/2025
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

## Course|New for request 22038

### Info

**Request:** EVR69XX Supervised Teaching in Ecology and Environment

**Description of request:** Request to add a course code for graduate teaching in ecology and environment.

**Submitter:** Danny Coenen dcoenen@ufl.edu

**Created:** 10/22/2025 2:18:49 PM

**Form version:** 2

### Responses

**Recommended Prefix** EVR

**Course Level** 6

**Course Number** 9XX

**Lab Code** None

**Course Title** Supervised Teaching in Ecology and Environment

**Transcript Title** Teaching in Ecology & Environ

**Delivery Method** PC - Primarily Classroom (0-49% of course content taught outside of classroom)

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic** No

**Repeatable Credit?** Yes

**Multiple Offerings in a Single Semester** No

**If repeatable, # total repeatable credit allowed** 5

**Amount of Credit** Variable

**If variable, # min** 1

**If variable, # max** 3

**S/U Only?** Yes

**Contact Type** Supervision of Teaching/Research

**Course Type** Graduate Dissertation (7980)

**Weekly Contact Hours** 3

**Course Description** University-level teaching experience in ecology or environmental science by serving as a graduate teaching assistant. Each teaching experience is unique, tailored to both the student's interest and to the instructor's needs.

**Prerequisites** Course coordinator approval

**Co-requisites** N/A

**Rationale for Placement in the Curriculum** This experience is intended for Interdisciplinary Ecology students considering a career in environmental education, academia, and others where transcript credit for teaching and class management is beneficial. It supports graduate students in honing their teaching skills, expanding their pedagogical and content knowledge, and navigating various teaching-related tasks.

This is the graduate version of the undergraduate supervised teaching in Environmental Science course that was approved by the UCC on October 22, 2025. An additional assignment (grade distribution analysis) was added for differentiation.

**Syllabus Content Requirements** All Items Included

# CALS Curriculum Committee

## Submission Checklist

Updated August 2025

**NOTE: This checklist must be included with all course and certificate submissions.**

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

**CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.**

**SYLLABUS: You are encouraged to use the [CALS ACCESSIBLE SYLLABUS TEMPLATE](#). Accessibility will be required by APRIL 2026.**

De It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

\_\_\_ Submission of a course modification requires both the current version of the course syllabus and the proposed version.

De Joint course submissions must include 1) both graduate and undergraduate syllabuses and 2) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

De The course description on the UCC form and in the syllabus must match and should be no longer than 500 characters. The course description must match the course description in the catalog. Any other information you wish to include needs to be under a different heading such as background or additional course information.

De The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. ([https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-courseobjectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-courseobjectives.pdf)). Do not use the words demonstrate or understand when listing learning objectives.

De The course schedule should be concise and include the appropriate number of weeks in the semester.

De All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

De Outside consultations are required if there is a possibility of the proposed course covering a significant amount of material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://approval.ufl.edu/policies/external-consultations/>.

De Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable. (Graduate courses should not have specific courses listed as prerequisites. If needed a statement of skills required prior to taking the course can be provided under other course information.)

De Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

De The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this are included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

De The most recent version of the UF Syllabus Statements. Using the accessible syllabus template will ensure you have the most up to date statements. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

## **Certificates**

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Anne Mathews ([anne.mathews@ufl.edu](mailto:anne.mathews@ufl.edu)) for further instruction)



## **Supervised Teaching in Ecology and Environment**

EVR 6940 Class# [XXXXX] (0-3 credit hours) – [Semester and Year]

### **Syllabus**

**Course Coordinator:** Dr. K. Ramesh Reddy, Director, School of Natural Resources and Environment

**Email:** [krr@ufl.edu](mailto:krr@ufl.edu)

**Office Location:** McCarty D, Room 2035

**Drop-in office hours:** W 1:00 – 3:00, or by appointment

**Faculty Mentor:** [Name & title]

**Email:** [Email]

**Office Location:** McCarty D, Room 20XX

**Course:** [Course Code & name of course student is assisting with]

**Course Days/Times and Location:** TBA

### **Course Description**

University-level teaching experience in ecology or environmental science by serving as a graduate teaching assistant. Each teaching experience is unique, tailored to both the student's interest and to the instructor's needs.

### **Credits**

Variable (0-3 credits). Appropriate number of credits will be determined in cooperation with SNRE's advising team and the faculty mentor, and will depend on the number of contact hours anticipated. No more than five credit hours of EVR6940 may count towards your graduate degree.

### **Prerequisites**

Graduate student standing, course coordinator approval

### **Course Context:**

This experience is intended for Interdisciplinary Ecology students considering a career in environmental education, academia, and others where university-level practice in teaching and class management is beneficial. It supports graduate students in honing their teaching skills, expanding their pedagogical and content knowledge, and navigating various teaching-related tasks. Responsibilities vary by class, modality, and faculty mentor, and may include creation and delivery of educational materials including lectures and activities, facilitating discussion groups or study sessions, responding to student questions, and supervised anonymized grading.

Graduate teaching assistant spots are limited and may not be available each semester. Interested students should inform Dr. Reddy via email for consideration. An application and interview process will follow during the semester prior to the teaching experience. Successful candidates are paired with an SNRE faculty member and assist them in teaching a section of an environmental science course, such as EVR2001 Introduction to Environmental Science, EVS1010 First Year Environmental Science, EVS3000 Environmental Science 1, EVS3500 Environmental Science 2, or EVS4021 Critical Thinking in Environmental Science.

## Student Learning Outcomes

By the end of the semester, you will be able to:

- 1.) Articulate the major tenets of FERPA, the importance of upholding student privacy rights, and the importance of maintaining a safe and respectful campus.
- 2.) Navigate instructor features in Canvas and perform basic functions such as publishing content, posting announcements, adding comments, moderating discussion boards, and grading.
- 3.) Integrate guidance from your faculty mentor to effectively facilitate learning in the university classroom environment.
- 4.) Deliver an engaging learning experience.
- 5.) Self-appraise teaching performance and identify areas for continued future growth and improvement.

## Textbooks and readings

There is no assigned textbook for this class. The faculty mentor will identify and assign readings depending on the unique needs of their class and tasks assigned to the student. For example:

Bain, K. (2004). *What the Best College Teachers Do*. Harvard University Press.

Svinicki, M. & McKeachie, W.J. (2014). *McKeachie's Teaching Tips* (14<sup>th</sup> ed.). Cengage Learning.

## Grading

Course grading is consistent with [UF grading policies](#). There are 500 possible points in the course, to be distributed as follows:

Graded Item	Possible Points
Required Trainings (FERPA and Maintaining a Safe and Respectful Campus)	20
Attendance	
- at required class sessions	50
- at weekly meetings with faculty mentor	30
Educational Materials and Course Management Tasks	300
Grade distribution analysis (3x 33.3 pts)	100
Self-Reflection Assignment	100
<b>Total</b>	<b>600</b>

**This is an S/U course.** Per university policy, a grade of "S" is equivalent to a "C" or higher. So, students with point totals corresponding to a letter grade of "C" or higher ( $\geq 438$  points/ $\geq 73.0\%$ ) in this course will receive a grade of "S" (Satisfactory). Thus, **the minimum number of points a student must earn to pass this course with an "S" is 438 points.**

Points Earned	Percentage	Grade to be Assigned to Student
438.0 - 500.0	73.0% - 100.0%	<b>S</b>
0.0 - 437.9	0.0% - 72.9%	<b>U</b>

To avoid losing points, you must successfully submit all assignments and complete all assigned tasks by their deadline. Missing, corrupt, or incompatible files may result in grade penalties up to a

score of zero for the assignment. You are responsible for maintaining duplicate copies of all work submitted for this course until the end of the semester.

In case of a grading dispute, you must notify your faculty mentor by email within one week of the date the grade is posted to Canvas. Please include an explanation of what aspect of your grade you disagree with. End-of-semester requests for grade bumps, assignment do-overs, extra credit, etc. will be denied.

Please do not wait until the end of the semester to discuss problems with this experience. Your wellbeing and success are important to your faculty mentor, SNRE, the College of Agricultural and Life Sciences, and the University of Florida, so please reach out to discuss any concerns as soon as they arise.

**Required Trainings:** Before you can start working as a teaching assistant, you must complete two required trainings: “FERPA Basics” and “Maintaining a Safe and Respectful Campus”. These self-paced online courses take approximately 2 hours and 35 minutes to complete, respectively. To earn credit for these trainings and to be added to the course Canvas shell, email copies of your certificates of completion to your faculty mentor and Dr. Coenen before the beginning of the first class.

**Attendance:** As a member of the instructional team, you have enhanced responsibilities to your faculty mentor and your students. You are expected to maintain professional attendance standards, i.e. arriving on time, being prepared, and not missing required class sessions and meetings with your faculty mentor. It is your responsibility to avoid scheduling conflicts to the best extent possible and inform your mentor well ahead of time if an unavoidable conflict arises.

Your attendance score consists of two components:

- 1.) Required class sessions (50 points). Your faculty mentor should inform you of their expectations for class attendance and/or other events or activities they would like you to be present for (field trips, labs, seminars, etc.) during your first meeting. For asynchronous classes, these may be substituted by review sessions or similar activities. Each unexcused absence incurs a penalty of 10 points.
- 2.) Weekly meetings with faculty mentor (30 points). By the end of the first week of the semester, coordinate with your faculty mentor to establish a regular weekly meeting time where you will discuss aspects of the course including upcoming content, your assigned tasks, pedagogy, etc. Each unexcused absence incurs a penalty of 10 points.

Absences will be excused per the University’s attendance policies. Specifically:

- in case of illness or injury, upon receipt of a doctor’s note or equivalent, or by following the procedure outlined here: <https://care.dso.ufl.edu/instructor-notifications>.
- in case of family emergencies, deaths, or other extenuating circumstances, by following the procedure outlined here: <https://care.dso.ufl.edu/instructor-notifications>.
- in case of religious holidays, by informing your faculty member prior to the first day of class via email.
- in case of military duty, jury duty, participation in academic conferences, or participation in official university or UAA events, by providing appropriate evidence ahead of time.
- in all other cases, or if you are unsure, please email your mentor as soon as feasible.

Absences are generally not excused for personal non-emergency travel and vehicle problems.

**Educational Materials and Course Management Tasks:** Responsibilities vary by class, modality, and faculty mentor, and may include creation and delivery of educational materials including lectures and activities, facilitating discussion groups or study sessions, responding to student questions, and supervised anonymized grading.

**Grade distribution analysis:** At the end of week 5, week 10, and at the end of the semester, the graduate student will analyze assignment rubrics and course gradebook to identify struggling students, unclear assignment instructions, and problematic exam questions. Findings will be communicated to faculty mentor for review and consideration of changes.

**Self-Reflection Assignment:** Near the end of the semester, you will reflect on your teaching assistant experience, what you learned from it, and how you can/will apply what you learned to your future teaching endeavors. You should incorporate specific examples from your teaching experience. The reflection may take the form of a paper, a video, an oral presentation, or other format as determined by your faculty mentor.

## University of Florida Academic Policies

Please visit <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/> for the latest academic policies.

## Course Policies

### Preamble

First and foremost, we want you to be successful in this experience and in your degree program. Please maintain proactive, open communication with your mentor and the undergraduate coordinator. **If at any point you experience extenuating circumstances that prevent you from performing to your full academic potential, please reach out for help!**

### Make-up Policy and Late Work

Due to the nature of a teaching assistantship, it may not be feasible to submit work after the deadline. Accepting late work is at the discretion of your faculty mentor, and grading penalties for missing or late work should be established during your first weekly meeting.

Technical difficulties are not generally an excuse for missing an assignment; you should have contingency plans in case any such issues arise. I recommend storing your documents on a cloud service that can be accessed from any device ([OneDrive](#) is free for UF students), and having a plan for internet outages (such as identifying a source for public Wi-Fi near you or using your cell phone as a Wi-Fi hotspot). Try not to wait until the last minute to submit assignments!

### Academic Honesty and Plagiarism

This course follows the university's honesty policy regarding cheating, plagiarism, etc. Many students are unaware of the seriousness of violating academic ethics. **PLAGIARISM, WHETHER INTENTIONAL OR UNINTENTIONAL, IS A SERIOUS AND POTENTIALLY CAREER-ENDING FORM OF ACADEMIC MISCONDUCT. Copying and pasting from external sources without attribution is never okay in academia.**

### Artificial Intelligence (AI) Statement

Artificial Intelligence is an amazing new technology that is revolutionizing the way we access and process information, just like computers, the internet, and mobile phones did in prior decades. AI can be a useful tool to aid (but NOT replace) writers when brainstorming, spellchecking, and

editing. **However, all work submitted for credit in this course must be your own. Using AI to generate content for you, including but not limited to copying & pasting AI output in whole or part into work submitted for this class (even if you subsequently edit or paraphrase the AI output), constitutes academic dishonesty unless explicitly permitted by your faculty mentor in writing (as part of written assignment instructions or email communication).**

If you use any AI application for any part of an assignment (including brainstorming ideas or editing), you must state so as part of your submission and include the entire prompt(s) that you used with the AI tool(s) as part of your submission; **failure to do so will be considered academic dishonesty.**

Students should be cognizant that large language models (LLMs) and similar AI applications are not credible sources and should not be used as such. They are also ill-suited for finding scholarly sources.

Further, many web sites, online services, and software packages (e.g. Grammarly, Canva, many word processors) now feature AI integrations. These policies apply to these services the same way that they do for LLMs. It is your responsibility to determine if any tools you use contain AI components, and if so, disclose use of that AI. AI-generated images may not be used unless expressly approved in writing by your mentor for a specific assignment.

### **Paper Guidelines**

All writing assignments will be submitted to Canvas and must be in **.docx** format, with the proper file extension. All assignments must include citations and references in APA 7<sup>th</sup> edition formatting. You do not need cover pages, running headers, etc.

If you experience difficulties in the writing process you are encouraged to contact your mentor for advice or visit the UF Writing Studio (see *Campus Helping Resources* below).

I strongly recommend watching the following video on academic honesty, citing sources, and proper paraphrasing by the end of the drop-add period:

<https://www.youtube.com/watch?v=g81hPRKWsdM>

### **Course Communication**

Outside of scheduled weekly meetings with your faculty mentor, use your UF email account to contact your mentor and/or coordinator as needed. You can expect a response within 24-48 hours on weekdays in most cases.

### **Email**

Students are required to check their email account(s) daily (at least Monday through Friday) and respond to course/program related requests, inquiries, etc. in a timely manner.

### **External Communication**

You may use GroupMe or similar tools to communicate with other students about the class and environmental science-related topics. **You may not, however, discuss quiz and exam questions/answers with others, including quizzes and exams from prior semesters, or collaborate on any assignments intended to be worked on individually. Doing so constitutes academic dishonesty.**

### **Canvas Display Name Change**

Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish

your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

### **Technical Difficulties**

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at <https://helpdesk.ufl.edu>, 352-392-HELP (4357) or walk-in: HUB 132

While technical difficulties are not generally an acceptable excuse, any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Zoom Conference Privacy**

Should it become necessary or convenient to hold classes virtually using zoom, those class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated. As in all courses, unauthorized sharing of recorded materials is prohibited.

### **Software Use**

All UF faculty, staff and students 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.

### **Course Material Copyright and Confidentiality**

All course material is the property of the University of Florida and the course instructor, and **may not** be posted online for any commercial or non-commercial purpose. Students found in violation may be subject to disciplinary action under the University's Student Conduct Code.

## **Campus Helping Resources**

**Your wellbeing is important to us and the University of Florida community.** If you experience a crisis or personal problem that interferes with your wellbeing, please utilize the university's counseling resources. You are, of course, always welcome and encouraged to talk to your mentor, your coordinator, or advisor about any issues that interfere with your academic performance and wellbeing.

Please visit <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/> for the latest information on academic and health & wellness resources, including the Whole Gator app.

## Course Outline (subject to change)

### Critical Dates

Required trainings

Monday, January 12

Self-reflection assignment

Wednesday, April 22

### WEEKLY COURSE SCHEDULE

Week	Activities	Assignments Due
1	Getting Organized and Oriented <ul style="list-style-type: none"> <li>Establish a regular weekly meeting time with your faculty mentor</li> <li>Learn about your mentor's expectations for class attendance and course management tasks</li> <li>Complete FERPA Basics Training and Maintaining and Safe and Respectful Campus Training</li> </ul>	FERPA Basics Certificate  Maintaining and Safe and Respectful Campus Certificate
2	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned
3	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned
4	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned
5	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned  Grade distribution analysis 1
6	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> <li></li> </ul>	Educational materials and course management tasks as assigned
7	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned
8	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned
9	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned
10	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned  Grade distribution analysis 2

11	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned
12	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned
13	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned
14	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned
15	Course Activities as Assigned by Faculty Mentor <ul style="list-style-type: none"> <li>Weekly meeting with mentor</li> </ul>	Educational materials and course management tasks as assigned  Grade distribution analysis 3  Self-Reflection

### Course Alterations

Due to unforeseen circumstances or to enhance class learning opportunities, it may be necessary to alter the information given in this syllabus during the semester. Such changes are not unusual and should be expected. All changes to the syllabus will be announced during weekly meetings. It is your responsibility to keep up with any syllabus changes.

### Acknowledgment

Parts of this syllabus are based on DIE4940 (Dr. Acosta).

## Addendum

### Faculty Mentor Responsibilities and Expectations

- Mentors must make themselves available for a regular weekly meeting time of at least 30 minutes, during which aspects of the course, the mentee's tasks, and pedagogy will be discussed.
- Mentors should discuss the mentee's aims for what they seek to get out of the experience and accommodate those preferences as much as feasible given the constraints of the class and its modality.
- Mentees should be kept apprised of their performance through timely, rubric-based grading of assignments and tasks (as outlined in this syllabus) and actionable feedback
- Mentors must ensure that the mentee is given student-facing responsibilities so that they can establish a meaningful presence in the course. They should be introduced as a member of the instructional team at the start of the semester. In synchronous classes, student-facing tasks should include designing and delivering multiple 50-minute lectures (including associated lesson plans), designing and implementing at least one activity, etc. In asynchronous classes, this may include designing at least one extra credit assignment, moderating discussion boards, and holding quiz or exam review sessions (with associated lesson plan and Canvas announcements).
- To avoid conflicts of interest or peer pressure, any grading the mentee does must be done anonymously and supervised. The mentee must not know the identity of the students they are grading. The mentor must provide clear guidance through trainings and rubrics, and they or a graduate teaching assistant must review the mentee's grading and provide them feedback on their grading performance. Student-facing feedback should be entered by the mentor or graduate teaching assistant so that the mentee's name is not associated with any individual grade.
- The mentor must keep the mentee's workload manageable and ensure that assigned tasks represent a meaningful educational experience as opposed to mere "grunt work". As a general guideline (approximating the 1:3 rule that states for each hour of class, two to three hours should be spent working on the class):
  - 1 credit hour = an average of 3-4 hours of work per week (including weekly meeting and presence in classroom, if applicable)
  - 2 credit hours = an average of 6-7 hours of work per week
  - 3 credit hours = an average of 9-10 hours of work per week
  - 0 credit hours = mutually agreed upon by the mentee, mentor, and undergraduate coordinator, not to exceed an average of 10 hours per week.

# Cover Sheet: Request 22124

## Agricultural Education Specialization 8-semester Plan Changes

### Info

Process	Specialization New/Modify/Close Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Rebecca Trammell rtrammell@ufl.edu
Created	11/4/2025 10:14:19 AM
Updated	11/4/2025 10:40:57 AM
Description of request	Agricultural Education Specialization 8-semester Plan Changes

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		11/4/2025
AEC-TCH 8 sem plan October 2025.docx					11/4/2025
College	Pending	CALS - College of Agricultural and Life Sciences			11/4/2025
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

# Specialization|Modify for request 22124

## Info

**Request:** Agricultural Education Specialization 8-semester Plan Changes

**Description of request:** Agricultural Education Specialization 8-semester Plan Changes

**Submitter:** Rebecca Trammell rtrammell@ufl.edu

**Created:** 11/5/2025 3:00:23 PM

**Form version:** 2

## Responses

**Specialization Name** Agricultural Education

**Change name of Specialization** No

**Specialization Code** TCH

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Is this an Undergraduate Innovation Academy Program** No

**Current Curriculum for Specialization** Currently, EDF 2085 Teaching Diverse Populations, TSL 4323 ESOL Strategies for Content Area Teachers, and RED 3312 Content Area Literacy are required in the 8-semester plan for the Agricultural Education specialization.

No Quest 3 course is included.

**Proposed Changes** Replace TSL 4323 and RED 3312 with TSL 3323 ESOL and Reading for Teachers and a general elective.

Add Quest 3 designation to AEC 4942 Agricultural Education Internship.

**UF Online curriculum change** No

**Pedagogical Rationale/Justification** Currently, EDF 2085, TSL 4323, and RED 3312 are required in the 8-semester plan for the Agricultural Education specialization. EDF 2085 Teaching Diverse Populations will no longer be offered due to a memo from the FLDOE regarding required changes to all state-approved program coursework to ensure compliance with Rule 6A-5.066 (ed prep) and Rule 6A-5.081 (ed leadership). To replace these 3 credits in the 8-semester plan, an option of AEC 3065 Issues in Agricultural and Life Sciences or EME 2040 Introduction to Educational Technology will be required. AEC 3065 provides an overview of agriculture subject knowledge across domains and provides a nice model for how to present agriculture issues in an unbiased way in the classroom and to consider things from multiple perspectives. The EME 2040 Introduction to Educational Technology course is added as an option so students transferring to UF can take a course that will allow them to progress towards their degree. TSL 3323 ESOL and Reading for Teachers will replace TSL 4323 and RED 3312 as it covers the material from these courses into one course and meets FLDOE requirements. Since we are removing two courses and replacing one, the other 3 credits will be designated as a general elective. These course changes above are being made to stay in compliance with FLDOE law & policies as this specialization is a state-approved teacher preparation program.

Add Quest 3 designation to AEC 4942 Agricultural Education Internship. This meets the new Quest 3 requirement for students as AEC 4942 is an experiential learning experience.

**Impact on Other Programs** Since our enrollment in the Agricultural Education specialization is fairly small each year, we don't see any significant impact on course demand for EME 2040. AEC 3065 is a course in our department so we can accommodate the additional students. We don't see any other impacts from these changes.

**Assessment Data Review** None, these decision were made to bring us in line with course offerings, state law, and Quest 3 requirements.

**Academic Learning Compact and Academic Assessment Plan** None

**Catalog Copy** Yes

# AGRICULTURAL EDUCATION

- [Home](#)
- [Undergraduate Catalog](#)
- [Colleges and Schools](#)
- [Agricultural and Life Sciences | College of](#)
- [Agricultural Education and Communication](#)
- [Agricultural Education](#)

With a focus on connecting people with agriculture and natural resources, Agricultural Education and Communication professionals empower communities to gain a balanced understanding of food systems, natural resources, and related sciences. Agricultural Education and Communication students supplement core technical agriculture courses with teaching, leadership, and/or media experiences.

## UNDERGRADUATE CATALOG

- [Agricultural Education](#)
- [Agricultural Education](#)
- [Communication and Leadership Development](#)
- [Communication and Leadership Development](#)

## ABOUT THIS PROGRAM

- **College:** [Agricultural and Life Sciences](#)
- **Degree:** Bachelor of Science
- **Specializations:** [Agricultural Education](#) | [Communication and Leadership Development](#)
- **Credits for Degree:** 120

*To graduate with this major, students must complete all university, college, and major requirements.*

## Department Information

- [Overview](#)
- [Critical Tracking](#)
- [Model Semester Plan](#)
- [Academic Learning Compact](#)

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria.

*This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.*

SEMESTER ONE	CREDITS
Select one:	3-4
<a href="#">AEB 2014</a> Current Economic Issues, Food and You (Gen Ed Social and Behavioral Sciences)	
<a href="#">ECO 2013</a> Principles of Macroeconomics (Gen Ed Social and Behavioral Sciences)	
<a href="#">ECO 2023</a> Principles of Microeconomics (Gen Ed Social and Behavioral Sciences)	
<a href="#">AEB 3103</a> Principles of Food and Resource Economics (Gen Ed Social and Behavioral Sciences)	
<a href="#">BSC 2005</a> Biological Sciences ( <b>Critical Tracking</b> ; State Core Gen Ed Biological and Physical Sciences)	3
Select one:	1
<a href="#">BSC 2005L</a> Laboratory in Biological Science ( <b>Critical Tracking</b> ; Gen Ed Biological Sciences)	
Gen Ed Biological or Physical Sciences ( <b>Critical Tracking</b> ; Laboratory)	
Select one:	3

<a href="#">EDF 2110</a>	Human Growth and Development	
<a href="#">EDF 3122</a>	The Young Child ( <b>Critical Tracking</b> )	
<a href="#">EDF 3132</a>	The Young Adolescent ( <b>Critical Tracking</b> )	
<a href="#">EDF 3135</a>	The Adolescent ( <b>Critical Tracking</b> ; Gen Ed Social and Behavioral Sciences)	
<a href="#">EDF 3210</a>	Educational Psychology ( <b>Critical Tracking</b> ; Gen Ed Social and Behavioral Sciences)	
<a href="#">State Core Gen Ed Composition</a>		3
Elective		2
<b>Credits</b>		<b>15-16</b>
<b>SEMESTER TWO</b>		
Quest 1 (Gen Ed Humanities)		3
<a href="#">MAC 1140</a>	Precalculus Algebra ( <b>Critical Tracking</b> ; State Core Gen Ed Mathematics)	3
<a href="#">State Core Gen Ed Humanities</a>		3
Gen Ed Biological or Physical Sciences		3
Elective		3
<b>Credits</b>		<b>15</b>
<b>SEMESTER THREE</b>		
<a href="#">AEC 3030C</a>	Effective Oral Communication ( <b>Critical Tracking</b> )	3

<a href="#"><u>EDF 2085</u></a>	<a href="#"><u>Teaching Diverse Populations</u></a> <b>Select one:</b>	3
<a href="#"><u>AEC 3065</u></a>	<a href="#"><u>Issues in Agricultural and Life Sciences</u></a>	
<a href="#"><u>EME 2040</u></a>	<a href="#"><u>Introduction to Educational Technology</u></a>	
<a href="#"><u>RED 3312</u></a>	<a href="#"><u>Content Area Literacy Elective</u></a>	3
Gen Ed Composition		3
<a href="#"><u>STA 2023</u></a>	Introduction to Statistics 1 (recommended; Gen Ed Mathematics)	3
<b>Credits</b>		<b>15</b>
<b>SEMESTER FOUR</b>		
Quest 2 (Gen Ed Physical Sciences)		3
<a href="#"><u>AEC 3033C</u></a>	Research and Business Writing in Agricultural and Life Sciences (Writing Requirement)	3
Elective		3
Gen Ed Humanities		3
<a href="#"><u>State Core Gen Ed Social and Behavioral Sciences</u></a>		3
<b>Credits</b>		<b>15</b>
<b>SEMESTER FIVE</b>		
<a href="#"><u>AEB 3133</u></a>	Principles of Agribusiness Management	3
<a href="#"><u>AEC 4323</u></a>	Development and Philosophy of Agricultural Education ( <b>Critical Tracking</b> )	3

<a href="#"><u>AEC 4504</u></a>	Curriculum and Program Planning for Agricultural Education ( <b>Critical Tracking</b> )	3
<a href="#"><u>ANS 3006</u></a> & <a href="#"><u>3006L</u></a>	Introduction to Animal Science and Introduction to Animal Science Laboratory	4
<a href="#"><u>TSL 4324</u></a>	<del>ESOL Strategies for Content Area Teachers</del> <a href="#"><u>TSL 3323 ESOL and Reading for Teachers</u></a>	3
<b>Credits</b>		<b>16</b>
<b>SEMESTER SIX</b>		
<a href="#"><u>AEC 4202</u></a>	Curriculum Development and Assessment Techniques in Emerging Agricultural Technologies ( <b>Critical Tracking</b> )	3
<a href="#"><u>AEC 4228</u></a>	Laboratory Practices in Teaching Agricultural Education ( <b>Critical Tracking</b> )	3
<a href="#"><u>SWS 3022</u></a> & <a href="#"><u>3022L</u></a>	Introduction to Soils in the Environment and Introduction to Soils in the Environment Laboratory	4
Agricultural or life sciences elective		3
Horticulture or plant science elective		3
<b>Credits</b>		<b>16</b>
<b>SEMESTER SEVEN</b>		
<a href="#"><u>AEC 4200</u></a>	Teaching Methods in Agricultural Education ( <b>Critical Tracking</b> )	3
Select one:		3
<a href="#"><u>ENY 3005</u></a>	Principles of Entomology	
<a href="#"><u>IPM 3022</u></a>	Fundamentals of Pest Management	

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<a href="#">ENY 3007C</a>	Life Science	
<a href="#">ENY 4161</a>	Insect Classification	
<a href="#">AOM 3220</a>	Agricultural Construction and Maintenance	3
Agricultural or life sciences electives		7
<b>Credits</b>		<b>16</b>
<b>SEMESTER EIGHT</b>		
<a href="#">AEC 4224</a>	Special Methods in Teaching Agricultural Education ( <b>Critical Tracking</b> )	3
<a href="#">AEC 4942</a>	Agricultural Education Internship ( <b>Critical Tracking</b> ) <a href="#">(Quest 3)</a>	9
<b>Credits</b>		<b>12</b>
<b>Total Credits</b>		<b>120</b>

Plan of Study Grid