CALS Curriculum Committee Meeting
December 19, 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 November 14, 2025 meeting

Dr. Mathews: Update from UCC

Graduate New Course Proposals

1. DIE 6XXX – Clinical Nutrition Practicum (req. #21674)

2. HOS 6XXX – Plant Biochemistry (req. #21896)

Undergraduate New Course Proposals

3. HOS 2XXX – Information Literacy in Medicine and Agriculture (req. #20419)

4. FAS 4XXX – Internship in Fisheries and Aquatic Sciences (req. #22163)

Undergraduate Course Modification Proposals

5. AEC 4942 – Agricultural Education Internship (req. #22152)

6. AEC 4946 – Communication and Leadership Development Internship (req. #22159)

7. FAS 4105C – Field Ecology of Aquatic Organisms (req. #22164)

CALS Curriculum Committee Meeting
Minutes from November 14, 2025
Submitted by James Fant

Members Present: K. Braggs, D. Coenen, T. Easterly, E. Hellgren, T. Johns, M. Jones, A. Mathews, H. McAuslane, J. Scheffler, B. Schutzman, M. Smith, P. Ward, A. Watson

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met in McCarty Hall D Rm. 1044/1045 on November 14, 2025. Dr. Scheffler called the meeting to order at 1:07 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. Coenen to approve the minutes of the October 24, 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:
- **ADA accessibility regulation update:** All course materials, not just syllabus, must be compliant with the new regulation by April 24, 2026. Please ask your unit leader to schedule a workshop with CALS FIRST staff to support instructors in making these edits if not yet scheduled.
- **Catalog and Academic Approval Rollover to new system (Course Dog).** The planned change for Dec/Jan has been pushed to mid spring.

- **Course Description Guidelines.** Have been approved. Anne to update in CALS Syllabus checklist and syllabus template.
- **Undergraduate Research Internship:** Coffee and careers offered on Nov 19th in McC D collaboration room to support students in preparing resume, finding mentor options, etc.
- **CALS Day of Service:** Nov 20th.
- **UF Assessment Conference:** April 6,7, 2026 at UF Hilton
- **CALS Chomp and Chat:** CALS is trying something new instead of spring teaching symposium – bi-monthly webinars on Fridays at noon where we can learn/discuss teaching topics.

Dr. Coenen - Gen-Ed Updates:

General education course syllabi should update the link the General Education SLOs to https://curriculum.aa.ufl.edu/general-education/general-education-subject-area-objectives/. The undergrad.aa.ufl.edu subdomain will stop working.

The N (international) designation for General Education can now be stand-alone designation, i.e. it no longer needs to be tied to another general education designation and it can be applied to upper-division courses.

Graduate New Course Proposal

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

A motion was made by Dr. Johns to approve this item with edits required. The motion was approved. Change the total points from 500 to 600 in the grading text of the syllabus. Remove all references to the Undergraduate Coordinator for the graduate syllabus. Below are the comments from Teams.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
22038	EVR69XX Supervised Teaching in Ecology and Environment	Tim Martin, Bath Gankofskie, Patrick Ward, Gerardo Nunez, Melissa Jones, Matthew Smith, Patrick Inglett, Eric Hellgren, Kayla Braggs	Danny Coenen
Form Edits/Comments	Form indicates Course Type is Graduate Dissertation (7980). Is that correct? Form variable credit says 1-3 credits, but syllabus says 0-3. - AM		Changed to Supervised Teaching (6940) 11/13/25 - DC

| Syllabus Edits/Comments | Grading table indicates 600 points but sentence above indicates 500 points.

The Self Reflection assignment is listed in Week 15 as is the Grade Distribution assignment, but Week 15 is exam week. At the top of the Weekly Course Schedule, it lists that the Self Reflection is due April 22nd, which is Week 14, so this should be changed on the Weekly Course Schedule. The nature of the course may require assessment of grade distribution after the final exam is taken??? - MKJ | Sentence fixed to reflect 600 points are possible. - DC

Semester schedule adjusted to reflect Melissa's suggestions - DC |
|---|---|---|
| Other Edits/Comments | | |

Proposed Undergraduate Curriculum Change

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

A motion was made by Dr. Coenen to approve this item with an edit required. The motion was approved. In semester seven of the proposed plan indent the five course options for the "Select one:" requirement. Below are the comments from Teams.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
22124	Agricultural Education Specialization 8-semester Plan Changes	Adam Watson, Greg MacDonald, Jason Scheffler, Bart Schutzman, Caroline Haxton, Danny Coenen, Jen Weeks, Tracy Johns	Tre Easterly/Becky (Trammell) Cook
Form Edits/Comments	Everything seems to be in order and correct.		

Syllabus Edits/Comments		
Other Edits/Comments	Greg - The only comment is the course listings in semester 7 seem a bit disjunct. Under the heading of pick one course there are 4 ENY courses and then an AOM construction course. In addition, there are 7 credits of life sciences or agriculture, of which the entomology courses would count towards. Seems confusing.	

Discussion Topics

3. UF Course Description Best Practice – A motion was made by Dr. Coenen to add this document to the CALS CC Checklist. The motion was approved.

4. ADA Accessibility for Canvas

5. Volunteering and Research

The meeting was adjourned at **1:53** p.m.

Cover Sheet: Request 21674

DIE 6XXX: Clinical Nutrition Practicum

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jeanette Andrade jandrade1@ufl.edu
Created	6/17/2025 3:13:55 PM
Updated	12/16/2025 3:10:05 PM
Description of request	In accordance with the required internship hours, 1000, of our accredited graduate dietetic program, we are putting in a graduate practicum course request for students to complete in Summer A. They will complete a 3-credit hour course, in which they will have a mix of didactic and experiential learning. In the experiential learning, students will attend a facility for 4 days during the week in weeks 3-6 for 32 hours. During weeks 1-2, they will attend 4 days of lectures to prepare them for the practicum.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food Science and Human Nutrition 60150000	Renee Goodrich		11/20/2025
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			11/20/2025
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 21674

Info

Request: DIE 6XXX: Clinical Nutrition Practicum
Description of request: In accordance with the required internship hours, 1000, of our accredited graduate dietetic program, we are putting in a graduate practicum course request for students to complete in Summer A. They will complete a 3-credit hour course, in which they will have a mix of didactic and experiential learning. In the experiential learning, students will attend a facility for 4 days during the week in weeks 3-6 for 32 hours. During weeks 1-2, they will attend 4 days of lectures to prepare them for the practicum.
Submitter: Jeanette Andrade jandrade1@ufl.edu
Created: 6/17/2025 3:02:35 PM
Form version: 1

Responses
Recommended Prefix DIE
Course Level 6

Course Number XXX
Lab Code None
Course Title Clinical Nutrition Practicum
Transcript Title Clinical Nutrition Practicum
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Summer
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Clinical Instruction
Course Type Internship
Weekly Contact Hours 3 hours per week the instructor will have contact with students
Course Description This is a practicum-based course designed to provide exposure and experiences in clinical sites (e.g., diabetes, pediatrics, and renal). Emphasizes skill development for entry-level practice.
Prerequisites DIE 6241 (B-)
Co-requisites N/A
Rationale for Placement in the Curriculum ONLY University of Florida Master of Science – Dietetic Internship Program graduate students may register for and complete this course. Only students formally registered for the course are permitted to attend lectures, be assigned preceptors, and complete quizzes/assignments.
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.

JA 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/.

N/A Submission of a course modification requires both the current version of the course syllabus and the proposed version.

N/A 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.

JA 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.

JA 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). Do not use the words demonstrate or understand when listing learning objectives.

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

__JA__ 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.

__N/A__ 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/.

__JA__ 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.)

__JA__ 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.

__JA__ 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.

__JA__ 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) for further instruction)

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DIE6### Clinical Nutrition Practicum

Summer A, [Year]
In-person, 3-credits

Instructor Dr. Jeanette Andrade, PhD, RDN/LDN, FAND

467b Food Science Building

352-294-3975

Jandrade1@ufl.edu

In-person office hours – Mondays and Wednesdays from 12-1pm or as requested

Course Description

This is a practicum-based course designed to provide exposure and experiences in clinical sites (e.g., diabetes and renal). Emphasizes skill development for entry-level practice.

Course Learning Objectives

By the end of this practicum, students will be able to:

1. Utilize the tenets of the Nutrition Care Process and the Academy's Code of Ethics when interacting with preceptors and clients

2. Illustrate effective counseling skills for diverse individuals and groups in various clinical settings

3. Implement an educational session or program/educational strategy for a target population

4. Design educational materials appropriate for health literacy, culture, and diverse backgrounds of target populations.

Course Overview and Purpose

The purpose of this course is to enhance students' counseling knowledge and skills working with diverse clients based on disease states and conditions. This practicum course exposes students to various areas within dietetics. Students will rotate through clinical areas within the 6-week course and complete assignments specific to that area.

Course Prerequisites

B or better in DIE 6241 Advanced Medical Nutrition Therapy I. Additionally, ONLY University of Florida Master of Science – Dietetic Internship Program graduate students may register for and complete this course. Only students formally registered for the course are permitted to attend lectures, be assigned preceptors, and complete quizzes/assignments

Textbooks, Learning Materials, and Supply Fees

There is NO official textbook for this course, but required readings are posted in the Canvas site that you MUST read. Note that there are 2 textbooks that can be considered to purchase to aid in physiology knowledge:

1.   Vander's Human Physiology 12th Edition; Widmair, Raff, and Strang.

OR

2.   Human Physiology: An Integrated Approach 6th or 7th Edition; Dee Unglaub Silverthorn

Additional course information and materials will be posted on E-Learning in Canvas (http://lss.at.ufl.edu/) that you may need to complete assignments. Lecture material and information are the property of the University of Florida and the course instructor and may not be used for any commercial purpose. Students found in violation may be subject to disciplinary action under the University's Student Conduct Code.

Class Demeanor/Expectations

AI Generative Tools Policy: The use of generative AI tools such as Navigator AI, ChatGPT, Copilot, Gemini, or Claude is allowed with restrictions. Students must receive approval from the instructor for the use of AI tools and will receive additional work that they must complete. Any students who would like to use an AI tool must make a written request to the instructor, explaining 1) which AI tool(s) they plan to use; 2) why they need to use the AI tool(s); and 3) how they will use the AI tool(s) in their assignment. Then, the instructor will either approve or deny the request within 48 hrs with the additional requirements for the use of AI tool(s). Normally, these additional requirements include, but are not limited to, the submission of the student's original work, prompts used, and AI-generated content(s). Unauthorized use of generative AI tools will be considered as cheating under UF Student Honor Code 4.040(3)(a), and thus will result in a failing (0%) grade.

Technical Support
UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. https://helpdesk.ufl.edu/ | 352-392-4357

Weekly Course Schedule

Week	Topic	Assessment	Due Dates
1	An overview of Kidney Disease **Monday:** An overview of kidney diseases **Tuesday:** Counseling 101 **Wednesday:** Dietary patterns **Thursday:** A balancing act	•Kidney physiology modules •Counseling modules •Paper based case study •2 questions each for the guest speakers	
2	Kidney disease and nutrition **Monday**: Protein **Tuesday:** Sodium/Potassium **Wednesday:** Phosphorus/Calcium **Thursday:** Vitamin D	•Paper based case study •2 questions each for the guest speakers	
3	Putting it into practice **Tuesday - Wednesday**: Dialysis clinic with assigned clinical preceptor **Thursday:** Debrief	• Renal Medications Worksheet •Renal Problematic Issues Chart •Paper-based case study •Renal Billing Handout	

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Week	Topic	Assessment	Due Dates
		•Renal Educational Material	
4	Diabetes facility – Monday thru Thursday	Pancreas module	
5	Diabetes facility – Monday thru Thursday	Social media post	
6	Diabetes facility – Monday thru Thursday	• Diabetes Medications Worksheet •Diabetes Problematic Issues Chart	

Grading Policy

Course grading is consistent with UF grading policies.

Course Grading Structure

Assignment Type	Point Value	Percent of Final Grade
Kidney Anatomy & Physiology Module (3 videos at 10 points each)	30	15%
Counseling Modules (2 videos at 10 points each)	20	10%
Renal Guest Speaker questions (2 questions required for each guest speaker; total of 5 guest speakers)	10	5%
Renal Medications Worksheet	10	5%
Renal Problematic Issues Chart	10	5%
Case study notes (4 at 10 points each)	40	20%
Renal Billing Handout	10	5%
Renal Educational Material	30	15%
Pancreas Anatomy & Physiology Module	10	5%
Diabetes Medication Worksheet	10	5%
Diabetes Problematic Issues Chart	10	5%
Diabetes Social Media Post	10	5%
Total	**200**	**100%**

Grading Scale

[scale is required; plus and minus grades may be used but are not required]

Grade	Points	Percentage
A	186–200	93–100%
A-	180–185	90–92.9%
B+	174–179	87–89.9%

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Grade	Points	Percentage
B	166–173	83–86.9%
B-	160–165	80–82.9%
C+	154–159	77–79.9%
C	146–153	73–76.9%
C-	140–145	70–72.9%
D+	134–139	67–69.9%
D	126–133	63–66.9%
D-	120–125	60–62.9%
S	0–119	<60%

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See
https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

Campus Health and Wellness Resources

Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact UMatterWeCare for additional and immediate support.

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.

Privacy and Accessibility Policies

[required for online courses, list all technology used]

- Instructure (Canvas)
  - Instructure Privacy Policy
  - Instructure Accessibility
- Zoom
  - Zoom Privacy Policy
  - Zoom Accessibility

Additional information

Late work policy: All assignments are due by Friday at 11:59pm EST, unless otherwise stated in Canvas. Assignments submitted after this due date will be penalized with a late penalty of 10% per day, for up to

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3 days. After this, assignments will not be accepted and will be given a grade of zero. For example, if an assignment is due on Friday at 11:59pm EST, and submitted on Saturday at 12:01am, 10% is deducted. On Sunday, a 20% penalty and on Monday, a 30% penalty. After Monday, the assignment would not be accepted and would receive a grade of zero. Extensions will be granted if there are extenuating circumstances, such as an illness, serious accident or family emergency, or for other acceptable reasons in accordance with university policies on absences.

Assignments (expanded)

Modules: 60 total points (6 modules at 10 points each)

- For each topic – kidney and diabetes, review the modules and take the quizzes that are embedded within each module video. The videos are no more than 20 minutes in length.
- Grading: completion of each quiz within the module – 10 points

Questions: 1 point per question for a total of 2 questions for the 5 guest speakers – 10 points

- For each of the guest speakers, please ask at least 2 questions. Each question asked you will receive a point for a total of 2 points per speaker.

Problematic Issues Chart: 20 points total (10 points each)

- In Canvas, download the problematic issues chart for renal and diabetes. The complications that may occur with disease states are listed, complete the chart for the related pathophysiology and the nutrition that is required/recommended.

Medication Chart: 20 total points (10 points each)

- In Canvas, download the medication chart for renal and diabetes. For the typical medications prescribed to individuals with renal diseases and/or diabetes, complete the chart to indicate the type of medication it is – heart, wáter pill, etc., the mechanism of action, nutrient/drug interactions, side effects, cost, patient education, helpful resources.

Renal Case Study Notes: 40 points total (10 points each)

- For the paper-based case studies, download them in Canvas and submit an ADIME note.
- For the case study discussion with the preceptor in the final week at the Dialysis clinic, provide a summary of the discussion.
- Grading
  - Assessment: 2 points
  - Diagnosis: 2 points
  - Intervention: 2 points
  - Monitoring: 2 points
  - Evaluation: 2 points

Renal Billing Handout: 10 points

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- Create a 2-page patient-focused handout that outlines billing information for renal nutrition services using the coding and billing resources provided in Canvas.
    - Pick one to focus on: services for hemodialysis (in clinic), hemodialysis (home), or peritoneal dialysis.
    - Consider health and reading literacy of audience.
    - Consider only using 1 insurance to highlight information – Medicare, Medicaid, private, etc.
- Grading:
    - Relevance: The materials identified align with the goal/objectives. – 5 points
    - Language: Appropriate for 5th grade or less – 3 points
    - Grammatical/technical writing and references: Has <5 grammatical/technical writing errors and includes references, if using materials that have been published. – 2 points

Renal educational material: 30 points

- Draft a bulletin board concept for a local Fresenius clinic, using the topic chosen by the Fresenius dietitians. Your draft concept must be approved by them prior to (if time allows) setting up your bulletin board at the clinic during your in-person visit.
    - Bulletin board should be formatted with a professional, patient-friendly appearance.
    - Ensure the bulletin board content is appropriate for the patient population (i.e. cultural factors, literacy level, etc.) and have a balance between graphics and text.
    - Reading literacy score should be at a 5th grade level or below using the SMOG Index or Flesch-Kincaid
- Grading:
    - Information aligns with goals/objectives of the Dialysis clinic – 10 points
    - Information is evidenced-based and focused on references – 10 points
    - Color, font size, asthetic is pleasing – 5 points
    - No grammatical/technical errors – 5 points

Social Media Post: 10 total points

- Identify external factors affecting patient self-care of diabetes (i.e. burnout, caregiver support, socioeconomic status/DM costs, homelessness, (dis)abilities, racial, ethnic, or cultural factors, societal/peer perspectives, etc.).
    - Create an Instagram post (graphic(s) and description) highlighting one external factor to raise awareness and advocate for diabetes care. Graphics should have professional appearance and be no more than 10 slides.
- Grading:
    - Based on Evidence – 7 points
    - Appropriate for social media – language, font size, appropriately professional design – 3 points

Reading List:

Renal Week 1:

- Alp Ikizler, T., Burrowes, J. D., Byham-Gray, L. D., Campbell, K. L., Carrero, J.-J., Chan, W., Fouque, D., Friedman, A. N., Ghaddar, S., Jordi Goldstein-Fuchs, D., Kaysen, G. A., Kopple, J. D., Teta, D., Yee-Moon Wang, A., & Cuppari, L. (2020). KDOQI clinical practice guideline for nutrition in CKD: 2020 update (Vol. 76, Issue 1). https://doi.org/10.1053/j.ajkd.2020.05.006
- Kramer H. (2019). Diet and Chronic kidney disease. Advances in Nutrition, 10, S367-379.
- Sullivan, V.K., & Rebholz, C.M. (2023). Nutrition epidemiology and dietary assessment for patients with kidney disease: A primer. American Journal of Kidney Disease, 81(6): 717-727.

Renal week 2:
- Pereira, R.A., dos Santos Alvarenga, M., Santos de Andrade, L., et al. (2023). Effect of nutritional behavioral intervention on intuitive eating in overweight women with chronic kidney disease. Journal of Renal Nutrition, 33(2), 289-297.
- Betz, M.V., Nemec, K.B., Zisman, A.L. (2023). Patient perception of plant-based diets for kidney disease. Journal of Renal Nutrition, 33(2), 243-248.
- Norris, K.C., Olabisi, O., Barnett, M.E., Meng, Y.X., Martins, D., et al. (2018). The role of vitamin D and oxidative stress in chronic kidney disease. International Journal of Environmental Research and Public Health, 15: 2701.

Renal week 3:
- Puchulu, M.B., Garcia-Fernandez, N., & Landry, M.J. (2023). Food insecurity and chronic kidney disease: Considerations for practitioners. Journal of Renal Nutrition, article in press.
- Madrigal, J.M., Cedillo-Couvert, E., Ricardo, A.C., Appel, L.J., Anderson, C.A.M., Deo, R., Hamm, L.L., Cornish-Zirker, D, et al. (2020). Neighborhood food outlet access and dietary intake among adults with chronic kidney disease: Results from the chronic renal insufficiency cohort (CRIC) study. Journal of the Academy of Nutrition and Dietetics, 120(7): 1151-1162.

Diabetes week 4:
- American Diabetes Association. Introduction: Standards of medical care in diabetes – 2022.
- Diabetes Care. 2022;45(S1):S1-S2. https://doi.org/10.2337/dc22-Sint.
- Goldenberg J Z, Day A, Brinkworth G D, Sato J, Yamada S, JÃnsson T et al. Efficacy and safety of low and very low carbohydrate diets for type 2 diabetes remission: systematic review and meta-analysis of published and unpublished randomized trial data BMJ 2021; 372 :m4743 doi:10.1136/bmj.m4743

Diabetes week 5:
- American Association of Diabetes Educators. "An effective model of diabetes care and education: revising the AADE7 Self-Care Behaviors®." The Diabetes Educator 46.2 (2020): 139-160.
- Adu, M. D., Malabu, U. H., Malau-Aduli, A. E., & Malau-Aduli, B. S. (2019). Enablers and barriers to effective diabetes self-management: A multi-national investigation. PloS one, 14(6), e0217771.

Diabetes week 6:
- Chan, J. C., Lim, L. L., Wareham, N. J., Shaw, J. E., Orchard, T. J., Zhang, P., ... & Gregg, E. W. (2020). The Lancet Commission on diabetes: using data to transform diabetes care and patient lives. The Lancet, 396(10267), 2019-2082.

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- Hill-Briggs, F., Adler, N. E., Berkowitz, S. A., Chin, M. H., Gary-Webb, T. L., Navas-Acien, A., ... & Haire-Joshu, D. (2021). Social determinants of health and diabetes: a scientific review. Diabetes care, 44(1), 258-279.

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Cover Sheet: Request 21896

HOS6XXX Plant Biochemistry

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Donald Mccarty drm@ufl.edu
Created	9/10/2025 2:02:02 PM
Updated	11/14/2025 5:11:45 PM
Description of request	The purpose of this request is convert the plant biochemistry course currently taught as HOS-6932 special topics course to a formal course. Plant Biochemistry is a required core course in Plant Molecular and Cellular Biology Program. Getting the course formalized is a high priority.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Horticultural Sciences 60230000	Christopher Gunter		9/10/2025
No document changes					
College	Recycled	CALS - College of Agricultural and Life Sciences	Anne Mathews	See email from Anne Mathews on 9/16/25. Need checklist and edits to syllabus such as Course Description and updated language regarding UF policies.	9/16/2025
No document changes					
Department	Approved	CALS - Horticultural Sciences 60230000	Christopher Gunter		11/14/2025
CALS-Syllabus Plant Biochem 2026.pdf Plant Biochemistry - okay from Biology.pdf Plant Biochemistry - okay from Biochem and Mol Bio_.pdf Plant Biochemistry - okay from Chemistry Dept.pdf CALS CC Checklist.pdf					10/15/2025 10/14/2025 10/14/2025 10/14/2025 10/14/2025
College	Pending	CALS - College of Agricultural and Life Sciences			11/14/2025
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					

Step	Status	Group	User	Comment	Updated
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 21896

Info

Request: HOS6XXX Plant Biochemistry
Description of request: The purpose of this request is convert the plant biochemistry course currently taught as HOS-6932 special topics course to a formal course. Plant Biochemistry is a required core course in Plant Molecular and Cellular Biology Program. Getting the course formalized is a high priority.
Submitter: Donald Mccarty drm@ufl.edu
Created: 9/17/2025 1:14:18 PM
Form version: 3

Responses

Recommended Prefix HOS
Course Level 6

Course Number xxx
Lab Code None
Course Title Plant Biochemistry
Transcript Title Plant Biochemistry
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Spring
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 4

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 4
Course Description Biochemical principles underlying regulation of plant metabolism, biosynthetic processes, and stress responses, together with AI prediction and modeling of protein structure. Integrated concepts include metabolic micro-environments in plants, photosynthesis, C/N balance, specialized plant products, quantitative analysis of enzyme kinetics, metabolic flux analysis, and regulatory signals with emphasis on their organismal context.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum Plant Biochemistry is an advanced Graduate course. It is one of four required core courses in the Plant Molecular and Cellular Biology (PMCB) graduate program. The course was originally coordinated by Alice Harmon in Biology. Since Dr. Harmon's retirement, the course has been as offered as HOS6932, special topics, with Dr. Karen Koch as coordinator. This request seeks to formalize the course.
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.

__x__ 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/.

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

__na__ 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.

__x__ 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.

__x__ 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). Do not use the words demonstrate or understand when listing learning objectives.

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

___x___ 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.

___x___ 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/.

___na___ 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.)

___x___ 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.

___x___ 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.

___x___ 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) for further instruction)

UF IFAS CALS
UNIVERSITY of FLORIDA

HOS 6XXX Plant Biochemistry

Spring, 2026
Format: In-person, 4 Credits

Instructors

Karen E. Koch   2147 Fifield Hall, 352-273-4833. kekoch@ufl.edu

   In person office hours: 1-4 PM MTWTh

Donald R. McCarty   2237 Fifield Hall, 352-273-4846, drm@ufl.edu

   In person office hours: 1-4 PM MTWTh

Bala "Saba" Rathinasabapathi   2247 Fifield Hall, 352-273-4847. brath@ufl.edu

   In person office hours: 1-4 PM MTWTh

Teaching Assistant

   None.

Course Description

Biochemical principles underlying regulation of plant metabolism, biosynthetic processes, and stress responses, together with AI prediction and modeling of protein structure. Integrated concepts include metabolic micro-environments in plants, photosynthesis, C/N balance, specialized plant products, quantitative analysis of enzyme kinetics, metabolic flux analysis, and regulatory signals with emphasis on their organismal context.

Course Learning Objectives

Plant Biochemistry students will:

1) construct structural models of proteins and protein complexes using AI
2) assess accuracy of predicted protein structures
3) analyze thermodynamics of enzyme catalysis
4) predict plant metabolic responses to light, nutrients and environmental stress
5) appraise roles of metabolic micro-environments and metabolic signaling in an organismal context
6) critically evaluate strategies for climate-proofing plants through biochemical adaptations to biotic and abiotic stresses
7) categorize enzymes in pathways of plant primary and specialized product metabolism
8) analyze enzyme kinetic and ligand binding data using R
9) compare and contrast metabolic control analysis and flux balance approaches to modeling metabolism

Course Overview and Purpose

The overall purpose of Plant Biochemistry is to equip students with essential knowledge and skills in biochemistry needed to support collaborative, interdisciplinary research in biotechnology, synthetic biology, molecular plant breeding, functional genomics, stress biology and post-harvest physiology.

Course Prerequisites

   None.

Textbooks, Learning Materials, and Supply Fees

Recommended reading:

Araus, J.L., Sanchez-Bragado, R. and Vicente, R., (2021) Improving crop yield and resilience through optimization of photosynthesis: panacea or pipe dream?. *Journal of experimental botany*, *72*(11), pp.3936-3955.

Biochemistry & Molecular Biology of Plants, 2nd edition, print or electronic version, 2015, Wiley Blackwell (Still the best in 2025. About $120 new, much less if used. Great visuals and explanations.

Abramson, J., Adler, J., Dunger, J. *et al.* (2024). Accurate structure prediction of biomolecular interactions with AlphaFold 3. *Nature* **630**, 493–500. doi:10.1038/s41586-024-07487-w

Changeux, J-P. (2012). Allostery and the Monod-Wyman-Changeux Model After 50 Years. Annu. Rev. Biophys. 2012. 41:103–33. Doi:10.1146/annurev-biophys-050511-102222.

Modeling plant metabolism:

David Fell, Understanding control of metabolism. Portland Press. (out of print). Public domain pdf included in course notes.

Orth, J., Thiele, I. & Palsson, B. What is flux balance analysis? (2010). *Nat Biotechnol* **28**, 245–248. doi:doi.org/10.1038/nbt.1614

Comparing strategies for molecular alteration of photosynthesis:

South PF, Cavanagh AP, Liu HW, Ort DR. (2019) Synthetic glycolate metabolism pathways stimulate crop growth and productivity in the field. Science. Jan 4;363(6422):eaat9077.

Lu KJ, Hsu CW, Jane WN, Peng MH, Chou YW, Huang PH, Yeh KC, Wu SH, Liao JC. (2025) Dual-cycle CO_2 fixation enhances growth and lipid synthesis in Arabidopsis thaliana. Science. Sep 11;389(6765):eadp3528.

Instructor Interaction Plan

None.

Required Technology & How to Obtain the Technology

Each student should have a laptop or desktop computer.

Technical skills

None.

Digital information literacy skills

None.

Communication Guidelines

None.

Class Demeanor/Expectations

Class participation is encouraged.

2

General Education or Quest or Writing Objectives and Student Learning Outcomes
Not applicable.

Technical Support
UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. https://helpdesk.ufl.edu/ | 352-392-4357

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Weekly Course Schedule

Course schedule Spring 2026

January	Day	Lecture topic	Instructor
12	M	Amino acids: Keys to protein structure and function	DM
13	T	Fundamentals of protein structure	DM
14	W	AI prediction and modeling of protein structure - AlphaFold3	DM
15	Th	Exploiting protein diversity for separation and purification	DM
19	M	no class MLK Holiday	
20	T	Proteomics analysis	DM
21	W	Thermodynamics of enzyme catalysis	DM
22	Th	Enzyme mechanisms	DM
26	M	Movers and shakers: Molecular motors couple ATP to motion	DM
27	T	AlphaFold3 project discussion and review	DM
28	W	Exam 1	DM
29	Th	Strategies for enhancing photosynthesis? The big picture	KK
February			
2	M	Sink strength regulates photosynthetic genes	KK
3	T	Sugar sensing and signaling in sources and sinks	KK
4	W	Vulnerabilities of photosynthetic thylakoid systems and +H gradients	KK
5	Th	Metabolites as signals: Critical analysis	KK
9	M	Critical roles of antioxidants, redox reactions, protective systems	KK
10	T	Engineering photosynthesis: Questions of balance and interaction	KK
11	W	The quest for C4 rice, engineering CAM, and roles of C/N balance	KK
12	Th	Altering NO3, NO2, and NH3 assimilation? Benefits? Hazards?	KK
16	M	Phloem biochemistry: Transporters, sugars, metabolism, and water	KK
17	T	Exam 2	KK
18	W	Designer starch, fructans, and polysaccharides	KK
19	Th	Altering polysaccharides: Cell walls and beyond	KK
23	M	Glycolysis and endogenous low-oxygen micro environments	KK
24	T	Critical analysis of respiratory perturbation: Genetic, abiotic, other	KK
25	W	Oxidative pentose phosphate pathway	KK
26	Th	Mitochondrial functions: GABA, Glyoxylate, and Citric-acid cycles	KK
March			
2	M	Mitochondrial functions: Electron transport	KK
3	T	Vulnerabilities of respiratory cristae, H2O2, and links beyond	KK
4	W	Exam 3	KK
5	Th	Fatty acid desaturation	SR
9	M	Fatty acid synthesis I	SR
10	T	Fatty acid synthesis II	SR
11	W	Fatty acid oxidation I	SR
12	Th	Fatty acid oxidation II	SR
16-19	M-Th	no class spring break	
23	M	Health-promoting secondary products	SR
24	T	CBDs	SR
25	W	Flavonoids	SR
26	Th	Phenolics and ESPS synthase	SR
30	M	Terpene synthesis	SR
31	T	Carotenoids	SR
April			
1	W	Alkaloids I	SR
2	Th	Alkaloids II	SR
6	M	Exam 4	SR
7	T	Thermodynamics of ligand binding to proteins	DM
8	W	Analysis of saturable binding to non-interacting sites	DM
9	Th	Fitting binding equations by non-linear least squares	DM
13	M	Interacting sites: Hill and Monod-Wyman-Changeux models	DM
14	T	Equilibrium and steady-state enzyme kinetics	DM
15	W	Allosteric enzymes: cooperative kinetics	DM
16	Th	Metabolic Control Analysis: kinetics applied to pathways	DM
20	M	Flux Balance Analysis: systems modeling of metabolism	DM
21	T	Discussion and review	DM
22	W	Exam 5	DM
23	Th	no class, Reading day	

4

Grading Policy
Course grading is consistent with UF grading policies.

Course Grading Structure
Plant Biochemistry includes 5 modules awarded 100 p

Assignment Type	Point Value	Percent of Final Grade
Module 1 Exam	70	14
Module 1 Homework	30	6
Module 2 Exam	70	14
Module 2 Presentation	30	6
Module 3 Exam	70	14
Module 3 Activity	30	6
Module 4 Exam	70	14
Module 4 Quiz/homework	30	6
Module 5 Exam	70	14
Module 5 Homework	30	6
Total	500	100

Grading Scale

Grade	Points	Percentage
A	4.0	92.0-100
A-	3.67	87.0-91.99
B+	3.33	83.0-86.99
B	3.0	79.0-82.99
B-	2.67	73.0-78.99
C+	2.33	69.0-72.99
C	2.0	65.0-68.99
C-	1.67	60.0-64.99
D+	1.33	55.0-59.99
D	1.0	53.0-54.99
D-	0.67	50.0-53.99
F	0	0.0-49.99

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Academic Policies and Resources

Academic policies for this course are consistent with university policies. See
https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

Campus Health and Wellness Resources

Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact UMatterWeCare for additional and immediate support.

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.

Privacy and Accessibility Policies

[required for online courses, list all technology used]

- Instructure (Canvas)
    - Instructure Privacy Policy
    - Instructure Accessibility
- Zoom
    - Zoom Privacy Policy
    - Zoom Accessibility

Additional information

6

On "Plant Biochemistry" course number:
From Department of Biochemistry and Molecular Biology

From: Gentry, Matthew <matthew.gentry@ufl.edu>
Sent: Friday, October 3, 2025 10:46 PM
To: Koch,Karen E <kekoch@ufl.edu>
Cc: White,Teresa <teresawhite@ufl.edu>
Subject: Re: Dr Gentry? Your thoughts on this?

Karen,

I consulted with my team and we are in agreement that this proposed course is focused heavily on plants and does not significantly overlap with the content in our courses. Thank you again for reaching out.

Best,
Matt

Matthew S. Gentry, Ph.D.
Professor & Chair | Department of Biochemistry and Molecular Biology | College of Medicine | University of Florida | 1200 Newell Drive, ARB R3-234 PO Box 100245 Gainesville, FL 32610 | Office: 352-294-8387
Director | Lafora Epilepsy Cure Initiative
Co-Director | UF Center for Advanced Spatial Biomolecule Research

Ms. Teresa White
Administrative Specialist III
teresawhite@ufl.edu
Phone: 352.294.8404

On Sep 24, 2025, at 11:21 AM, Koch,Karen E <kekoch@ufl.edu> wrote:

Good morning, Dr. Gentry,

We're contacting you to see if you have any concerns related to our seeking a course number for a "Plant Biochemistry" class we teach in Horticultural Sciences.
--- Please let us know if there are any concerns so we can rectify them.
--- If not, please let us know this too, so we can proceed accordingly.

For purposes of your review, we've attached a copy of our syllabus and for comparison, a list of the relevant courses in your department (below). We've been teaching "Plant Biochemistry" as a special topics course for graduate students in Horticulture and in the Plant Molecular & Cellular Biology program.
Our course will not compete with offerings in your department for several reasons:
--- 1) Overlap is minimal. Although both Plant Biochemistry and BCH 5404 address amino acid properties and protein structure, "Plant Biochemistry" focuses on plant specific metabolism including photosynthesis, Calvin Cycle, N assimilation, C/N balance, plastid metabolism, stress responses, and distinctive metabolic microenvironments formed inside plant organs. Also, organismal context is emphasized, again with distinct aspects of plant biology. In further contrast to BCH 5404, "Plant

Biochemistry" includes minimal emphasis on molecular biology or gene regulation. Other courses in your Advanced Metabolism series appropriately emphasize regulatory mechanisms in animals.

--- 2) Our Plant Biochemistry course will not take away students from any of the classes offered in your advanced series.

--- 3) Students will not accidently register for "Plant Biochemistry" when trying to access one of your courses.

--- 4) Graduate students who take "Plant Biochemistry" may become interested in furthering their knowledge with one of more of the advanced metabolism courses offered in your program.

Please let us know what you think, and thank you for your review!

Sincerely,
Karen E. Koch
Course Coordinator

Karen E. Koch
Professor
Horticultural Sciences Department
Plant Mol & Cell Biol Program, UF Genetics Institute
Fifield Hall, 2550 Hull Rd, PO Box 110690
University of Florida, Gainesville, FL 32611
1-352-273-4833
https://hos.ifas.ufl.edu/people/on-campus-faculty/karen-e-koch/
https://en.wikipedia.org/wiki/Karen_Koch_(plant_biologist)

Related courses in biochemistry.
BCH 5404 - Fundamentals of Biochemistry & Molecular Biology
BCH 6206 - Advanced Metabolism
BCH 6207 - Advanced Metabolism: Role of Membranes in Signal Transduction and Metabolic Control
BCH 6208 - Advanced Metabolism: Regulation of Key Reactions in Carbohydrate and Lipid Metabolism
BCH 6740 - Physical Biochemistry/Structural Biology

On "Plant Biochem course number:
From the Biology Department

From: Barbazuk,William Bradley <bbarbazuk@ufl.edu>
Sent: Wednesday, September 24, 2025 1:25 PM
To: Koch,Karen E <kekoch@ufl.edu>
Subject: FW: Brad? Your thoughts on this?

HI Karen,

I do not see a problem with this.

Regards,

b

From: Koch,Karen E <kekoch@ufl.edu>
Sent: Wednesday, September 24, 2025 11:22:02 AM (UTC-05:00) Eastern Time (US & Canada)
To: . CLAS-Biology Chair <chair@biology.ufl.edu>
Subject: Brad? Your thoughts on this?

Good morning, Brad--

We're contacting you to see if you have any concerns related to our seeking a course number for a "Plant Biochemistry" class we teach in Horticultural Sciences.
--- Please let us know if there are any concerns so we can rectify them.
--- If not, please let us know this too, so we can proceed accordingly.

For purposes of your review, we've attached a copy of our syllabus. We've been teaching "Plant Biochemistry" as a special topics course for graduate students in Horticulture and in the Plant Molecular & Cellular Biology program.

Our course does not appear to compete with offerings in your department. Ideally there may be a possible synergy with interests in ecology, evolution, and/or development, since we focus on biochemistry in an organismal context with emphasis on potentials for selective advantage in natural- or agro-ecosystems.

Please let us know what you think, and thank you for your review!

Sincerely,
Karen E. Koch
Course Coordinator

Karen E. Koch
Professor
Horticultural Sciences Department
Plant Mol & Cell Biol Program, UF Genetics Institute
Fifield Hall, 2550 Hull Rd, PO Box 110690
University of Florida, Gainesville, FL 32611

Original file: Plant Biochemistry - okay from Biology.pdf

1-352-273-4833
https://hos.ifas.ufl.edu/people/on-campus-faculty/karen-e-koch/
https://en.wikipedia.org/wiki/Karen_Koch_(plant_biologist)

On "Plant Biochemistry" course number:
From Chemistry Department

From: Korolev,Maria <korolev@chem.ufl.edu>
Sent: Tuesday, September 30, 2025 7:45 AM
To: Koch,Karen E <kekoch@ufl.edu>
Cc: Chair, Dept. of Chemistry, Univ of Florida <chair@chem.ufl.edu>
Subject: RE: Dr. Castellano? Your thoughts on this?

Hi Karen,

We have passed around the syllabus within the chemical biology division and no one raised any major concerns, so we are fine with you proceeding with the new course number request.

Cheers,
Maria
--
Dr. Maria Korolev
Instructional Professor
Undergraduate Coordinator
Department of Chemistry
University of Florida

From: Chair, Dept. of Chemistry, Univ of Florida <chair@chem.ufl.edu>
Sent: Wednesday, September 24, 2025 11:45 AM
To: Koch,Karen E <kekoch@ufl.edu>
Cc: Korolev,Maria <korolev@chem.ufl.edu>; Chair, Dept. of Chemistry, Univ of Florida <chair@chem.ufl.edu>
Subject: Fw: Dr. Castellano? Your thoughts on this?

Dear Karen,

I will enlist the help of our Undergraduate Curriculum Committee on this and get back to you as soon as I can.

Thanks so much,

Ron

Ronald K. Castellano, Ph.D.
Colonel Allen R. and Margaret G. Crow Term Professor
Chair, Department of Chemistry
University of Florida
p: 352-392-5266
a: PO Box 117200, Gainesville, FL 32611-7200
e: chair@chem.ufl.edu / w: chem.ufl.edu

From: Chemistry Chair Admin <chairadmin@chem.ufl.edu>
Sent: Wednesday, September 24, 2025 11:26 AM
To: Chair, Dept. of Chemistry, Univ of Florida <chair@chem.ufl.edu>
Subject: FW: Dr. Castellano? Your thoughts on this?

Hello Dr. Castellano,

Please see the email below along with the attached syllabus.

Thanks,

Tara Tucker
Administrative Assistant III I Office of the Chair
Department of Chemistry
a: Leigh 212, PO Box 117200
        Gainesville, FL 32611-7200
p: (352) 392-5266
 e: chairadmin@chem.ufl.edu
w: chem.ufl.edu

From: Koch,Karen E <kekoch@ufl.edu>
Sent: Wednesday, September 24, 2025 11:21 AM
To: Chemistry Chair Admin <chairadmin@chem.ufl.edu>
Subject: Dr. Castellano? Your thoughts on this?

Good morning, Dr. Castellano,

We're contacting you to see if you have any concerns related to our seeking a course number for a "Plant Biochemistry" class we teach in Horticultural Sciences.
--- Please let us know if there are any concerns so we can rectify them.
--- If not, please let us know this too, so we can proceed accordingly.

For purposes of your review, we've attached a copy of our syllabus and for comparison, a list of the relevant courses in your department (below). We've been teaching "Plant Biochemistry" as a special topics course for graduate students in Horticulture and in the Plant Molecular & Cellular Biology program.
Our course will not compete with offerings in your department for several reasons:
--- 1) Overlap is minimal. Although "Plant Biochemistry" does include brief surveys of some topics covered in greater depth by specialized courses offered by Chemistry, we nonetheless direct focus to plant specific metabolism including photosynthesis, Calvin Cycle, N assimilation, C/N balance, plastid metabolism, stress responses, and distinctive metabolic microenvironments formed inside plant organs. Also, organismal context is emphasized and distinct aspects of plant biology highlighted.
--- 2) Our Plant Biochemistry course will not take away students from any of the classes offered in your advanced series.
--- 3) Students will not accidently register for "Plant Biochemistry" when trying to access one of your courses.

--- 4) Graduate students who take "Plant Biochemistry" may become interested in furthering their knowledge with one of more of the in-depth courses offered in your program.

Please let us know what you think, and thank you for your review!

Sincerely,
Karen E. Koch
Course Coordinator

Karen E. Koch
Professor
Horticultural Sciences Department
Plant Mol & Cell Biol Program, UF Genetics Institute
Fifield Hall, 2550 Hull Rd, PO Box 110690
University of Florida, Gainesville, FL 32611
1-352-273-4833
https://hos.ifas.ufl.edu/people/on-campus-faculty/karen-e-koch/
https://en.wikipedia.org/wiki/Karen_Koch_(plant_biologist)

Related courses in biochemistry.
CHM 6301 Enzyme Mechanisms
CHM 6303 Methods in Computational Biochemistry and Structural Biology
PHA 6435   Biosynthetic Logic of Medicinal Natural Products

Cover Sheet: Request 20419

HOS 2XXX: Information Literacy in Medicine and Agriculture (Q2 Perm.)

Info

Process	Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Madison Henry madison.henry@ufl.edu
Created	8/30/2024 1:27:28 PM
Updated	12/8/2025 3:45:55 PM
Description of request	Quest 2, Biological Sciences, WR 2000

Actions

Step	Status	Group	User	Comment	Updated
General Education Program Coordinator	Approved	PV - Quest Director	Kendall Kroger		8/30/2024
No document changes					
Department	Approved	CALS - Horticultural Sciences 60230000	Christopher Gunter		8/30/2024
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			8/30/2024
No document changes					
Quest Director					
No document changes					
University Curriculum Committee					
No document changes					
General Education Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog Notified					
No document changes					
College Notified					

Step	Status	Group	User	Comment	Updated
No document changes					
General Education Program Coordinator Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify|Quest-Perm for request 20419

Info

Request: HOS 2XXX: Information Literacy in Medicine and Agriculture (Q2 Perm.)
Description of request: Quest 2, Biological Sciences, WR 2000
Submitter: Madison Henry madison.henry@ufl.edu
Created: 8/30/2024 1:02:23 PM
Form version: 1

Responses

Recommended Prefix HOS
Course Level 2
Course Number XXX
Category of Instruction Introductory
Lab Code None
Course Title Information Literacy in Medicine and Agricultrue
Transcript Title Info. Literacy in Med. & Agr.
Degree Type Baccalaureate
Delivery Method(s) On-Campus
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit No
Amount of Credit 3 credits
S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description This Quest 2 course considers cases of technology and its implementation, and the movements that were created to oppose them. Students will examine the psychology of information flow, our cognitive mistakes, logical fallacy, and how the problems in communicating science are hampered by the tribal echo chambers of social media.
Prerequisites Quest 1 course with a "C" or better.
Co-requisites N/A
Rationale and Placement in Curriculum Quest 2 Course
Course Objectives Information is present on attached syllabus.

Course Textbook(s) and/or Other Assigned Reading Information is present on attached syllabus.

Weekly Schedule of Topics Information is present on attached syllabus.

Grading Scheme Information is present on attached syllabus.

Instructor(s) Kevin Folta
Permanent Quest and General Education Approval Yes
Previous Temporary Approval N/A
Which level of Quest will this course be offered under? Quest 2

Approved Colleges - Quest 2 College of Agricultural and Life Sciences (CALS)

Quest 2 Objectives Yes
Quest 2 Student Learning Outcomes Yes

Requested GE Classification for Quest 2 B - Biological Sciences
Requested Writing Requirement Classification E2 - 2000 words
Type of writing skill feedback provided Grade

Course Updates: Temporary vs Permanent requests N/A
Attendance & Make-up Yes
Accommodations Yes
UF Grading Policies for assigning Grade Points Yes
Course Evaluation Policy Yes

IDS 2935: Information Literacy in Medicine and Agriculture
Quest 2 (3 credits)

I. General Information

Class Meetings

- Spring, 2026
- Tuesdays, Period 6- MCCA3194, 12:50-1:40,
- Thursday Period 6, 7 MAT0004 12:50-2:30 (no break)
- This is strictly an in-person class, and attendance is mandatory.

Instructor

- Kevin Folta
- 2239 Fifield Hall
- Office hours: Thursdays 9:30-10:30; Tuesdays 10:30-11:30 BUT by appointment works best. I will always work to meet with you as soon as possible by Zoom or in person.
- kfolta@ufl.edu

Course Description

This course explores how false or misleading information is propagated, using examples from medicine and agriculture. Students learn critical thinking and evaluation skills by analyzing clinical case studies, popular press, and social media claims. Students then learn how to engage in productive communication strategies to dispel false assertions.

General Course Information

Today we have instant access to the most information in human history. We also are targeted by algorithms that present some of the most compelling false information through well-funded disinformation campaigns, propaganda, and social media influencers. How can we discern what is real and what is not? This course takes a deep dive into the misinformation/disinformation ecosystem, using consensus medical and agricultural science as vehicles. Students examine the psychology of information flow, our cognitive mistakes, logical fallacy, elements of argument and how the problems in communicating science are hampered by the tribal echo chambers of social media. The course dissects misinformation, disinformation, and the internet attention economy, along with the artificial intelligence tools that can influence information flow. Historical case studies of resistance to technology

are explored from disinformation around refrigeration to modern breakthrough applications of molecular medicine. Examples of clinical errors based on cognitive bias and disinformation are explored. Topics like alternative medicine, cancer, aspartame, COVID19, genetically engineered crops, seed oils, food dyes and editing human embryos are explored. The course examines disinformation in scholarly publication, websites, and popular media that have impacted food security and public health. Students will engage in debate around several topics and learn communication strategies used in effective (and non-effective) argument. Prominent guest speakers share their expertise in key subject areas. This course is designed to teach students how to assess the validity of information around scientific topics with the goal that skills learned will be implemented in future decision making in other areas of life.

Prerequisite

Quest 1 course with "C" or better

Quest and General Education Credit

- Quest 2
- Biological Sciences
- Writing Requirement (WR) 2000 words

This course accomplishes the Quest and General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

All readings and works are available in Canvas.
Recommended Manual: Strunk and White, The Elements of Style
Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

(1000 points total)

11 Quizzes (50 points each) Multiple choice quiz of the week's materials, open notes, on certain Fridays and due on the following Monday at or before 11:59 pm.   We'll drop the lowest for a total of 500 points.

Written Assignment: Essay on resistance to a new technology (500-800 words) (100 points) Due on 10/1. Early deadline of 9/26 if you want writing guidance.

Written Assignment: Defend your personal position on the ethics of germline gene editing. Critique current standards and assess the balance against emotionally-based, evidence based, or ethics-based decisions in therapeutic, preventative or cosmetic applications (500 words, 100 points). Due on 11/26.

Written Assignment: (Counts toward Writing Requirement, 1000 words) Did I change my mind and why? The writing assignment will be the conclusion of the course that will compare attitudes coming into the course against the feelings upon exit. What opinions on new technology changed? What created the change? How did the communications strategies described work to inform your change, if at all? What is your willingness to engage others in controversial topics? (200 points) Due on December 3.

Participation: Attendance, participation in group projects, and being prepared for class to discuss relevant readings and in-class materials. Attendance is mandatory. Two absences allowed without penalty for any reason, then -10 points for each absence. (100 points)

"Make up" policy: Fairness is a priority. All students will be held to the same deadlines and no late work will be accepted. Deadlines are firm and enforced. "Make up" assignments will only be discussed under extreme circumstances on a case-by-case basis.

Grading Scale

The table below presents hard cutoffs. 93.99% is an A- , 73.50 is a C-, etc.
For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

Writing Assessment Rubric and Statements

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.

ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.
- **Word counts are only suggestions** to help you define the scope and depth to approach a topic. The number of words in an essay will never be checked. However, a topic must be discussed at the appropriate depth and scope.

Participation Rubric

	High Quality	**Average**	**Needs Improvement**
Present	Complete attendance, engaged in discussion.	Missed classes, limited interaction with class	Multiple missed classes, not participating.
Informed: Shows evidence of having done the assigned work.	Can discuss details of assignments when called upon	Some knowledge of readings/work assigned	Does not come prepared for discussions

Thoughtful: Shows evidence of having understood and considered issues raised.	Enjoys debate with sensitivity to other positions, intellectually honest	Engages in conversations in class and is clear on issues	Fails to engage discussion

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments Reading assignments may be found in Canvas files.
Week 1 Tu 1/13 Th 1/15	• **Topic:** Why are we here? Engaging – Detecting False Information and Participating in Public Discourse • **Summary:** How does false information harm trust in key institutions and seed bad decisions? What are the modern disinformation conduits? What are some tactics to engaging dissent? As those with the privilege of college education, do we have an obligation to correct false information? • **Required Readings/Works**: Does Debunking Work?, Timothy Caulfield, pg 183-200 • Deepfakes and Scientific Knowledge Dissemination • **Assignment:** Entry Survey Quiz1 assigned on Friday, Due Monday before 11:59pm
Week 2 Tu 1/20 Th 1/22	• **Topic:** The Mistakes We Make • **Summary:** What do we do wrong when we encounter information on food, farming and medical technologies? What are the common strategies that are used to fool us? What are common claims and practices and the evidence for their safety and efficacy? What are our predispositions to being fooled? Bias, motivated reasoning and self assessment are discussed. Decisions based on identity, echo chambers and silos. • **Required Readings/Works**: Understand the main message in Unskilled and unaware of it: how difficulties in recognizing one's own incompetence lead to inflated self-assessments. J Kruger, D Dunning. *Journal of personality and social psychology* 77 (6), 1121; Confirmation bias, motivated cognition and the backfire effect pp57-80 *in Cognitive Errors and Diagnostic Mistakes* Quiz2 assigned on Friday, Due Monday before 11:59pm
Week 3 Tu 1/27 Th 1/29	• **Topic:** Our Mistakes, What is Real Evidence? • **Summary:** How do we know what information to believe? How do we vet information when we encounter it? Why do we trust information from specific sources, and how do we know it is valid? What is trust? Why do people not trust experts? • **Required Readings/Works**: A Life Preserver in a Sea of Misinformation; How we Killed Expertise, Tom Nichols ("Death of Expertise", website, 1 page); • **Special Guest:** Dr.Melanie Trecek-King • **Download *Cranky Uncle App***

Week	Topics, Homework, and Assignments Reading assignments may be found in Canvas files.
	Quiz 3 assigned on Friday, Due Monday before 11:59pm
Week 4 Tu 2/3 Th 2/5	• **Topic:** Modern Media, Fake News, Predatory Publishing and Radicalization • **Summary:** How do traditional media like television and news shape public perceptions, driving non-scientific movements? How does social media reinforce those perceptions? How has the scientific literature been co-opted by less rigorous interests, eroding trust in the scientific enterprise? How can we insulate ourselves from mistakes by challenging those perceptions? • **Required Readings/Works**: How to Fact-Check the Internet; How to Spot Fake News (1 page website), Don't be Fooled, Fact Check! (1 page, website); • **Assignment:** In Class QUIZ 4: Name the Logical Fallacy- In class, presented by Jay Novella, *Skeptics Guide to the Universe*
Week 5 Tu 2/10 Th 2/12	• **Topic:** Bad Science, Misleading Statistics, and the Historical Opposition to New Technology • **Summary:** What is the scientific method and what constitutes good evidence? How do traditional media like television and news shape public perceptions? How does social media reinforce those perceptions? How can we insulate ourselves from mistakes by challenging those perceptions? What are some historical examples of pushback against sound technology? • **Required Readings/Works**: chapter 1 on disruptive technology and social change, *Innovation and its Enemies* by Calestus Juma, pp 10-44; Video: Misleading Statistics • Quiz 5 assigned on Friday, Due Monday before 11:59pm
Week 6 2/17 2/19	• **Topic:** Critical Thinking in Medicine • **Summary:** Case studies are presented where physicians made errors based on logical fallacy and bias. • **Required Readings/Works**: Hasty decisions, survival bias, special pleadings and burden of proof. Chapter 14 "Cognitive Errors and Diagnostic Mistakes" by Dr. Jonathan Howard. Pp 211-234. • **Special Guest:** Dr. Johnathan Howard • Quiz 6 assigned on Friday, Due Monday before 11:59pm
Week 7 2/24 2/26	• **Topic:** Alternative Medicine, Broken Promises, and the Allure of Natural Panaceas • **Summary:** A multi-billion dollar industry pushes unregulated and untested products that claim to prevent, treat or solve serious health problems. What are the common claims and what do the data actually say? How are experimental data misrepresented to suggest efficacy? Should the regulatory climate be different? • **Required Readings/Works**: *Three ways that pseudoscientific therapies can be harmful*, (website, 1 page) • **Special Guest:** Dr. Britt Hermes Ph.D. former naturopathic "physician" • **DUE DATE: Resistance to innovation essay due 2/24!** • Quiz 7 assigned on Friday, Due Monday before 11:59pm
Week 8 3/3	• **Topic:** Vaccination and the anti-vaccination movement, COVID19 pandemic technologies and responses

Week	Topics, Homework, and Assignments Reading assignments may be found in Canvas files.
3/5	• **Summary:** An ardent anti-vaccination movement has eroded trust medical institutions with deleterious public health outcomes. Topics from vaccine history to birth of the anti-vaccination movement to current policy will be examined. The response to the COVID19 pandemic, the technologies developed, and associated disinformation will be discussed. • **Required Readings/Works:** CompCore Project; Trust and the Coronavirus Pandemic Devine et al, 2020; The Next Pandemic by Paul Offitt. • **Special Guest:** Dr. Dan Wilson from "Debunk the Funk" • Quiz 8 assigned on Friday, Due Monday before 11:59pm
Week 9 3/10 3/12	• **Topic:** Critical Analysis of "The Dirty Dozen"; Chemophobia, Does aspartame cause cancer? • **Summary:** An annual report catastrophizes the residual chemistry detected on produce. What do the data really say, and what are the impacts on the food insecure? What are farmers using for crop protection strategies, what are the legitimate risks, and how can new methods be used going forward? • **Required Readings/Works:** *EWG's 2021 Shopper's Guide to Pesticides in Produce (website)*; The Truth About Pesticide Residues on Produce (1 page website), • **Special Guest:** Dr. Andrea Love
3/17-3/19	• **SPRING BREAK**
Week 10 3/24 3/26	• **Topic:** Crop Genetic Engineering • **Summary:** It has been well demonstrated that genetic engineering can have positive effects for farmers and consumers, with specific environmental risks. What are the current technologies, are they safe, and should we use them? How do disinformation campaigns shape public perception? • **Required Readings/Works:** Genetic Engineering at the Heart of Agroecology, Lotz et al 2020; The Ethical Concerns of Transgenic Crops, Richroch et al., 2018 • Quiz 9 assigned on Friday, Due Monday before 11:59pm
Week 11 3/31 4/2	• **Topic:** Gene Editing Crops for Health and Environment • **Summary:** Can new technologies be used to make crops that are actually more healthy, or even that could fight human disease? Some think so. What are the potential risks and benefits? How should they be regulated? • **Required Readings/Works:** https://blogh1.com/2021/10/25/anti-cancer-bread-and-super-tomatoes-the-gm-diet-that-could-transform-our-health/ • In class debate on the use of genetic engineering in crops.
Week 12 4/7 4/9	• **Topic:** Animal Domestication and Genetic Improvement • **Summary:** Humans have domesticated wild animals and have radically altered their productivity for milk, meat, eggs, work, or companionship. New technologies have accelerated this process. Other techniques seek to limit disease-vectoring pests using genetic strategies. What are the risks and benefits, and should these approaches be used?

Week	Topics, Homework, and Assignments Reading assignments may be found in Canvas files.
	• **Required Readings/Works**: Opportunity Cost of Regulatory Delay, Van Eenennaam et al, 2021; Lessons for the future of gene drive mosquito control, Schairer et al., 2021 • Quiz 10 assigned on Friday, Due Monday before 11:59pm
Week 13 4/14 4/16	• **Topic:** Cancer,Germ-Line Gene Editing and Disinformation • **Summary:** One in three people will experience cancer in their lifetimes. What is cancer, how is it treated, and how do we navigate the online misinformation? • **Required Readings/Works**: • **Special Guest**: Dr. Skyler Johnson, Radiation Oncologist, University of Utah • **Topic:** Germ Line Gene Editing • **Summary:** New technologies can reverse insidious human diseases, like Sickle Cell Disease. What are these technologies, and should we use them to alter DNA and make decisions for future generations? • **Required Readings/Works**: Schledgen et al., 2020, *BMC Medical Ethics* • **Assignment:** Personal position paper on Germ Line Gene Editing • Quiz 11 assigned on Friday, Due Monday before 11:59pm
Week 14 4/21	• **Topic:** Science Communication 1 – Ditching the Deficit Model • **Summary:** In publicly contentious topics, positions are taken that are dependent on social forces, and facts alone don't inspire change. What is the deficit model, why does it fail, and how can we improve our ability to educate others in issues where scientific consensus and public controversy? • **Required Readings/Works**: The Complexities of Communicating Science. NAS Report on Science Communication Chapter 2, pp23-50 • **Topic:** Science Communication 2 – Building Empathy and Trust • **Summary:** What tactics can we learn from hostage negotiation that apply to scientific discussions? How can we change public discourse by focusing on values rather than direct evidence? • **Required Readings/Works**: video: "Start with Why" https://youtu.be/2Ss78LfY3nE Chapters 2 and 3 on tactical listening in *Never Split the Difference* Chris Voss (31 pp) • **Assignment:** Reflection paper on how the course changed or did not change their perceptions of biotechnology, public engagement strategies, and science communication. • **Assignment in Class-** Active Listening Drills • **Special Guest:** TBD. • **DUE DATE:** Reflection essay on the differences between entry survey and exit survey, attitudes on public engagement 4/24

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest and General Education learning outcomes as follows:

- **Content**: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s)*. (Quest 2, Biological Sciences). The content will cover areas of biological science currently under ethical debate or issues of public concern in food, farming and medicine. Content will be presented that will be analyzed by students to identify the flaws and/or misrepresentation. The effects of scientific misrepresentation will be discussed. Weeks 6-14 will include extensive discussion of processes of biotechnology relevant to modern medicine and agriculture.

- **Critical Thinking**: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).* Students will be exposed to cognitive errors and breakdowns in logic, along with how data and statistics are willingly misrepresented or manipulated to shape perception. Guidelines for identifying credible information will be presented, as well as the influence of news media, social media and predatory publishing. This section satisfies the requirement for Critical Thinking in Quest courses and will apply to weeks 2-5 and associated assignments.

- **Communication**: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).* Students will learn elements of persuasive rhetoric, public engagement, and scientific advocacy. The 'deficit model' will be discussed. There will be training of engagement in different media formats, along with associated caveats. Students will learn the elements of trust building, empathy and listening skills that are required for effective science communication. Students will be graded on in-class drills and written assignments, which include analysis of published scientific literature. This section will satisfy the Communication section of the Quest course and content will be presented in weeks 1, 15 and 16, and relevant assignments.

- **Connection**: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.* Students will state positions on key areas of discussion at the beginning and end of the class, along with the evidence that best supports their positions. They will be assessed for potential biases using a questionnaire that identifies common populations segments based on political leanings, non-scientific beliefs, and media consumption. This section will combine areas of the course to reflect on the personal journey from beginning to end of this course material. It will be assessed as a final paper that considers attitudes coming in, attitudes upon exit, how change happened, what possibly prevented change, and how the student will communicate or perhaps advocate for change as an expert in these areas.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

The experiential learning component will be in-class debates and drills in active listening and response. Students will also participate in improvisational comedy training that teaches focus on tactical listening.

2. Details of Self-Reflection Component

Students will complete a questionnaire at the start of the course that will gauge their opinions on several issues in food, farming and medicine. That foundation will be later assessed after exposure to the current information on the topic, inquiring how their mind was changed of if the information presented fortified a previously held position. The question, "What would change your mind?" will be presented. Finally, the critical data that shaped their belief will be discussed.

VI. Required Policies

Academic Policies and Resources
Academic policies for this course are consistent with university policies. See
https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/
Campus Health and Wellness Resources
Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF.
Please contact UMatterWeCare for additional and immediate support.
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.
Privacy and Accessibility Policies
[required for online courses, list all technology used]
- Instructure (Canvas)
  - Instructure Privacy Policy
  - Instructure Accessibility
- Zoom
  - Zoom Privacy Policy
  - Zoom Accessibility

Additional information

Requirements for class attendance, 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

Cover Sheet: Request 22163

FAS4941 Internship in Fisheries and Aquatic Sciences

Info

Process	Course|New|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jennifer Vogel alpha32605@ufl.edu
Created	11/13/2025 12:43:50 PM
Updated	12/8/2025 2:44:40 PM
Description of request	Request to add a FAS-coded internship course for in Fisheries and Aquatic Sciences, which can be taken by undergraduate students in applicable majors, such as Marine Sciences, Natural Resources (Aquatic), etc.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	SFRC - Fisheries, Aquatic Sciences, and Geomatics 60469000	Terrell Baker III		11/20/2025
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			11/20/2025
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
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					

Course|New for request 22163

Info

Request: FAS4941 Internship in Fisheries and Aquatic Sciences
Description of request: Request to add a FAS-coded internship course for in Fisheries and Aquatic Sciences, which can be taken by undergraduate students in applicable majors, such as Marine Sciences, Natural Resources (Aquatic), etc.
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 11/24/2025 8:19:44 AM
Form version: 2

Responses

Recommended Prefix FAS
Course Level 4

Course Number 941
Lab Code None
Course Title Internship in Fisheries and Aquatic Sciences
Transcript Title Intern Fish & Aquatic Science
Delivery Method AD - All Distance Learning (100% 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 6
Amount of Credit Variable
If variable, # min 1
If variable, # max 6
S/U Only? Yes
Contact Type Directed Individual Studies
Course Type Internship
Weekly Contact Hours Contact hours vary with credits. The student will be directly supervised by an onsite professional offering the internship in an agency (county, state, federal), non-governmental organization (NGO), or private business in the U.S. . Internships are to be external to UF, but exceptions are possible with prior approval (e.g., IFAS Summer Research Internships, Florida Sea Grant Internships). The student must secure an internship prior to registering for credit(s) and have it approved by the Internship Instructor. Both the student and onsite supervisor must complete and sign the internship form before the drop/add period of the semester. A copy of this syllabus must be provided to the onsite supervisor prior to them signing the form. FAS4941 is under department control for registration and students will only be registered in the course with the approval of the Internship Instructor. Internship credit can be offered for both paid and unpaid internships. Please note that internship credit is not retroactive and the student must be registered in the course by the end of the drop/add period each semester to receive credit.
The FAS4941 Instructor will also monitor and grade the required elements to complete the internship, including a portfolio and a technical report. The Instructor will provide hands-on activities and guidance in the preparation of the technical report based on the internship experience. This will include all of the basic elements of a technical report, including Abstract, Introduction, Methods, Results and Discussion, and Literature Cited, with appropriate tables and figures. The Internship Instructor will work one-on-one with the student to plan the technical report. There will be scheduled due dates for each element throughout the semester. These elements will be graded by the Instructor, returned to the student for revision if need be, and then shared with the onsite supervisor for review and further revision as needed. This exercise will culminate in a complete technical report by the end of the semester.

Course Description This course guides and supports undergraduate students that choose to take on an internship experience as part of their degree program. To receive academic credit for an internship, it must provide meaningful learning opportunities in the area of fisheries and aquatic sciences. In

addition, this course will formally guide the student through the process of writing a technical report based on their internship experience.

Prerequisites Instructor permission. Junior or senior standing

Co-requisites n/a

Rationale for Placement in the Curriculum This course guides and supports undergraduate students in Fisheries and Aquatic Sciences, as well as undergraduate students in applicable majors, such as Marine Sciences, Natural Resources (Aquatic), etc. that choose to take on an internship experience as part of their degree program. To receive academic credit for an internship, it must provide meaningful learning opportunities in the area of fisheries and aquatic sciences. In addition, this course will formally guide the student through the process of writing a technical report based on their internship experience.

Syllabus Content Requirements All Items Included

FAS 4941: Internship in Fisheries and Aquatic Sciences

Instructor   Dr. Debra J. Murie

Main Office   Program of Fisheries and Aquatic Sciences
School of Forest, Fisheries and Geomatics Sciences
7922 NW 71st Street, Gainesville

Office Hours   Wednesday (4-5 pm) via Zoom (zoom address will be provided via our Canvas course site), by prior arrangement (call or email to set up a time to meet or zoom), or email me with your questions or concerns and I will respond within 24 hrs. Many times, I will be able to respond to your emails quicker, except when I am in the field.

Telephone   (352) 273-3601: My phone at Fisheries is equipped with Voice IP so if you leave a message then I should receive it as an email notification and I will respond within 24 hrs, but most likely sooner if I am not in the field.

E-mail   dmurie@ufl.edu

Course Description

This course guides and supports undergraduate students that choose to take on an internship experience as part of their degree program. To receive academic credit for an internship, it must provide meaningful learning opportunities in fisheries and aquatic sciences. In addition, this course will formally guide the student through the process of writing a technical report based on their internship experience.

Course Learning Objectives

On completion of this course, each student should be able to:

- Recall and use appropriate terminology, concepts, ethical practices, theories, and methodologies in the subject area of their internship

- Communicate the major goal(s), knowledge, ideas, and reasoning of the research clearly and effectively in forms appropriate to the experience

- Apply appropriate tools and techniques relevant to the major research activities of the internship

- Analyze and summarize data collected, evaluate significance of trends in data and interpretation, incorporate information carefully and logically from multiple perspectives and develop reasoned solutions to problems encountered within the experience.

- Communicate evidence-based learning through a summative written assignment in the form of a technical report, a portfolio, and a critical reflection essay on your intellectual, personal, and professional development at UF and beyond. Reflections should include relevant aspects of your past, your present situation, and your plans for the future.

Course Overview and Purpose

Practical research experience in the field of fisheries and aquatic sciences. Offered every semester. Credits: 0 to 6; can be repeated with change of experience up to 6 maximum.

Course Prerequisites

Instructor permission. No other formal prerequisites other than most students will find an internship most beneficial in their junior or senior years. Students on probation may not register for FAS4941.

Textbooks, Learning Materials, and Supply Fees

There is no required or recommended text for this course. However, the onsite internship supervisor may assign specific readings to better prepare you for the internship. There are no other learning materials or supply fees associated with this course.

Course Plan and Approvals

The student will be directly supervised by an onsite professional offering the internship in an agency (county, state, federal), non-governmental organization (NGO), or private business in the U.S. . Internships are to be external to UF, but exceptions are possible with prior approval (e.g., IFAS Summer Research Internships, Florida Sea Grant Internships). The student must secure an internship prior to registering for credit(s) and have it approved by the Internship Instructor. Both the student and onsite supervisor must complete and sign the internship form before the drop/add period of the semester. A copy of this syllabus must be provided to the onsite supervisor prior to them signing the form. FAS4941 is under department control for registration and students will only be registered in the course with the approval of the Internship Instructor. Internship credit can be offered for both paid and unpaid internships. Please note that internship credit is not retroactive and the student must be registered in the course by the end of the drop/add period each semester to receive credit.

The FAS4941 Instructor will also monitor and grade the required elements to complete the internship, including a portfolio, a technical report, and a summative reflection essay. The Instructor will provide hands-on activities and guidance in the preparation of the technical report based on the internship experience. This will include all of the basic elements of a technical report, including Abstract, Introduction, Methods, Results, Discussion, and Literature Cited, with appropriate tables and figures. The Internship Instructor will work one-on-one with the student to plan the technical report. There will be scheduled due dates for each element throughout the semester. These elements will be graded by the Instructor, returned to the student for revision if need be, and then shared with the onsite supervisor for review and further revision as needed. This exercise will culminate in a complete technical report by the end of the semester.

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Please note that volunteer or OPS work undertaken within the University of Florida campus is not considered an internship and students should discuss their options for obtaining other course credits for such work. For example, FAS 4905 (Independent Study) is a course that students can take for credit while working on a complementary lab or field research project with a UF faculty member.

Credit Approval

Approval of the internship for academic credit must be obtained, in advance. A maximum of 6 credits in total can count toward your degree program; 0-6 credits can be taken in different semesters. One credit hour requires 80 hours of documented internship activities (i.e., 2 credits = 160 hours, etc.). Internship course credits can be taken in Fall, Spring and Summer semesters.

Please note that a maximum of 15 credits in total can be applied to the Marine Science major from FAS4941, FAS4900, FAS4905, FAS4911, and SCUBA (6 credits maximum from: PEN2138C, PEN2146C, PEN3135C, 3139C, 4145C).

Communication and Course Delivery

This course is 100% online and asynchronous, and is delivered through the UF e-learning Canvas platform (http://elearning.ufl.edu). Course information posted on our Canvas site will allow you day-to-day access to your internship agreement, lectures, assignments, and grades. All due dates will be posted on our Canvas site. Technology requirements for this course include a computer or mobile device with high-speed internet connection and the latest version of web browser. Canvas supports only the two most recent versions of any given browser.

Course Format

This course consists of four components that are all required in order to have a satisfactory rating in the internship, and includes: 1) biweekly e-portfolio submissions; 2) a summative technical report; 3) a summative reflection essay; and 4) internship evaluations. The following provides more details:

Required Elements for the Internship

1) Biweekly e-portfolio submissions:

   Internships are based on experiential learning, which is most effective if the student can reflect upon those experiences, and re-visit those experiences in the future via a journal. The internship also has a requirement for a total number of hours. Therefore, students are expected to keep a daily journal of their major activities and hours spent doing those activities (written or digital) and provide a summative report on a biweekly basis via e-portfolio (online portfolio accessible through Canvas). Examples of journal entries will be provided but should include: dates and hours spent on internship activities each day of the week, total internship hours to date, notes on one major activity for each week with a few observations of how the activity was carried out (method) and outcomes of the activities. The e-portfolio will be reviewed and graded by the Internship Instructor biweekly. In addition, the e-portfolio will be shared and signed by the onsite supervisor on a biweekly basis to provide feedback on the intern's activities, as well

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as maintain accountability of the internship hours. The e-portfolio submissions will be due on the Monday following the biweekly period by 11 pm (5 biweekly periods x 10 points = 50 points total).

2) A summative technical report:

An internship also provides an opportunity for the student to learn and enhance their basic report writing skills. To do this, the Internship Instructor will post a series of short lectures (with multiple examples) that provide information and guidance on the relevant technical paper elements. The student will be required to view each lecture prior to uploading the required technical paper element associated with it. Specific topics and scheduling are provided below in the course schedule. The technical report is worth 100 points in total.

3) A reflection essay:

An internship also allows you to reflect on areas of personal and professional growth and develop targeted skills to maximize your career readiness. This summative reflection essay should include your perspectives on the following: In the professional setting of your internship, how did the experience apply and build on the knowledge and skills that you acquired in your academic coursework? In what ways did you build relationships and professionally network with internship colleagues and supervisors? How did the experience help you acquire industry knowledge and corporate insights to apply to academic coursework? Through the experience, did you gain professional work experience in a career field that allowed you to determine if the career and a position in this field are a best fit for you after graduation? The reflection essay will be a maximum of 5 pages double-spaced and is worth 10 points in total.

4) Evaluations:

These include an evaluation by the onsite supervisor and an evaluation of the internship from the student's perspective on the overall experience gained. An online evaluation by the student's direct onsite supervisor indicating whether or not the student has satisfactorily completed the internship will be required by April 22nd. This evaluation will be sent to the onsite supervisor by the Internship Instructor. The student will also be required to self-evaluate their experience of the internship overall. These are required elements of the internship that must be fulfilled by April 22nd but are not graded.

Course Grading

This course is graded as S/U. A satisfactory rating is based on obtaining a grade of 70% or more on the course work, **completing** the technical paper, and receiving a positive evaluation from the onsite supervisor; a grade of ≤ 70%, an incomplete technical report, or an unsatisfactory evaluation from the onsite supervisor will result in an unsatisfactory grade in the course. All required elements of the internship must be completed fully and submitted by the due dates and, if need be, appropriately revised to receive a satisfactory rating (S). An unsatisfactory grade (U) will receive no course credit. Course grading is consistent with UF grading policies.

Assignment Type	Point Value	Percent of final Grade

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e-portfolio updates	50	50
Technical report	100	40
Reflection Essay	10	10

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. https://helpdesk.ufl.edu/ | 352-392-4357

Late Assignments and Make-up requests

Internships are unique experiences and therefore there are limited opportunities to make-up for missed assignments. However, if you have a legitimate reason (e.g., illness, jury duty, etc.) for submitting a required element late then please contact me as soon as possible so that we can work out an alternative schedule; this is in keeping with the requirements for make-up submissions and other work consistent with university policies (UF policies: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing deadlines on required elements for the internship. Any late submissions due to technical issues must be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You must e-mail the internship instructor within 24 hours of the technical difficulty if you wish to request consideration. The UF Helpdesk is available 24 hours a day, 7 days a week. https://helpdesk.ufl.edu/ | 352-392-4357.

Weekly Course Schedule

Weeks	Dates	Lecture Topic and Assignments	Due Date	Points
1-2	Jan 12-25	Introduction to course; Introduction to writing a technical report	-	-
"	"	Writing an introduction and using a referencing system	Jan 25, 11 pm	10
"	"	e-portfolio update	Jan 26, 11 pm	10
3-4	Jan 26-Feb 8	Report writing: Methods and data reporting	Feb 8, 11 pm	10
"	"	e-portfolio update	Feb 9, 11 pm	10
5-6	Feb 9-22	Report writing: Results (organizing data using Excel, summarizing data using tables and figures)	Mar 1, 11 pm	25

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"	"	e-portfolio update	Feb 23, 11 pm	10
7-9	Feb 23-Mar 15	Results & Discussion; Literature Cited	Mar 22, 11 pm	25
"	"	e-portfolio update	Mar 23, 11 pm	10
10	Mar 16-22	Spring Break	-	-
11-12	Mar 23-Apr 5	Report writing: Abstract; technical report compilation and edit	Apr 5, 11 pm	20
"	"	e-portfolio update	Apr 6, 11 pm	10
13-14	Apr 6-19	Final report revisions	Apr 19, 11 pm	10
14	Apr 13-19	Reflection essay	Apr 19, 11 pm	10
15	-	Student evaluation by onsite internship supervisor	Apr 22, 5 pm	NA
15	-	Student self-evaluation of internship	Apr 22, 11 pm	NA

Changes to the Course and Syllabus

The instructor reserves the right to make changes to the course, schedule, and syllabus. If any changes occur, students will be informed through a Canvas announcement, and a revised syllabus will be posted.

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

Campus Health and Wellness Resources

Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact UMatterWeCare for additional and immediate support.

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.

Privacy and Accessibility Policies

[required for online courses, list all technology used]

- Instructure (Canvas)
  - Instructure Privacy Policy
  - Instructure Accessibility
- Zoom
  - Zoom Privacy Policy
  - Zoom Accessibility

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Cover Sheet: Request 22152

AEC 4942 Quest 3

Info

Process	Quest 3 Approval
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Rebecca Trammell rtrammell@ufl.edu
Created	11/7/2025 5:16:47 PM
Updated	11/7/2025 5:20:32 PM
Description of request	Requesting Quest 3 designation for AEC 4942 Agricultural Education Internship

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		11/7/2025
AEC 4942 internship_syllabus.docx					11/7/2025
College	Pending	CALS - College of Agricultural and Life Sciences			11/7/2025
No document changes					
Quest Office					
No document changes					
Registrar's Office					
No document changes					
Catalog					
No document changes					
Degree Audit					
No document changes					
Department (Notified)					
No document changes					

Quest 3 Request for Existing Course for request 22152

Info

Request: AEC 4942 Quest 3
Description of request: Requesting Quest 3 designation for AEC 4942 Agricultural Education Internship
Submitter: Rebecca Trammell rtrammell@ufl.edu
Created: 11/7/2025 5:01:05 PM
Form version: 1

Responses

Course Prefix and Course Number AEC4942
Course Title Agricultural Education Internship
Effective Term Spring
Effective Year 2027
Amount of Credit 9

SU Only? No

Contact Type Supervision of Student Interns
Course Type Internship
Weekly Contact Hours 40 Hours per week for the 15 week internship.
Requested Quest 3 Experience Type Internship
Department Experiential Learning Coordinator Becky Raulerson
Faculty Engagement A University Supervisor will visit the student teacher a minimum of two times during the semester and will interact with them through online material on a weekly basis.
Collaborator Information Florida Department of Education and UF College of Education
Rationale for placement in curriculum AEC 4942 is a required course for the Agricultural Education specialization of the Agricultural Education & Communication major.
Quest 3 Student Learning Outcomes 1. Plan for meaningful instruction.
2. Deliver effective instruction.
3. Establish professional reflective practices with an emphasis on systematic improvement.

Syllabus Content Requirements All Items Included
List Programs that Already Require this Course Agricultural Education and Communication

UF IFAS CALS
UNIVERSITY of FLORIDA

AEC4942 Agricultural Education Internship

Spring, 2027

[Course Format (Online Synchronous, Online Asynchronous, In-person, Hybrid)],[Number of Credits]

R. G. (Tre) Easterly III, PhD

Associate Professor

307C Rolfs Hall

352-273-4052

tre.easterly@ufl.edu

Office Hours- Thurs 1:00-3:00 or by Appt.

Link to office hours zoom-

Course Description

Individual capstone internship within a school-based setting where students observe, participate in, and lead educational instruction, curricula development, assessment of school-based learning, supervision, and assist in advising a student leadership organization.

Course Learning Objectives

1.   Plan for meaningful instruction.

2.   Deliver effective instruction.

3.   Establish professional reflective practices with an emphasis on systematic improvement.

Course Prerequisites

Senior standing and successful completion of all three portions of the Florida Teacher Certification Examination (FTCE)- General Knowledge, Professional Education, and Agriculture 6-12.

Textbooks, Learning Materials, and Supply Fees

No required textbook for this course. All materials will be supplied through canvas and in the internship handbook.

Instructor Interaction Plan

Your university supervisor for your internship will coordinate with you to schedule in-person visits throughout the semester. They will also monitor your assignments weekly through canvas. There are also in-person meetings throughout the semester. Refer to your handbook for these dates.

General Education or Quest or Writing Objectives and Student Learning Outcomes

[if any are applicable]

Quest Student Learning Outcomes (SLOs)

Student Learning Outcomes (SLOs)	Module Learning Objectives which align to SLOs	Skills (content, critical thinking, connection, & communication)	SLO Assessment/Assignments
1. Plan for meaningful instruction. 2. Deliver effective instruction. 3. Establish professional reflective practices with an emphasis on systematic improvement.	Embedded in student teaching experience throughout the experience.	Students will use critical thinking to design lessons that mobilize agriculture and natural resource content to students and communicate it to them through clear instructions.	All assignments in the course are tied to these SLOs and assessed through the Florida Educator Accomplished Practices.

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. https://helpdesk.ufl.edu/ | 352-392-4357

Course Schedule

Important Dates

Submit *Verification of Placement* Form	Dec. 5
First Day of Internship (On–site)	Jan. 5
First University Supervisor Visit* (1/13 to 2/21)	
Mid Point Intern Seminar** Online Meeting After School	TBD
Second University Supervisor Visit* (2/24 to 3/28)	

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CTE Leader Roundup ** Online Meeting After School	TBD
Third University Supervisor Visit* (3/31 to 4/21)	
Last Day of In–class Instruction	Apr. 17
Last Day of Internship (On–site)	Apr. 24
Final Intern Seminar** UF – Gainesville	April 29
UF/CALS Commencement	May 1st (University) April 30th (CALS)

*These are suggested dates only. You are to schedule visits with your university supervisor

   individually. Additional visits may be made as needed.

**Seminars are required activities & locations are tentative

Grading Policy
Course grading is consistent with UF grading policies.

Course Grading Structure

[Internship Assignments

Grading

The final grade for the student teaching internship will be determined by a combination of three major areas. The areas are explained in detail in this section.

Scores and Final Grade

   A.   Student Teaching Assignments & Digital Portfolio   _____/1000

   B.   Cooperating Teacher Final Evaluation*   _____/1000

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   C.   University Supervisor Final Evaluation*   _____/1000
* Graded using FEAP rubric

                            Cumulative Points   _____/3000

Grading Scale

    A = > 2,790

    A- = 2,700 to 2,769

    B+ = 2,625 to 2699

    B = 2,475 to 2,624

    B- = 2,400 to 2,474

    C+ = 2,325 to 2,399

    C = 2,175 to 2,324

    C- = 2,100 to 2,174

    D = 1,800 to 2,099

    E = < 1,800

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Student Teaching Assignments and Digital Portfolio

Portions of the student teaching assignments will be submitted through the class Canvas site

Digital Portfolio and Assignment Guidelines

The student teaching portfolio is a tool for reinforcing learning during student teaching.   The final portfolio must be submitted in digital format, preferably with a flash drive. You are encouraged to include pictures along with your written text. On all sections of this portfolio assignment, take extra care to check spelling, grammar and writing presentation style. Take pride in your work. Remember that you will likely be asking your Cooperating Teacher and/or your University Supervisor for a job reference. Quality work results in quality references.

Any assignment submitted late in Canvas will receive half points. Please review any feedback from your university supervisor provided in Canvas. You may receive full points for an assignment but are given directions to improve something going forward.

Your portfolio and assignments will fall into one of two sections:
Planning and Supervision
Professional Information

Planning and Supervision

1. **Class/Teaching Schedule** - Each student must complete a daily schedule for their agricultural education program and school. The schedule should be submitted to via Canvas no later than **January 20**. Include bell schedule, class name, number of students in each class, and the anticipated date you might assume responsibility of each class. The schedule should provide a tentative plan for taking over courses and returning courses. This schedule should span the entire student teaching semester. The schedule should include school holidays/breaks, major FFA events and any other significant event. A copy of this assignment should also be placed in your portfolio notebook.

2. **Weekly Journals/Clock Hours** - Each student will maintain a weekly journal, this journal will include daily notes and a weekly reflection of the events of the week. This should be typed and will be submitted via the class Canvas site by 10:00 PM on Sunday. You should complete your first journal assignment during the first week of your experience. Subsequent journals will be due via Canvas on the Sunday after each week is completed. The journal document is available in word format on the class Canvas site. Thinking reflectively and critically about your experiences will assist you in improving your current teaching and in preparing for your next professional job experience. You

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should also complete the clock hour sheet that represents the total time you spent in various activities for the week.

3. **Complete Unit Plans-** Each student must prepare complete unit plans utilizing the template used in AEC 4202. Other templates for unit planning may be used if prior approval has been given by the University Supervisor. The unit plans should include the beginning and ending date of the unit. The unit plans are due in Canvas before you begin each unit.

4. **Lesson Plans for ALL classroom and laboratory lessons taught** - Organize this section of the portfolio chronologically by class. Follow a format similar to the ones presented in AEC 4202 for full credit. Remember, you are expected to teach from a lesson plan during **every** class period for which you are responsible. If you are required to submit lesson plans for your school system, the template must be approved by the University Supervisor to allow these forms to be a substitute for the lesson plan presented in AEC 4202. You may also consider using planbook.com for planning. Lesson plans should also be provided for substitutes for days you are missing, even if the cooperating teacher is teaching that day. The lesson plans should be submitted on Canvas on Sunday after they have been taught.

6. **All Tests, Quizzes and Assessments used during student teaching** - These should match the specific learning objectives of the lesson. Submit these in your digital portfolio attached to your unit plans.

7. **Records of Four SAEP Supervisions** – These should be included in your portfolio notebook and submitted on Canvas. A template of this form is available online.

Professional Information

These assignments should be submitted via Canvas and included in your portfolio notebook. These reports are intended to provide student teachers with valuable information that will positively impact their teaching. These reports should be based on primary sources including through interviews and print resources. Please document your sources. **A minimum of two double-spaced, typed pages (Times 12 font) is expected for <u>each </u>report**. Discuss community involvement in the program including resources, support, FFA Alumni or Advisory group involvement.

1. **School Report (Due: January 20) – At least two pages in length**
    A. Should include the name of the school, principal, and the superintendent.
    B. Information about your Cooperating Teacher such as:
       - Their background
       - What made them want to become an agriculture teacher?

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- What is their favorite part of being a teacher?

- What are their favorite CDE's
- What characteristics do they think make a good teacher?

- Any other information that you would like to ask or that they would like to share.

C. You should also include school enrollment figures, enrollment figures for exceptional learners, free and reduced lunch statistics and a discussion of the latest trends in enrollment figures in this report.

2. **Career and Technical Education and Agricultural Education Report (Due: January 20).**

   At least two pages in length

   Should include a list of career and technical education programs (including agricultural education) and courses offered and their enrollments.

   1. Discuss the interest level and general attitude of the agricultural education students.
   2. Discuss FFA and SAEP participation.
   3. Discuss the importance of the agricultural education in the school and community.

3. **Interview Assignment**

During student teaching, arrange to conduct a mock job interview with an administrator (principal, assistant principal, director of personnel, etc.). You will need to secure a date and time for the job interview with the administrator and provide them with your most current resume. Be sure to explain that this exercise is designed to provide you with a realistic experience in the interviewing process. At the conclusion of the mock job interview, ask the administrator to verbally provide you with feedback for improving your interviewing skills. It is recommended that you conduct this exercise toward the end of student teaching. However, do not wait until the last week to schedule the interview. Sometimes administrators are called away for other meetings and you could be bumped off of the schedule. Documentation for this exercise will include: 1) a sample of the questions posed by the administrator; 2) their suggestions for improving your interviewing skills; and 3) your assessment of your interview preparation and performance. This documentation **must be typed and signed by the Cooperating Teacher**. A copy should be placed in your digital portfolio.

4. **Evaluations from Cooperating Teacher and University Supervisor**

As part of your Student Teaching Experience you will be formally observed several times. This is meant to help prepare you for the many evaluations that will occur when you are a new teacher in

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the field. For each observation, you will sit down with your observer and discuss the evaluation along with your strengths, weaknesses and areas to improve.

The forms for the evaluations are detailed in the next section.

5. Students with Special Needs Case Study- Due April 24

Differentiating instruction is the process of individualizing the instruction for each learner in your classroom based on their learning needs, previous experiences, interests in the topics and various other factors. For this assignment, you will complete a case study for differentiated instruction for one class for one unit. To complete the case study, you will give your entire class a pre-test based on your objectives for the unit. While you teach the unit, you will focus your differentiated strategies for specific students in the courses. You will document formative assessment strategies you implement to monitor student learning and adjust your instruction. At the completion of the unit, you will give a post-test. You should analyze the data to determine the learning gains for the students in your course.

Your case study will be presented in a report. Your final report should include:

- A detailed description of the case including the learners in the course. Special attention should be given to special needs including accommodations on 504 plans or IEPs. Testing data should also be analyzed to create a full picture of the case Care should be made to keep the identity of the students in your class confidential, using pseudonyms where appropriate and not identifying sensitive information. Be certain to follow the school district protocol when reporting this information. (about 1-2 pages)
- A detailed unit plan for the course that includes the transfer goals and objectives for the course. (follow the format used in 4202)
- A description of pre and posttest scores for students before and after the unit of instruction. This can be on a written test or performance rubric (or combination thereof). This description should compare how individuals with special needs performed on the posttest as a description of their knowledge gain compared to their peers. (1-2 pages, should include charts and tables)
- A description of how the differentiated instruction went during the unit. This can include your perception, the cooperating teacher thoughts, or what the students thought about the unit. It should also include a description about specific things you did to differentiate instruction for students with special needs. (about 1/2 page)
- What were the key takeaways for the differentiated instruction case study? What will you do in the future? What did you learn about your students that will improve your teaching? What are your thoughts about differentiating instruction? What are the challenges and how will you overcome those as a teacher? What sources of data were the most useful? Which data were not particularly helpful? (about 1/2 page)

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Student Teacher Digital Portfolio Evaluation

The following evaluation form will be used to grade student teaching portfolios:
NOTE: The portfolio should be organized using folders in this order for full points. **If an assignment cannot be easily found it may not be graded.**

Assignment Title	Points Available	Points Received	Comments
A. Planning and Supervision Section			
Class/Teaching Schedule	25	_____	
Internship Experience Plan	25	_____	
Weekly Journals/Clock Hours	13 ea. X 15 = 195	_____	
Unit Plans	100	_____	
Lesson Plans	13 ea. X 15 = 195	_____	
All Tests/Quizzes/Assessments	50	_____	
Record of Four SAEP Supervisions	10 ea. X 4 = 40	_____	
B. Professional Information Section			
School/Community Reports	50	_____	

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Career and Technical Education

and Agricultural Education Report   50   _____

Interview Assignment   40   _____

Cooperating Teacher Weekly

Evaluations   5 ea. X 15 = 75   _____

Cooperating Teacher Bi-weekly 5 ea. X 7 = 35   _____

Special Needs Case Study   120   _____

Total Points _____

Academic Policies and Resources
Academic policies for this course are consistent with university policies. See
https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

Campus Health and Wellness Resources
Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically,
mentally, and emotionally at UF.

Please contact UMatterWeCare for additional and immediate support.

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.

Privacy and Accessibility Policies
[required for online courses, list all technology used]

- Instructure (Canvas)
  - Instructure Privacy Policy

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- o   [Instructure Accessibility](#)
- Zoom
  - o   [Zoom Privacy Policy](#)
  - o   [Zoom Accessibility](#)

Additional information

More detailed information about your internship can be found in the internship handbook. Please see that for more information.

Commented [AM3]: This template serves as a starting point. Course instructors are free to add additional sections as they see fit.

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Cover Sheet: Request 22159

AEC 4946 CLD Internship Quest 3

Info

Process	Quest 3 Approval
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Rebecca Trammell rtrammell@ufl.edu
Created	11/12/2025 1:42:48 PM
Updated	11/12/2025 1:59:16 PM
Description of request	AEC 4946 Communication & Leadership Development Internship requesting Quest 3 designation

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		11/12/2025
AEC 4946 Internship Syllabus.docx					11/12/2025
College	Pending	CALS - College of Agricultural and Life Sciences			11/12/2025
No document changes					
Quest Office					
No document changes					
Registrar's Office					
No document changes					
Catalog					
No document changes					
Degree Audit					
No document changes					
Department (Notified)					
No document changes					

Quest 3 Request for Existing Course for request 22159

Info

Request: AEC 4946 CLD Internship Quest 3
Description of request: AEC 4946 Communication & Leadership Development Internship requesting Quest 3 designation
Submitter: Rebecca Trammell rtrammell@ufl.edu
Created: 11/12/2025 1:36:47 PM
Form version: 1

Responses

Course Prefix and Course Number AEC4946
Course Title Comm and Lead Dev Internship
Effective Term Summer
Effective Year 2026
Amount of Credit Variable
If variable, # min credits 2
If variable, # max credits 6
SU Only? No

Contact Type Supervision of Student Interns
Course Type Internship
Weekly Contact Hours AEC 4946 is a variable-credit internship course designed to provide students with meaningful experiential learning aligned with UF's Quest 3 standards. For students enrolled in the 3-credit version of the course, the expectation is approximately 200 hours of job-related work over the semester, which averages to 13-14 hours per week across 15 weeks. In addition to internship hours, students participate in brief instructional sessions designed to support their professional development and academic success. These include:
•   Lectures on internship logistics, including how to complete required departmental paperwork
•   Workshops on portfolio development, which guide students in collecting and presenting materials that showcase their internship experience and professional competencies
•   Lecture regarding intern-generational workplace dynamics
These sessions are complemented by:
•   Regular faculty check-ins
•   Feedback on reflection assignments
•   Midpoint and final evaluations
•   Ongoing communication with site supervisors
While direct instructor-student contact may not occur in a traditional classroom format, faculty maintain consistent engagement through mentoring, assessment, and instructional support. This structure aligns with UF's Quest 3 expectations for experiential learning and ensures students receive both practical and academic guidance throughout the course.
Requested Quest 3 Experience Type Internship
Department Experiential Learning Coordinator Becky Raulerson
Faculty Engagement The instructor plays an active and ongoing role in supporting students throughout the AEC 4946 internship experience. Their engagement includes:
Initial Orientation & Training Plan Development: Faculty work with students and site supervisors to develop a customized training plan that outlines both academic and professional expectations.
Instructional Support: Faculty deliver brief lectures and workshops that guide students through:
•   Completing internship paperwork and meeting departmental requirements.
•   Collecting and organizing materials for a professional portfolio.
•   Strategies for self-marketing through creating social media posts that summarize their internship experience.

Reflection Assignment Oversight: Students complete structured reflection assignments that encourage critical thinking about their internship experience. Faculty provide individualized feedback and assess these reflections for depth and relevance.
Project Evaluation: Faculty evaluate the final professional portfolio, which serves as a capstone project demonstrating the student's learning and growth.

Mentorship & Feedback: Throughout the semester, faculty maintain regular contact with students via email, virtual meetings, and check-ins. They also communicate with site supervisors to monitor student progress and address any concerns.

Career Readiness and Self-Efficacy Assessment: Students complete two career assessment and readiness pre- and post-tests to reflect on their self-efficacy and identify skills needed for future career success. The first is the National Association of Colleges and Employers assessment. The second is an evaluation developed by the department of skills those students specializing in communication and leadership development should have before graduating from out department.

This level of engagement ensures that students receive meaningful academic guidance and mentorship, aligning with the goals of UF's Quest 3 experiential learning initiative.

Collaborator Information Students select their own internship sites based on personal interests and career goals. Collaborators vary by student and may include agricultural organizations, educational institutions, government agencies, non-profits, or private sector companies. Each internship site must be approved by the university supervisor, and a designated site supervisor serves as the primary point of contact for evaluating student performance and coordinating with faculty.

Rationale for placement in curriculum AEC 4946 is a requirement for students in the Agricultural Education & Communication major, Communication & Leadership Development specialization.

Quest 3 Student Learning Outcomes •   Students will analyze workplace challenges and team dynamics encountered during their internship and evaluate their own performance through structured reflection and career readiness assessments.

•   Students will apply professional skills by creating a portfolio and developing social media content that communicates their internship experience and personal brand.

Syllabus Content Requirements All Items Included

List Programs that Already Require this Course Agricultural Education & Communication major, Communication & Leadership Development specialization.

Communication and Leadership Development Internship
AEC4946
Spring 2026- Variable Credit Hours

Instructor

Troy Tarpley, Ph.D.
Instructional Assistant Professor
Email: ttarpley@ufl.edu
Office location: 121 Bryant Space Science Center
Office hours: Mondays 9 to 10 a.m. & Wednesdays 12:50 to 1:50 p.m.
Students can use Teams to schedule a time to meet with Dr. Tarpley.

Class Times	Location

This course is delivered **fully online**. Students are expected to complete **weekly assignments** and view **recorded lecture videos** through the course platform. There are no scheduled in-person meetings, but students should follow the weekly schedule and due dates as outlined in the course calendar.

Course Description

An individual program whereby students are apprenticed to officials to gain practical experience in agricultural organizations, industry, extension, reporting, writing, editing, photography, graphics, broadcasting, advertising or public relations.

Course Objectives

By the end of the course, students will be able to:

- **Demonstrate** effective communication, teamwork, and conflict resolution skills in a professional internship setting.
- **Apply** leadership and project management strategies to complete tasks assigned by site supervisors.
- **Evaluate** their own professional growth and career readiness through structured reflection and assessment activities.
- **Create** a professional portfolio and digital content that showcase their internship experience and career competencies.

Instructor Team Communication & Feedback

Communication
The instructor and graders are committed to responding to messages sent via Canvas or email within 24 hours during the work week (Monday through Friday), excluding holidays. Major assignments will be graded within one week of submission, accompanied by meaningful and constructive feedback.

Individual Learner Interaction
Education is more than the transmission of knowledge—it is a dynamic process that includes personalized feedback and ongoing communication. The instructor is dedicated to engaging with each student individually. This interaction may take the form

of detailed feedback on assignments, responses to discussion board posts, or personalized messages via Canvas to support and monitor student progress.

Office Hours

Dr. Tarpley holds weekly office hours both in-person and via Teams on Mondays from 9:00 to 10:00 a.m. and Tuesdays from 1:30 to 2:30 p.m. Students may also schedule appointments through Teams. But what are office hours, exactly? They are designated times each week when students are encouraged to drop in—physically or virtually—to connect with Dr. Tarpley. Whether you have questions about course content, assignments, or simply want to chat and build rapport, these hours are reserved for you. Dr. Tarpley strongly encourages students to take advantage of office hours as a valuable opportunity for academic support and personal connection.

Requirements

Textbook:
None

Technology:
To succeed in this course, you must have access to the following technology:
- Desktop Computer or Laptop
  - Audio Capabilities
  - Webcam and Microphone for synchronous sessions
- Microsoft Office Programs
  - [Microsoft Privacy Statement](#)
  - [Microsoft Accessibility Information](#)
  - Word - [Microsoft 365 basics video training](#)
- Adobe Reader
  - [Acrobat tutorials](#)
  - [Adobe Privacy Statement](#)
  - [Adobe Accessibility Statement](#)
- Zoom
  - [Zoom Privacy Policy](#)
  - [Zoom Accessibility Information](#)
- Internet Connection with access to Canvas
  - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
    - [Canvas Privacy Policy](#)
    - [Canvas Accessibility Standards](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](#)
- University of Florida Email
  - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Prerequisite:

To be eligible for the internship, students must have:

1. A 2.4 or higher overall GPA
2. Completed 15 hours of communication and leadership courses, with no grade lower than a C.
3. Nine of the 15 hours must be the following courses with no grade lower than a C:
   - AEC 3070c: Digital Media Production in Agricultural & Life Sciences
   - AEC 3414: Leadership Development OR
   - AEC 3413: Working with People: Interpersonal Leadership Skills
   - AEC 4031: The Communication Process in Agricultural and Life Sciences

Students may take an internship for academic credit any semester after the above requirements are met.

Internship Applications:

Internship applications must be submitted to the university supervisor no later than five weeks immediately prior to the start of an internship.

Internship Approval:

Students are to secure their own internships. Students will be given several sources and internship site possibilities to begin their search. But students are responsible for landing
the internship. The internship must be communication- or leadership-related. It does not have to be agricultural, per se.

Students will submit their application form, with the contact information of the internship site supervisor. The university supervisor will determine, based on the completed application form, if the internship is acceptable. A student's application submission constitutes an agreement to accept assignment to a site where it is determined that the objectives of the internship program can best be achieved.

Expected Technical & Digital Literacy Skills:

Minimum skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
- Analyzing digital information for credibility, currency, and bias.

Artificial Intelligence (A.I.) Use:
Use of AI Tools Policy

As many of us have had the opportunity to explore new AI tools like ChatGPT, they can be incredibly helpful, much like a calculator is for math classes. These tools are best used for idea generation, essentializing, and gathering information about common understandings of a topic. However, it is essential that you guide, verify, and craft your ultimate answers. Please do not simply cut and paste without understanding the content. Let's leverage these tools as extensions of our knowledge to enhance their power.

Guidelines for Using AI Tools:
1. **Original Work**: All assignments should be your own original work, created specifically for this class. The submission of AI-generated answers constitutes plagiarism and is a violation of UF's student code of conduct.
2. **Credit and Documentation**: When using AI tools for assignments, you must:
   - Add an appendix showing:
     - (a) The entire exchange with the AI tool, highlighting the most relevant sections.
     - (b) A description of precisely which AI tools were used (e.g., ChatGPT private subscription version or DALL-E free version).
     - (c) An explanation of how the AI tools were used (e.g., to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.).
     - (d) An account of why AI tools were used (e.g., to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).
3. **Examinations and In-Class Assignments**: AI tools are not to be used during in-class examinations or assignments unless explicitly permitted and instructed.
4. **Originality Checks**: Employ AI detection tools and originality checks prior to submission to ensure that your work is not mistakenly flagged.
5. **Wise Use**: Use AI tools wisely and intelligently, aiming to deepen your understanding of the subject matter and to support your learning.
6. **Communication**: If you have any questions or concerns about using AI tools, please reach out to me. Your proactive communication is key to managing your coursework effectively.

By following these guidelines, we can ensure that AI tools are used ethically and effectively to enhance our learning experience.

Assignments
Last Assignment Policy:
Assignments are expected to be submitted by the due date specified in the syllabus. To encourage timely submissions and fairness, the following policy will be enforced:
1. **Late Penalty**: Assignments submitted after the due date will incur a penalty of 10% off the total grade for each day they are late. For example, an assignment that is one day late will receive a 10% deduction, two days late will receive a 20% deduction, and so on.

2. **Communication**: If you anticipate that you will not be able to submit an assignment on time, it is crucial that you reach out to me **before the due date**. By informing me in advance, we may be able to discuss your situation and potentially work out an alternative arrangement. This policy is in place to support you and ensure that any issues can be addressed proactively.
3. **Exceptions**: Extensions or exceptions to the late penalty may be granted in cases of documented emergencies or other extenuating circumstances. However, these will only be considered if you have communicated with me prior to the assignment's due date.
4. **Maximum Late Period**: Assignments will not be accepted if they are more than seven days late, unless prior arrangements have been made.

Please make every effort to submit your assignments on time and communicate any issues as early as possible. Your proactive communication is key to managing your coursework effectively.

Assignment Points & Explanation:

Students enrolled in AEC 4946 must produce several items before receiving a final grade. These items will be available and detailed in Canvas and should be completed by the person described below at the following times during the internship.

Internship Training Agreement

Completed by the intern (student), internship site supervisor, and university supervisor and submitted to the university supervisor via Canvas no later than the completion of the first week of the internship.

Internship Training Plan

Completed by the intern and the internship site supervisor. The Training Plan should be submitted via Canvas within the first two weeks of the internship.

Virtual meetings with instructor

Upon the start of the semester, the instructor will reach out to determine a time when interns can virtually meet with the instructor. There will be a minimum of two virtual meetings held throughout the semester. Attendance is required.

Weekly Reports

Each week, you will complete a journal entry and submit it via Canvas. Your journal should include:

- A response to the weekly reflection question provided by the instructor
- A summary of your goals for the upcoming week
- A report on whether you accomplished your goals from the previous week
- The total number of hours you worked during the week

Journal entries are due by **noon on the Monday following the completed week**. These reflections are an important part of your professional development and will be included in your final portfolio.

Intern Rating Sheet (in conjunction with Exit Interview)

The internship site supervisor will conduct an exit interview at the end of the internship to evaluate the progress made over the course of the semester. Students should treat the exit interview/evaluation as if students were "really" employed. The intern rating sheet should then be completed by the internship site supervisor at the end of the internship. The internship site supervisor submits the rating sheet via Canvas to the university supervisor at the completion of the internship.

Portfolio

Interns will maintain a portfolio – a record of all exhibits of work and other job-related materials, as appropriate. Examples of these materials may include published newspaper/magazine articles, news releases, photographs, video productions, pamphlets, brochures, graphics, educational materials, memorandums, and reports. Interns must describe the contribution they had in the materials they include in their portfolio. (For example, if a brochure is provided in the portfolio, what did the intern do? Did the intern design the entire brochure, provide the pictures, or write the text?) Some materials provided in the portfolio may not be as easy to "see." For example, interns may be part of planning for a conference. The intern should provide a detailed narrative of what the intern did to help plan and carry out the conference.

- The portfolio should be typewritten, edited, and packaged in the most professional manner the intern can muster. Just as the internship showed the student's abilities, so should the portfolio. Interns should consider the portfolio as a presentation of their best professional face to the world. The portfolios will be kept for at least a year in the Department of Agricultural Education and Communication so students should not include original materials they wish to have returned immediately. Students may choose to create a digital/online portfolio instead of a print version. Students would include only materials from the internship in the digital portfolio.
- At the end of the internship, an evaluative report (three to five pages) must be submitted to the university supervisor. This report describes the internship experience, comments on the strong and weak points of the internship, evaluates the intern's level of preparation for the internship, evaluates the worth of the internship, suggests what could be done by both the employer and the student to make the experience better, and gives advice for future interns. The evaluative report also serves as a self critique of the intern's abilities and learning experiences over the course of the internship.

Career Readiness Assessments

As part of this course, you are required to complete two assessments designed to support your professional development:

- **NACE Career Readiness Assessment**: This national assessment evaluates your self-efficacy across key career readiness competencies identified by the National Association of Colleges and Employers (NACE). You will complete this assessment at the beginning and end of the semester to reflect on your growth.

- **Departmental Skills Survey**: This survey gathers information about your confidence and preparedness in applying discipline-specific skills. It helps the department assess student development and improve future internship experiences.

Both assessments are required and will be submitted through Canvas. Completion of these assessments contributes to your final portfolio and supports your reflection assignments.

Course Grading:

Assignment	Percent of Grade
Portfolio	30
Weekly Journal/Reflection	40
Internship Accountability Assignments (Training Agreement, Training Plan, Required virtual meetings with instructor, Exit Interview & Intern Rating Sheet, etc.)	10
Career Readiness Assessments	20

Grading Scale

A = 93-100%	C+ = 76 – 79.99%	F = Below 60%
A- = 90 – 92.99%	C = 73 – 75.99%	
B+ = 86 – 89.99%	C- = 70 – 72.99%	
B = 83 – 85.99%	D+ = 66 – 69.99%	
B- = 80 – 82.99%	D = 63 – 65.99%	
	D- = 60 – 62.99%	

Reading & Assignment Schedule:

Week	Topic	Assigned	Due
1	Introduction	Internship Training Agreement	Weekly Hour Log & Reflection
2	Goal Setting	Internship Training Plan Virtual Meetings	Weekly Hour Log & Reflection Internship Training Agreement
3	Collecting Materials for a Portfolio		Weekly Hour Log & Reflection Internship Training Plan
4			Weekly Hour Log & Reflection
5	Leading Without A Title		Weekly Hour Log & Reflection
6			Weekly Hour Log & Reflection
7	Crafting Social Media Content		Weekly Hour Log & Reflection Virtual Meeting
8			Weekly Hour Log & Reflection
9	Feedback in the Field		Weekly Hour Log & Reflection
10			Weekly Hour Log & Reflection
11	Building a Professional Portfolio	Portfolio	Weekly Hour Log & Reflection
12			Weekly Hour Log & Reflection
13	Personal Branding	NACE Career Reediness Assessment	Weekly Hour Log & Reflection Virtual Meeting
14			Weekly Hour Log & Reflection NACE Career Reediness Assessment
15	Reflecting on your Experience		Weekly Hour Log & Reflection Portfolio Intern Rating Form

University-Wide Policies and Student Support Services

Academic Policies and Resources
Academic policies for this course are consistent with university policies. See
https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

Campus Health and Wellness Resources
Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF.
Please contact UMatterWeCare for additional and immediate support.

Technical Support
UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week.
https://helpdesk.ufl.edu/ | 352-392-4357

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.

Cover Sheet: Request 22164

FAS4105C Field Ecology of Aquatic Organisms - Correction to credit hours

Info

Process	Course|Modify|Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jennifer Vogel alpha32605@ufl.edu
Created	11/13/2025 2:23:14 PM
Updated	12/16/2025 1:38:02 PM
Description of request	Correction to previous New Course request #17837 which was created with the wrong number of credit hours

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	SFRC - Fisheries, Aquatic Sciences, and Geomatics 60469000	Terrell Baker III		11/20/2025
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			11/20/2025
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
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					

Course|Modify for request 22164

Info

Request: FAS4105C Field Ecology of Aquatic Organisms - Correction to credit hours
Description of request: Correction to previous New Course request #17837 which was created with the wrong number of credit hours
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 12/16/2025 1:30:04 PM
Form version: 2

Responses

Current Prefix FAS
Course Level 4
Number 105
Lab Code C
Course Title Field Ecology of Aquatic Organisms
Effective Term Summer
Effective Year 2026
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes
Current Credit Hours 3
Proposed Credit Hours 4
Change Variable Credit? Yes
Current Min and Max Credits 3
Proposed Min and Max Credits 4
Change S/U Only? No

Change Contact Type? No

Course Type Lecture

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Multiple Offerings in a Single Semester No
Change Course Description? No

Change Course Objectives Yes
Current Course Objectives Upon completion of this course, students will be able to:
•Identify key flora and fauna found in Florida's ponds, lakes, streams, rivers, estuaries, and nearshore coastal waters and have a basic understanding of their ecologies
•Utilize sampling gear and methods to collect flora and fauna across a broad range of habitat types
•Discuss important ecological relationships in Florida's diverse aquatic ecosystems
•Summarize the potential consequences of human activities and natural disturbance events on the structure and function of aquatic ecosystems in Florida
•Describe the priorities and role that state and federal environmental and resource management agencies have in conserving, regulating, or restoring the aquatic systems and organisms in Florida.
Proposed Course Objectives Upon completion of this course, students will be able to:
•   Identify key flora and fauna found in Florida's ponds, lakes, streams, rivers, estuaries, and nearshore coastal waters
•   Use sampling gear and methods to collect flora and fauna across a broad range of habitat types
•   Explain important ecological relationships in Florida's diverse aquatic ecosystems
•   Summarize the potential consequences of human activities and natural disturbance events on the structure and function of aquatic ecosystems in Florida
•   Evaluate the priorities and role that state and federal environmental and resource management agencies have in conserving, regulating, or restoring the aquatic systems and organisms in Florida

Updating these to current standards for Bloom's Taxonomy
Change Prerequisites? No

Change Co-requisites? No

Rationale This is a correction, the course was submitted as three credits in error. The graduate version of the course (FAS5276C) and the course as it has been offered under FAS4932 has always been 4 credits based on the number of experiential contact hours of in the field. Summer A 2025 required manual correction so we hope to get the change in place by Summer A 2026.

FAS4105C Field Ecology of Aquatic Organisms

4 Credits

Summer A Semester 2026

Face-to-face, with supplemental Canvas materials

Monday, Wednesday, Friday - 8:00 a.m. – 5:00 p.m. (see **NOTE** under Course Schedule below)

Fisheries & Aquatic Sciences Conference Room, Millhopper Campus or http://elearning.ufl.edu/

Instructor

Charlie Martin (he/him)
Email: charles.martin@ufl.edu
Telephone: (352) 325-6081, (256) 504-1432
Office: Nature Coast Biological Station; Cedar Key, FL
Office hours: Tuesdays 1-3pm, virtual (zoom) on request

Donald Behringer (he/him)
Email: behringer@ufl.edu
Telephone: (352) 273-3634
Office: Fisheries & Aquatic Sciences main building, room 24.
Office hours: By appointment

Lindsey Reisinger
Email: lreisinger1@ufl.edu
Telephone: (352) 294-1355
Office: Fisheries & Aquatic Sciences

Teaching Assistant
Zoey Hendrickson zoey1996@ufl.edu, (352) 219-7104

Course Description

This field-oriented course is intended to introduce students to the diverse aquatic habitats found in Florida, their associated flora and fauna, and serve as an introduction to the management issues facing state and federal conservation agencies. Students will gain an understanding of plant and animal community structure across a range of ponds, lakes, rivers, and nearshore coastal systems. Extensive field trips are required and comprise approximately 75% of the total class time.

Course Learning Objectives

Upon completion of this course, students will be able to:

- Identify key flora and fauna found in Florida's ponds, lakes, streams, rivers, estuaries, and nearshore coastal waters

- Use sampling gear and methods to collect flora and fauna across a broad range of habitat types

- Explain important ecological relationships in Florida's diverse aquatic ecosystems

- Summarize the potential consequences of human activities and natural disturbance events on the structure and function of aquatic ecosystems in Florida

- Evaluate the priorities and role that state and federal environmental and resource management agencies have in conserving, regulating, or restoring the aquatic systems and organisms in Florida

Course Overview and Purpose

Students will gain an appreciation for the diverse aquatic ecosystems in Florida, their complex ecology, and the role of management in conserving, regulating, or restoring these ecosystems. Regularly scheduled field trips will allow students to explore and sample freshwater ponds, lakes, streams, springs, estuaries, and nearshore coastal ecosystems. Important themes throughout the course will revolve around: ecology of aquatic ecosystems, the roles of different habitat types in structuring aquatic communities, water use implications for aquatic ecosystem structure and function, and resource management. In each field trip, we will identify prominent plants, fishes, and invertebrates that occur in the ecosystem, discuss system ecology, and the management role of applicable state and federal agencies. Students will also be introduced to some of the basic sampling methods used to study these systems.

Course Prerequisites

junior or senior standing

Textbooks, Learning Materials, and Supply Fees

None are required, although several field guides are suggested as appropriate supplemental course material. Additional reading materials will be provided by course instructors.

Instructor Course Plan

Welcome to the 2026 offering of Field Ecology of Aquatic Organisms! We are looking forward to working with each of you this semester. We expect students will not have the same backgrounds, identities, or levels of experience with the ecosystems and techniques we will be learning about, and that's okay. As with any field or lab work, open communication is key, so we highly encourage students to feel comfortable vocalizing any questions, comments, or concerns they have as they move through the

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course. We welcome you to contact us outside of class through Canvas or the email addresses or phone numbers listed above, and we will be sure to respond to you in a timely manner **(one business day)**.

Classes start at 8:00 am to approximately 5:00pm and meet at Fisheries and Aquatic Sciences Conference Room (located on the Millhopper campus). **NOTE**: there is no class on May 30 (Memorial Day) but an overnight trip to Cedar Key May 26-27 (Thu-Fri). The return time varies based on location of the field trip. The schedule below represents the tentative schedule for the course, but plans may be altered depending on weather or logistical constraints and one overnight trip is planned. Any changes will be clearly communicated through Canvas as soon as possible.

The main focus of the course is learning from experts about many of the amazing aquatic ecosystems that can be found in north Florida. In addition to the primary learning topics, this course will provide examples of potential career options for students who are interested in studying or working in natural resources. Students are encouraged to ask questions of the instructors, teaching assistant (TA), and our guest speakers related to these potential career paths.

Assessments & Activities

FIELD TRIPS

The majority of the course involves day trips in the field as well as one 2-day field trip with an overnight stay on Seahorse Key (hence participation is imperative!). At the beginning of each day, we will meet at the Fisheries and Aquatic Sciences Millhopper campus parking lot, have a short briefing on the field trip, and depart in UF vans/trucks. Information and reading material for that particular day/trip will be posted in advance on the Canvas site. Students should come prepared with adequate sun protection in the form of hats, covering clothing, and/or sunscreen. Bug spray is HIGHLY encouraged for the overnight stay on Seahorse Key (see handout on the Seahorse Key module for a full list). Clothing should be able to get wet and dirty (including towels and a change of clothing). Any valuables (e.g., phone, wallet) should have adequate protection from water (e.g., dry box, Ziploc bags). Students should come prepared with enough food and water for the day.

Additional details and requirements for each trip will be posted on Canvas prior to the trip.

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. https://helpdesk.ufl.edu/ | 352-392-4357

Students may access lectures, assignments, readings, and supporting materials through the course Canvas site as they become available.

Technology Requirements:

- A computer or mobile device with high-speed internet connection.
- A webcam, headset and/or microphone, and speakers.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. What browser am I using?

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Weekly Course Schedule

Date	Activity	Instructor(s)
Week 1:		
May 23 – Mon	Organization and Introduction to Class	All
8:00 a.m. – 5:00 p.m	Orange Lake with FWC (Travis Tuten, Patrick McCord)	Behringer
May 25 – Wed 8:00 a.m. – 5:00 p.m	GTM NERR, Northeast FL	Behringer
May 26/27 – Thurs/Fri	Seahorse Key overnight trip (overnight field trip) Fee: $15-25	Martin/Behringer
Week 2		
May 30 – Mon	NO CLASS – Memorial Day	
June 1 – Wed 8:00 a.m. – 5:00 p.m	Cedar Key, FWC fisheries independent monitoring (FWC FWRI staff)	Martin
June 3 – Fri 8:00 a.m. – 5:00 p.m	Lower Suwannee River with USFWS (Vic Doig) **Estuarine/Marine Flora & Fauna ID Midterm Exam** (FAS Conference Room)	Martin/Reisinger
Week 3:		
June 6 – Mon 8:00 a.m. – 5:00 p.m	Springs - Santa Fe River or other springs depending on conditions with SRWMD (Sean King)	Martin/Reisinger
June 8 – Wed 8:00 a.m. – 5:00 p.m	Streams and Imperiled Species (Gary Warren)	Reisinger
June 10 – Fri 8:00 a.m. – 5:00 p.m	Make-up Field Day **OR** **Freshwater Flora & Fauna ID Exam** (FAS Conference Room)	
Week 4:		
June 13 – Mon 8:00 a.m. – 5:00 p.m	**Final Exam** (FAS Conference Room) **Graduate student Video Project Due**	

Grading Policy

Given the importance of field trips to the course, evaluation of class participation is based on attendance and timeliness. If you need to miss any classes, please let the instructors or TA know as soon as possible.

Course grading is consistent with UF grading policies.

Course Grading Structure

Assignment Type	Point Value
Participation & Professionalism	50
Exam 1 Freshwater flora and fauna field identification	100
Exam 2 Flora and fauna estuarine/marine field identification	100
Written Final exam	100
Total	350

Grading Scale

Grade	Percentage	Points
A	90-100	>=315
B+	85-89.99	
B	80-84.99	>=280
C+	75-79.99	
C	70-74.99	>=245
D+	65-69.99	
D	60-64.99	
E	<59.99	

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See
https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

Campus Health and Wellness Resources

Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact UMatterWeCare for additional and immediate support.

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.

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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 class 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 the instructor as part of the written assignment instructions.

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 (below your list of references); 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 instructor for a specific assignment.

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  - [Instructure Accessibility](#)
- Zoom
  - [Zoom Privacy Policy](#)
  - [Zoom Accessibility](#)

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Curriculum Committee University of Florida

To whom it may concern,

I am writing an explanation of why this course is being resubmitted with a correction so soon after it went through the new course approval process. This course was submitted under request # 17837 in October 2022. At that time, I submitted it as a three-credit hour course in error. The syllabus for the summer 2022 offering was at four-credit hours, as is the graduate version of the same course FAS5276C.

The error was made as a combination of my inexperience as the submitter and some non-permanent adaptations that had been made post-Covid. The course is correctly a four-credit course, so I am submitting the correction. Below is an email thread showing how the credits were retroactively corrected by the registrar for students this past summer who received the wrong number of credits. I apologize for my error and ask that the correction be expedited for the Summer 2026 offering of the course. Thank you.

Jennifer Vogel

Online Programs Coordinator

Forest, Fisheries and Geomatics Sciences

From: Van Boskirk,Sylvia K <svanboskirk@ufl.edu>
Sent: Monday, August 11, 2025 8:33 AM
To: Behringer,Dianne K <dianneb@ufl.edu>; Vogel,Jennifer <alpha32605@ufl.edu>; Houder, Sandie <shouder@ufl.edu>
Subject: RE: FAS4105C Summer course

The student doesn't necessarily "need" it to graduate or anything, but if this is a genuine credit error then it should be fixed regardless. I have no idea how the payment would work, though...

Sylvia Van Boskirk
Academic Advisor I
UF/IFAS School of Forest, Fisheries, and Geomatics Sciences
svanboskirk@ufl.edu | 352-846-0847
| https://ffgs.ifas.ufl.edu/academics/undergraduate/

NRC and MAS- Schedule advising appointments here: Sylvia's Scheduler
For scheduled online meetings, Zoom: (Sylvia's Zoom) Password: Advising

From: Behringer,Dianne K <dianneb@ufl.edu>
Sent: Monday, August 11, 2025 8:31 AM
To: Vogel,Jennifer <alpha32605@ufl.edu>; Houder, Sandie <shouder@ufl.edu>; Van Boskirk,Sylvia K <svanboskirk@ufl.edu>
Subject: RE: FAS4105C Summer course

How would that work if they paid for 3 credits? Does the student need that 4th credit?

Dianne

Dianne Behringer
Academic Support Services
UF/IFAS School of Forest, Fisheries, & Geomatics Sciences (SFFGS)
336 Newins-Ziegler Hall | Box 110410 | Gainesville, FL 32611

From: Vogel,Jennifer <alpha32605@ufl.edu>
Sent: Monday, August 11, 2025 8:21 AM
To: Houder, Sandie <shouder@ufl.edu>; Behringer,Dianne K <dianneb@ufl.edu>; Van Boskirk,Sylvia K <svanboskirk@ufl.edu>
Subject: FW: FAS4105C Summer course

Good morning team,

Here's the history of the credits on Field Ecology of Aquatic Organisms. The syllabus that was submitted for the UCC request in 2022 had 3 credits, so it was requested and approved at 3 credits. Don then advised that it should have been 4 credits (below). The registrar made the change without us having to go through the UCC, but I guess the change wasn't retroactive. There must be a process to correct the credits for students affected?

Jennifer Vogel 🌈🧠∞
Online Education Programs Coordinator
136 Newins-Ziegler Hall, PO Box 110410 Gainesville, FL 32611-0410
PH: 352-294-7979 | alpha32605@ufl.edu*
Please use or cc: ffgs-online@ifas.ufl.edu so your email reaches the whole distance education team.

From: Behringer,Donald C,JR <behringer@ufl.edu>
Sent: Tuesday, January 28, 2025 10:37 AM

To: Behringer,Dianne K <dianneb@ufl.edu>; Vogel,Jennifer <alpha32605@ufl.edu>
Subject: Re: FAS4105C Summer course

Sweet!

_____

Dr Donald Behringer
Professor & Graduate Programs Coordinator
School of Forest, Fisheries, and Geomatics Sciences
& Emerging Pathogens Institute
University of Florida
(352) 273-3634
behringerlab.com

From: Behringer,Dianne K <dianneb@ufl.edu>
Date: Tuesday, January 28, 2025 at 4:30 PM
To: Vogel,Jennifer <alpha32605@ufl.edu>
Cc: Behringer,Donald C,JR <behringer@ufl.edu>
Subject: RE: FAS4105C Summer course

Good news – Registrar made the change…

Dianne

Dianne Behringer
Academic Support Services
UF/IFAS School of Forest, Fisheries, & Geomatics Sciences (SFFGS)
336 Newins-Ziegler Hall | Box 110410 | Gainesville, FL 32611

From: Behringer,Dianne K
Sent: Tuesday, January 28, 2025 8:56 AM
To: Vogel,Jennifer <alpha32605@ufl.edu>
Cc: Behringer,Donald C,JR <behringer@ufl.edu>
Subject: RE: FAS4105C Summer course

I'll go ahead and submit the request – fingers crossed ...

Dianne

Dianne Behringer
Academic Support Services
UF/IFAS School of Forest, Fisheries, & Geomatics Sciences (SFFGS)
336 Newins-Ziegler Hall | Box 110410 | Gainesville, FL 32611

From: Vogel,Jennifer <alpha32605@ufl.edu>
Sent: Tuesday, January 28, 2025 8:52 AM
To: Behringer,Dianne K <dianneb@ufl.edu>
Cc: Behringer,Donald C,JR <behringer@ufl.edu>
Subject: RE: FAS4105C Summer course

Ugh ... If it was approved as 3 credits then it probably needs to go through the UCC to change the credits. I would say submit the change request anyway, but they will likely kick it back. In the short term will this mean it has to be offered as FAS4932 again until it's fixed?

If I have to submit to the UCC, it should go quickly as long as the contact hours justify the change. I'll need a written explanation of why it should be 4 credit hours based on contact hours / course structure.

Jennifer Vogel 🌈🧠♾️
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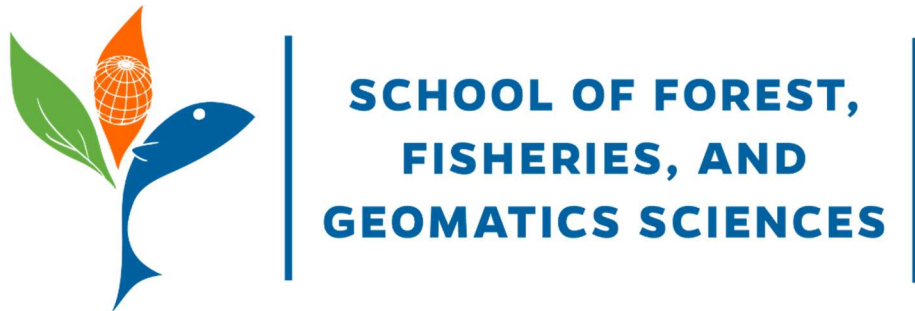
From: Behringer,Dianne K <dianneb@ufl.edu>
Sent: Tuesday, January 28, 2025 5:50 AM
To: Vogel,Jennifer <alpha32605@ufl.edu>
Cc: Behringer,Donald C,JR <behringer@ufl.edu>
Subject: FAS4105C Summer course

Hi Jenny,
FAS4105C is listed as 3 credits but the grad version of the course (FAS5276C) is 4 credits. When the UG version was a FAS4932 it was 4 credits. Don checked and when it received a permanent course number, it was changed to 3. What will it take to change it back to 4? I can submit a request to the Registrar, via Course Change Form, to have the credits changed but not sure if we need to follow a more formal channel, or if they will call it out.

Dianne
Dianne Behringer
Academic Support Services

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