CALS Curriculum Committee Meeting
January 16, 2026
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, B. Schutzman, M. Smith, D. Vyas, P. Ward, A. Watson, J. Weeks (Chair), A. Wysocki

Agenda and Index for Materials

Approve Minutes from the December 19, 2025 meeting

Dr. Mathews: Update from UCC

Graduate New Course Proposal

1. PLP 6XXX – Introduction to RNA Engineering (req. #22337)

Undergraduate Course Modification

2. PLP 4600 – RNA Biology (req. #22331)

Minors

3. Proposed Minor in Plant Breeding (req. #22356)

4. Expand Existing Residential Agricultural and Natural Resource Communication Minor to UF Online in CALS (req. #22355)

5. Expand Existing Residential Extension Education Minor to UF Online in CALS (req. #22357)

Curriculum Modifications

6. AI Designation for Undergraduate Course – AEC 3073 Intercultural Communication (req. #22307)

7. Agricultural Operations Management (BS) Quest 3 Modification – Course Catalog (req. #22321)

CALS Curriculum Committee Meeting
Minutes from December 19, 2025
Submitted by James Fant

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

Visitors: Karen Koch, Don McCarty, Jennifer Vogel

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met in McCarty Hall D Rm. 1044/1045 on December 19, 2025. Dr. Weeks called the meeting to order at 1:11 p.m.

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

Approval of Minutes: A motion was made by Dr. Martin to approve the minutes of the November 14, 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:
A. UCC update from meeting on 12/16/25:
   1. AEC 8 semester plan approved
   2. FYCS Online minor approved

3. WIS2xxx Computational R – CA, edits made and resubmitted
4. ALS Leadership 1 and 2 – Recycle to add old syllabus, resubmitted
5. ENY Arthropod Vectors – CA, edits made and resubmitted

B. Accelerated timeline for 2026 catalog.

With the change to the catalog system (Course Dog) the UCC requests all items for 2026 be submitted for the Feb UCC meeting. This means items need to be at CCC for January. Please notify your units.

C. UG Research Internship applications will open in January and close early February. Please share announcements with students and faculty.

D. Quest 3 university requirement begins fall 2027. Anne working with provost's office to do a "bulk" submission for each category of Quest course, i.e. research, supervised teaching, etc. Anne will request course numbers from each unit to be included in the request and then share back syllabus outline that will be used.

E. Accessible syllabus requirement. Goes into effect for summer 2026. 45 day advance posting is March 26th.

F. Accessibility training by FIRST office. Have your unit leader contact Dr. Barbra Larson to request this for ALL of your faculty.

G. UF Assessment Conference – April 6-7 at UF Hilton.

Graduate New Course Proposal

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

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Coenen to approve this item with edits required. The motion was approved. Remove the reference to 1000 hours in the description of request section of the UCC form. Remove "This is a" from the beginning of the course description. Teams comments below.

21674	**NEW:** DIE 6XXX: Clinical Nutrition Practicum	Bath Gankofskie, Patrick Ward, Gerardo Nunez, Patrick Inglett, Kayla Braggs, Heather McAuslane	Jeanette Andrade
Form Edits/Comments	"students will attend a facility for 4 days during the week in weeks 3-6 for 32 hours." This will provide them with 128 hours of internship. Is it correct that 1000 hours of internship are required for accreditation as stated on the form? Just checking that the numbers are right and that the students will be getting their internship hours through another course or opportunity elsewhere (HJM)		**Submitter Response: The students do need 1000 hours of internship hours. They complete an internship in the Spring semester prior to graduation. They also complete some hours within other courses – nutrition education, research**

	The 1000 hours is confusing. All that needs to be specified here is that the contact/credit hours are justified. More info and clarity on that would be helpful in the contact hour section. (PWI)	**planning, Putting Families First (requirement of all graduate-level health professionals), and the mentoring program. Therefore, they will obtain the hours in other places. Thank you for your inquiry.**
Syllabus Edits/Comments	Course prerequisites in syllabus only mention that they must be enrolled in the UF MS-DI program. On the form it indicates that they must get at least a B- in DIE 6241 (HJM) What is your policy on the use of AI (e.g., to summarize readings? To outline an assignment?) (HJM) PW: Assignment due dates are missing. I presume this is intentional since due dates will change every year. Course description: recommend removing the "This is a…." lead in. Just start with "Practicum-based course…" (PWI)	**Submitter Response: Based on the new policy for the syllabus and how it is worded, I was unsure if I could place that they need a B- in a class prior to enrolling in this one. If that is acceptable, I will change. For the AI, again, as I was adhering to the new syllabus policy, it did not appear that this was a requirement. If this is something that is required for CALS, I can place in the AI policy that UF has adopted.** **To address PW, this is correct that the assignment due dates will change every year.**

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

A motion was made by Dr. Inglett to approve this item with edits required. The motion was approved. The recommended readings need to be changed to required readings. The reference format needs to be consistent. Assignments and activities need to be explained in detail. Add an AI statement to the syllabus. The font used in the objectives needs to be consistent. Add module point totals. Add rubric for class participation since it is part of the grading. Remove the reading days from the course calendar. Replace the "F" in the grading scale with an "E." Teams comments below.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
GRADUATE COURSES			
21896	**NEW:** HOS6XXX Plant Biochemistry	Gerardo Nunez, Greg MacDonald, Kayla Braggs, Matthew Smith, Heather	Donald McCarty

		McAuslane	
Form Edits/Comments			**Submitter Response:**
Syllabus Edits/Comments	I might get rid of the syllabus headings for sections for which you say "none". You can beef up the technology part. Will they need to download R? Will they need a specific operating system to do any of the R and AI analyses? (HJM) "Course Grading Structure Plant Biochemistry includes 5 modules awarded 100 p" Missing something after the p (HJM) The various kinds of assignments should be briefly described in the syllabus. The course is heavily reliant on exam grades (70%). Is that what you would like to do going forward or is there a way to allow students to demonstrate mastery and application of material in ways other than by midterms? (HJM). GM: need to explain homeworks and due dates included in outline, there is discussion of modules, are these topics between exams or between instructors? Drop April 23 – not needed GM: This course is detailed and advanced; what prerequisites are needed? These should be included Shouldn't grad course have required reading? Reading list says "recommended". -PWI		**Submitter Response:**

Undergraduate New Course Proposals

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

A motion was made by Dr. Coenen to approve this item with edits required. The motion was approved. Add a CALS CC Checklist to the submission. The link to the checklist can be

found under required documents on the first page of this document. All decimal points on the grading scale need to be .99. Refer to additional comments from Teams listed below.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
UNDERGRADUATE COURSES			
20419	**RECYCLED from Sept 2024 – see comments from first review also posted in files for this month's meeting:** HOS 2XXX: Information Literacy in Medicine and Agriculture (Q2 Perm.)	Bart Schutzman, Caroline Haxton, Danny Coenen, Tracy Johns	Kevin Folta/Madison Henry
Form Edits/Comments	Course description in syllabus & on form don't match. - TJ		**Submitter Response:**
Syllabus Edits/Comments	Submission is missing CALS checklist. - DC I suggest including the precise grade cutoffs in the table instead of qualifying that 93.99% is an A- in the preceding text. - DC Course description should not include "This course". Just start with "Explores". - DC		**Submitter Response:**
Other Edits/Comments			**Submitter Response:**

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

A motion was made by Dr. MacDonald to approve this item with edits required. The motion was approved. Student Learning Outcomes need to be added if the course is to be considered for a Quest designation. The minimum credits on the UCC form need to be changed to zero to match the syllabus. The point totals in the weekly schedule and the course grading section do not match. See additional comments from Teams below.

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
UNDERGRADUATE COURSES			
22163	**NEW:** FAS4941 Internship in Fisheries and Aquatic Sciences **NOTE – considering Q3 designation also**	Eric Hellgren, Greg MacDonald, Caroline Haxton, Beth Gankofski	Jen Vogel
Form Edits/Comments	GM: If considering quest designation, are student learning outcomes (SLO's) needed? TM: Form says minimum credit is 1, syllabus says minimum credit is 0. TM: move credit approval language in form to contact section		**Submitter Response:**
Syllabus Edits/Comments	Grading: % of final grade appears to be (1)33% - e-Portfolio updates; (2) 67% - Technical Report – Not 50:50 (ECH); GM: To make things clearer, suggest incorporating the reflection essay into the technical section or make it a bonus. Currently you have 160 points total – 5 efolio at 10 points or 6.25% each for 31.25%; technical report 100 points or 62.5%; reflection essay 10 points 6.25%. TM: grading table needs points and percentages to be harmonized; need to also show total points TM: For Q3 designation, I think we need to specify a mechanism for taking the course for 0 credit, yet still fulfilling the minimum "work" hours required for Quest? TM: language in grading section needs to be simplified		**Submitter Response:**

Other Edits/Comments	Does the syllabus allow for internships that would provide an experience that does not lend itself to a Technical Report? (ECH).	**Submitter Response:**

Undergraduate Course Modification Proposals

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

A motion was made by Dr. Coenen to approve this item with edits required. The motion was approved. Remove the track changes from the submitted syllabus. Include the number of credits for the course in the syllabus. Remove the bracket from the Internship Assignments heading. Include a CALS CC Checklist. The link to the checklist can be found under required documents on the first page of this document. The font face and size should be consistent. In the grading scale the point range for an A- needs to be 2,700 to 2,789. See additional comments from Teams below.

APPROVAL NUMBER	**ITEM**	**REVIEWERS**	**SUBMITTER/Instructor**
UNDERGRADUATE COURSES			
22152	**NEW:** AEC 4942-Quest 3 designation	Melissa Jones, Jason Scheffler, Danny Coenen, Patrick Inglett	Becky Cook
Form Edits/Comments			**Submitter Response:**
Syllabus Edits/Comments	Remove the template text and comments from the syllabus-MKJ Number of credits is not listed on the syllabus and the course format is not specified – MKJ Suggest keeping font face and size consistent. SLO's seem vague/difficult to assess, but I am unfamiliar with the Florida Educator Accomplished Practices. Maybe that rubric should be		**Submitter Response:**

	linked in the syllabus?- DC edit: Same with the internship handbook. Document navigation (for accessibility) seems messed up with respect to which parts are subsections of others - DC There is an extraneous left bracket before the "Internship Assignment" header. - DC CALS checklist is missing from submitted files – DC I second DC comment above about the FEAP rubric for final supervisor evaluation. Is it too much to include here? (PWI)	

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

A motion was made by Dr. Inglett to approve this item with edits required. The motion was approved. Replace "Demonstrate" as a learning objective. Click on CALS Course Objectives for assistance. Student Learning Outcomes need to be added if the course is to be considered for a Quest designation. Consider removing "muster" from the statement regarding the turned in portfolio. Add points to individual assignments to avoid any confusion. There should only be 14 weeks in the course schedule. Remove week 15. Replace the "F" in the grading scale with an "E." Teams comments below.

APPROVAL NUMBER	**ITEM**	**REVIEWERS**	**SUBMITTER/Instructor**
UNDERGRADUATE COURSES			
22159	**NEW:** AEC 4946 CLD Internship - Quest 3 designation	Tre Easterly, Gerardo Nunez, Matthew Smith, Tracy Johns	Becky Cook
Form Edits/Comments			**Submitter Response:**

Syllabus Edits/Comments	Should be 14 weeks instead of 15. "The portfolio should be typewritten, edited, and packaged in the most professional manner the intern can muster." What if they can't pass muster? -TJ No points noted for individual assignments? Just percentage of overall grade – may be confusing. -TJ	**Submitter Response:**
Other Edits/Comments		**Submitter Response:**

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

A motion was made by Dr. Coenen to approve this item with an edit required. The motion was approved. Remove "This" from the beginning of the course description in the syllabus. Teams comments below.

APPROVAL NUMBER	**ITEM**	**REVIEWERS**	**SUBMITTER/Instructor**
UNDERGRADUATE COURSES			
22164	**NEW:** FAS4105C Field Ecology of Aquatic Organisms - Correction to credit hours	Tim Martin, Melissa Jones, Patrick Ward, Adam Watson	Jen Vogel
Form Edits/Comments	PW: Should the form specify that the effective term is Summer A (rather than just Summer)?		**Submitter Response:** Summer A is not an option in the form but I added a statement to that effect in the rationale section

Syllabus Edits/Comments	PW: Syllabus seems fine. They may want to include a policy on the use of generative AI, though given the nature of this course, it may not be relevant. I assume the only modification on this version of the syllabus compared to the previous version of the syllabus is the corrected credit hours and updated learning objectives (more consistent with Bloom's Taxonomy). GM: there is a video project at the end of the course, but not part of points total – is this incorporated into class participation? Course description too long (72 words); add percent of grade to the points table.	**Submitter Response:** I will add an AI statement. The main purpose of the submission is the credit hour correction but we are taking the opportunity to also improve the wording of the course objectives, as described.
Other Edits/Comments	This is a correction to a submission that was approved in Fall 2022. The 2022 submission incorrectly designated the course credit hours as 3 credits, when it should have been 4 credits. This resubmission is to correct the credit hours for the course. TM	**Submitter Response:**

The meeting was adjourned at **2:25** p.m.

Cover Sheet: Request 22337

PLP6XXX-Introduction to RNA engineering

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Ying Wang ying.wang1@ufl.edu
Created	1/2/2026 5:14:49 PM
Updated	1/14/2026 10:20:40 PM
Description of request	This is a request to add a graduate component to the existing course PLP4600.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural and Life Sciences - General 60030000	Anne Mathews	Approving per email with Dr. Mathews Paret on 1/12/2026.	1/12/2026
CALS CC Checklist.pdf RNA biology syllabus approved.docx					1/2/2026 1/2/2026
College	Pending	CALS - College of Agricultural and Life Sciences			1/12/2026
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					

Original file: Cover sheet.pdf

Course|New for request 22337

Info

Request: PLP6XXX-Introduction to RNA engineering
Description of request: This is a request to add a graduate component to the existing course PLP4600.
Submitter: Ying Wang ying.wang1@ufl.edu
Created: 1/14/2026 10:23:02 PM
Form version: 2

Responses

Recommended Prefix PLP
Course Level 6

Course Number XXX
Lab Code None
Course Title Introduction to RNA engineering
Transcript Title RNA engineering
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Fall
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description PLP4600/6XXX, Introduction to RNA Engineering, has three one-hour lectures per week, and no laboratory. This Introduction to RNA engineering course is designed for upper-level undergraduate students and graduate students. This course focuses on a specialized biology topic, RNA biology, including the fundamental features of RNA and their diverse functions. Students will review, discuss and critique both classic and state-of-the-art literature.
Prerequisites This is a graduate course. Based on the feedback from the committee, I do not include a prerequisite.
Co-requisites None
Rationale for Placement in the Curriculum This is request to add a graduate students component to the current existing course, PLP4600 RNA biology. This is also a coordinated request (in addition to request 22331 to change the course name).

RNA engineering is an advanced topic in biology. Rapid development in this area has used the RNA biology principles for synthetic biology, detecting environmental pollutions, mRNA technologies, and biopesticides, etc. While upper-level undergraduate students will benefit from this course to be more competitive in job markets, it is also suitable for graduate students to take this course to enrich their research portfolios. In fact, I have received requests from faculty in UF RNA club to make this course available for graduate students, even for their postdocs. Therefore, I make this request to modify this course as a joint course for both undergraduate students (PLP4600) and graduate students (PLP6XXX).

For graduate students, they will have two additional assignments for grading.
1)Graduate students will write up to 2-page description regarding how to design RNA molecules to regulate gene expression, control pathogen infection, or detect pollutants. This writing part accounts for 80 pts, and the grading will be based on feasibility of the design and the presentation clarity.
2)Graduate students will perform a 10-min presentation to explain their designs and answer questions from peer students. This presentation accounts for 20 pts, and the grading will be based in the

Original file: Submitted form version 2.pdf

explanation clarity.
This additional 100 pts accounts for 20% in total grading for this graduate section.

One last thing to explain is that during the approval process for PLP4600, we have already collected ample support peer departments demonstrating that there is no existing/competing course dedicated to the topic of RNA biology/engineering.
Syllabus Content Requirements All Items Included

Original file: Submitted form version 2.pdf

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.

Yes 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/.

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

Yes 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.

Yes 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.

Yes 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.

Original file: CALS CC Checklist.pdf

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

Yes 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.

Yes 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/.

Yes 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.)

Yes 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.

Yes 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.

Yes 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)

Original file: CALS CC Checklist.pdf

Differences from the original undergraduate course

Compared with the previously approved PLP4600 RNA biology, this graduate section has the following additional designing project.

1) Graduate students will write up to 2-page description regarding how to design RNA molecules to regulate gene expression, control pathogen infection, or detect pollutants. This writing part accounts for 80 pts, and the grading will be based on feasibility of the design and the presentation clarity.

2) Graduate students will perform a 10-min presentation to explain their designs and answer questions from peer students. This presentation accounts for 20 pts, and the grading will be based in the explanation clarity.

This additional 100 pts accounts for 20% in total grading for this graduate section.

Comments: separate syllabuses for graduate and undergraduate courses that are co-taught.
Response: Done.

Comments: Literature reading assignment and its grading.
Response: This part has been modified. Graduate students will not perform literature presentation. Instead, they will present and explain their designing projects to the whole class. The written part of the design accounts for 80 pts, and the presentation accounts for 20 pts.

Comments: Syllabus could indicate that the final exam will be taken during the final exam period (though the specific date/time are TBD).
Response: Added.

Comments: The “Critical Dates” section in the syllabus could be removed.
Response: removed.

Comments: A link to the UF absence policy should be included in the syllabus under the appropriate section.
Response: Added.

Comments: What are your policies on AI use?
Response: The following is added: It is not encouraged to use AI for this analytical assay. If used, it must be disclosed and the original prompts should also be submitted together with the analytical assay. In this case, grading will be based on the insights/understanding reflected in the original prompts.

Comments: Graduate courses generally do not require pre-requisites unless you want to make enrollment in the graduate program a requirement.
Response: The prerequisites are now removed.

Comments: Please review the academic calendar for the fall.
Response: I have revised to reflect Nov 11 2026 as a holiday. The home-coming day has not been determined. To accommodate this future change, I have randomly picked one day in mid-October (Oct 17) as “reading day without class”. The schedule will be finalized before the Fall 2026 semester begins.

Comments: a separate document submitted briefly describing how the gradate course differs from the undergraduate course.
Response: Added to the submission system as “Differences from the original undergraduate course”.

Comments: a graduate course is expected to have a relatively long list of readings, certainly more than two.
Response: In the past, RNA biology was rarely offered as a separate course. It is until recent years that RNA biology was offered at very few renowned Universities. In general, even graduate students lack the specialized knowledge. This course intends to cover the in-depth knowledge from a wide range of RNA biology topics. Instead of training students’ critical reading skills, which are covered by many other courses, this course is specialized in helping students understand RNA structure/function relationships and how to use the principles in solving real world problems. Therefore, the designing project is suitable to evaluate the learning progress.

College of Agricultural and Life Sciences
Department of Plant Pathology

P.O.Box 110680
1450 Fifield Hall
2550 Hull Road
Gainesville, FL 32611

Course Syllabus
Fall 2026 – PLP4600/6XXX
Introduction to RNA Engineering, In-person Course, 3 Credits

Time: MWF 1:55 – 2:45 pm
Lecture Location: In person, Fifield 2564
Instructor: Dr. Ying Wang
Office Location: 2557 Fifield Hall
Office Hours: Friday 3:00-5:00 pm.
Office Phone: 352-273-4674
Email: ying.wang1@ufl.edu

Course Description & General Education Purpose:
PLP6XXX, Introduction to RNA Engineering, has three one-hour lectures per week, and no laboratory. This Introduction to RNA engineering course is designed for graduate students. This course focuses on a specialized biology topic, RNA biology, including the fundamental features of RNA and their diverse functions. Students will review, discuss and critique both classic and state-of-the-art literature and gain the ability to engineer RNA for regulating gene expression, controlling pests, and detecting environmental pollutants.

Course Learning Objectives:
After taking this course, students will be able to:
1. describe the basic structural features of RNA molecules and their implications for RNA functions.
2. explain the key steps and components involved in RNA biogenesis.
3. summarize literature as well as identify the strength and weakness of scientific reports.
4. propose how to assemble of RNA elements to achieve certain biological functions.

Recommended Textbooks:
Textbooks are optional but highly recommended:
1. Elliott, D. & M. Ladomery. 2016. *Molecular Biology of RNA, 2nd Ed.* Oxford Univ. Press.
2. Mattick, J. & P. Amaral. 2022. *RNA, the Epicenter of Genetic Information*. CRC Press (click here for free online version).

Two relevant publications (see "Reading List" below) will be assigned to the whole class (available on the class Canvas webpage). One publication will used as an example for critical reading. The other publication will be used for writing an analytical assay.

Reading List
1. A. Fire, S. Xu, M.K. Montgomery, S.A. Kostas, S.E. Driver, C.C. Mello. 1998. Potent and specific genetic interference by double-stranded RNA in *Caenorhabditis elegans*. *Nature* 391(6669): 806-811.
2. Y. Li, A. Arce, T. Lucci, R.A. Rasmussen & J.B. Lucks. 2023. Dynamic RNA synthetic biology: new principles, practices and potential. *RNA Biol.* 20(1): 817-829.

Course Evaluation:
Exams: All exams will be taken in-person. There will be **two** midterm exams during the semester and **one** final exam during the final exam period (specific date/time are TBD). All Exams are weighted equally, 100 points

each and are non-cumulative.

Literature Reading:
Students will be assigned two publications to read. Both publications will be uploaded to E-Learning website. The whole class will discuss the first publication to learn how to read scientific papers. After reading the second paper, all students will write a short analytical essay (2-page maximum) about the second paper. This essay will be graded as 100 pts in total, based on the clarity and accuracy in summarizing the assigned publication and the constructive criticisms. It is not encouraged to use AI for this analytical assay. If used, it must be disclosed and the original prompts should also be submitted together with the analytical assay. In this case, grading will be based on the insights/understanding reflected in the original prompts.

Designing Projects:
For designing projects, graduate students will write up to 2-page description regarding how to design RNA molecules to regulate gene expression, control pathogen infection, or detect pollutants. This writing part accounts for 80 pts, and the grading will be based on feasibility of the design and the presentation clarity. If AI is used, students must disclose the usage. The original prompts must also be included in the submission. Those prompts will also be used to evaluate student's independence in the designing. In addition to the writing assignment, students will perform a 10-min presentation to explain their designs and answer questions from peer students. This presentation accounts for 20 pts, and the grading will be based in the explanation clarity.

Make-up Exams:
Make-up exams will be given only when students meet the University attendance policy (https://gradcatalog.ufl.edu/graduate/regulations/). Students are expected to provide excuses ahead of the make-up exams/tests.

Grading:

Total 500 points for graduate students:	
Midterm I	100
Midterm II	100
Final Exam	100
Literature essay	100
Designing project	100

	Percentage	Out of 500 Points (Graduate):
A	90.00% – 100%	450 - 500
B+	87.00% – 89.99%	435 - 449.5
B	83.00% – 86.99%	415 - 434.5
B-	80.00% – 82.99%	400 - 414.5
C+	77.00% – 79.99%	385 - 399.5
C	73.00% – 76.99%	365 - 384.5
C-	70.00% – 72.99%	350 - 364.5
D+	67.00% – 69.99%	335 - 349.5
D	63.00% – 66.99%	315 - 334.5
D-	60.00% – 62.99%	300 - 314.5
E	59.99% and below	<= 299

Academic Policies and Resources:
Please follow this link to navigate academic policies and campus resources: https://go.ufl.edu/syllabuspolicies.

University Absence Policies:
https://gradcatalog.ufl.edu/graduate/regulations/

Weekly Course Schedule:

Week 1	Aug 21	Syllabus
Week 2	Aug 24	Recognizing RNA as genetic material
	Aug 26	The chemical basis of RNAs
	Aug 28	The principles of RNA structures
Week 3	Aug 31	How to predict RNA structure
	Sep 2	The basis of RNA-protein interactions (1)
	Sep 4	The basis of RNA-protein interactions (2)
Week 4	Sep 7	Holiday
	Sep 9	How to predict Protein-RNA interactions
	Sep 11	Catalytic RNAs 1
Week 5	Sep 14	Catalytic RNAs 2
	Sep 16	RNA from birth to function
	Sep 18	Alternative splicing and diseases
Week 6	Sep 21	Nucleocytoplasm shuttling of RNAs
	Sep 23	Polar localization of RNAs and its functional implication
	Sep 25	Midterm I
Week 7	Sep 28	UTR structures in regulating translation
	Sep 30	How to change 5'UTR structure to modulate translation
	Oct 2	RNA silencing overview
Week 8	Oct 5	Small RNA biogenesis
	Oct 7	Paper discussion I in class (demonstration)
	Oct 9	Function of RNA silencing
Week 9	Oct 12	How to use RNA silencing
	Oct 14	Epigenetics and RNA-directed DNA methylation
	Oct 16	RNA editing- overview
Week 10	Oct 19	RNA editing and function
	Oct 21	Reading day, no class
	Oct 23	RNA long distance trafficking
Week 11	Oct 26	Midterm II
	Oct 28	RNA and membrane-less organization of organelles
	Oct 30	Biogenesis of long noncoding RNA
Week 12	Nov 2	Function of long noncoding RNA
	Nov 4	Riboswitch
	Nov 6	Assemble gene regulatory circuit using riboswitch
Week 13	Nov 9	Sensing foreign RNAs
	Nov 11	Holiday
	Nov 13	Organization of viral RNAs
Week 14	Nov 16	Viral RNA replication strategies
	Nov 18	Viroid and viroid-like RNAs
	Nov 20	RNA in biotechnology
Week 15		Thanksgiving Holidays
Week 16	Nov 30	Presentation on designing project I
	Dec 2	Presentation on designing project II

College of Agricultural and Life Sciences
Department of Plant Pathology

P.O.Box 110680
1450 Fifield Hall
2550 Hull Road
Gainesville, FL 32611

Course Syllabus
Fall 2025 – PLP4XXX
RNA Biology, In-person Course, 3 Credits

Time: MWF 1:55 – 2:45 pm
Lecture Location: In person, Fifield 2564
Instructor: Dr. Ying Wang
Office Location: 2557 Fifield Hall
Office Hours: Friday 3:00-5:00 pm.
Office Phone: 352-273-4674
Email: ying.wang1@ufl.edu

Course Description & General Education Purpose:
PLP4XXX, RNA Biology, has three one-hour lectures per week, and no laboratory. This advanced RNA biology course is designed for upper-level undergraduate students and focuses on a specialized biology topic, RNA biology, including its structure and related diverse functions. Students will review, discuss and critique both classic and state-of-the-art literature.

Course Prerequisites:
A grade "C" or better in BCH4024, PCB4522, or their equivalents at other universities, or permission of the instructor.

Course Learning Objectives:
After taking this course, students will be able to:
1. describe the various structural features of different types of RNA molecules and their implications for RNA function within the cell.
2. explain the key steps and components involved in RNA biogenesis, highlighting the differences between prokaryotic and eukaryotic systems.
3. summarize literature as well as identify the strength and weakness of scientific reports.

Recommended Textbooks:
Textbooks are optional but highly recommended:
1. Elliott, D. & M. Ladomery. 2016. *Molecular Biology of RNA, 2nd Ed.* Oxford Univ. Press.
2. Mattick, J. & P. Amaral. 2022. *RNA, the Epicenter of Genetic Information*. CRC Press (click here for free online version).

Two relevant publications (see "Reading List" below) will be assigned to the whole class (available on the class Canvas webpage). One publication will used as an example for critical reading. The other publication will be used as a material for the literature quiz.

READING LIST
1. A. Fire, S. Xu, M.K. Montgomery, S.A. Kostas, S.E. Driver, C.C. Mello. 1998. Potent and specific genetic interference by double-stranded RNA in *Caenorhabditis elegans*. *Nature* 391(6669): 806-811. doi: 10.1038/35888.
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Please see the table below.

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Course Evaluation:
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Grading:
Total 400 points:

Midterm I	100
Midterm II	100
Final Exam	100
Literature essay	100

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Online Course Evaluation Process:
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

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As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:
http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

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Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation: 0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

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A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources and support for academic, mental, physical and financial health can be accessed via the Campus Resources tab within our Canvas course site or directly from the Whole Gator website: Whole Gator - ONE.UF.

Health and Wellness:• *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,*www.counseling.ufl.edu
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching

- U Matter We Care, www.umatter.ufl.edu/
- *Career Connections Center,* First Floor JWRU, 392-1601, https://career.ufl.edu/.
- Student Success Initiative, http://studentsuccess.ufl.edu.

Student Complaints:
- Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.
- Online Course: https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint

University Safety Statement:
Under any emergency circumstances when UF Alert Emergency Notification is active (except for notified drills), the lecturer and students shall evacuate to the nearest safe place. The ongoing course/lab activities will be made up later upon notice.

Weekly Course Schedule:

Week 1	Aug 22	Syllabus
Week 2	Aug 25	Recognizing RNA as genetic material
	Aug 27	The chemical basis of RNAs
	Aug 29	The principles of RNA structures
Week 3	Sep 1	University Holiday
	Sep 3	The basis of RNA-protein interactions (1)
	Sep 5	The basis of RNA-protein interactions (2)
Week 4	Sep 8	Catalytic RNAs (1)
	Sep 10	Catalytic RNAs (2)
	Sep 12	Regulation of splicing
Week 5	Sep 15	Alternative splicing
	Sep 17	Defects in splicing and disease
	Sep 19	Nucleocytoplasm shuttling of RNAs (1)
Week 6	Sep 22	Nucleocytoplasm shuttling of RNAs (2)
	Sep 24	Polar localization of RNAs and its functional implication
	Sep 26	Midterm I
Week 7	Sep 29	RNA from birth to function
	Oct 1	Translation process
	Oct 3	UTR structure in regulating translation
Week 8	Oct 6	Paper discussion in class (demonstration)
	Oct 8	RNA quality control
	Oct 10	RNA silencing, overview
Week 9	Oct 13	RNA silencing, dicing to generate small RNAs
	Oct 15	RNA silencing, RISC complex for slicing
	Oct 17	RNA silencing, posttranscriptional regulation

Week 10	Oct 20	RNA silencing, transcriptional regulation
	Oct 22	Function of noncanonical small RNAs
	Oct 24	Epigenetics and RNA-directed DNA methylation
Week 11	Oct 27	Paper discussion and quiz
	Oct 29	Midterm II
	Oct 31	RNA editing, overview
Week 12	Nov 3	RNA editing and epitranscriptome
	Nov 5	tRNA and editing
	Nov 7	RNA long distance trafficking (1)
Week 13	Nov 10	RNA long distance trafficking (2)
	Nov 12	RNA and membraneless organization of organelles
	Nov 14	Biogenesis of long noncoding RNAs
Week 14	Nov 17	Function of long noncoding RNAs
	Nov 19	Organization of viral RNAs
	Nov 21	Sensing "foreign" RNAs
Week 15		Thanksgiving Holidays
Week 16	Dec 1	Viroid
	Dec 3	RNA in biotechnology and future perspectives

Cover Sheet: Request 22331 2

PLP4600-RNA biology

Info

Process	Course|Modify|Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Ying Wang ying.wang1@ufl.edu
Created	1/2/2026 10:38:58 AM
Updated	1/12/2026 1:19:16 PM
Description of request	This is a request to change the current course title "PLP4600 RNA biology" to "PLP4600 Introduction to RNA engineering". The new course tile will reflect the strength of the course that helps student to develop abilities to solve real world problems.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural and Life Sciences - General 60030000	Anne Mathews	Approving per email with Dr. Mathews Paret on 1/12/2026.	1/12/2026
RNA biology syllabus approved.docx RNA biology syllabus for change course name.docx					1/2/2026 1/2/2026
College	Pending	CALS - College of Agricultural and Life Sciences			1/12/2026
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					

Original file: Cover sheet.pdf

Course|Modify for request 22331

Info

Request: PLP4600-RNA biology
Description of request: This is a request to change the current course title "PLP4600 RNA biology" to "PLP4600 Introduction to RNA engineering". The new course tile will reflect the strength of the course that helps student to develop abilities to solve real world problems.
Submitter: Ying Wang ying.wang1@ufl.edu
Created: 1/2/2026 11:07:45 AM
Form version: 2

Responses

Current Prefix PLP
Course Level 4
Number 600
Lab Code None
Course Title RNA biology
Effective Term Fall
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? Yes
Current Course Title RNA biology
Proposed Course Title Introduction to RNA Engineering
Change Transcript Title? Yes
Current Transcript Title RNA biology
Proposed Transcript Title (30 char. max) RNA Engineering
Change Credit Hours? No

Change Variable Credit? No

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

Original file: Submitted form version 2.pdf

Change Course Objectives Yes
Current Course Objectives After taking this course, students will be able to:
1. describe the various structural features of different types of RNA molecules and their implications for RNA function within the cell.
2. explain the key steps and components involved in RNA biogenesis, highlighting the differences between prokaryotic and eukaryotic systems.
3. summarize literature as well as identify the strength and weakness of scientific reports.

Proposed Course Objectives After taking this course, students will be able to:
1. describe the basic structural features of RNA molecules and their implications for RNA functions.
2. explain the key steps and components involved in RNA biogenesis.
3. summarize literature as well as identify the strength and weakness of scientific reports.
4. propose how to assemble of RNA elements to achieve certain biological functions.

Change Prerequisites? No

Change Co-requisites? No

Rationale While the course offers the same materials regarding the principles of RNA biology, the new course title will highlight the strength of the course. When choosing this course, students will learn from the course title that they will be able to build abilities to applied the knowledge of RNA to solve real world problems.

Original file: Submitted form version 2.pdf

College of Agricultural and Life Sciences
Department of Plant Pathology

P.O.Box 110680
1450 Fifield Hall
2550 Hull Road
Gainesville, FL 32611

Course Syllabus
Fall 2025 – PLP4XXX
RNA Biology, In-person Course, 3 Credits

Time: MWF 1:55 – 2:45 pm
Lecture Location: In person, Fifield 2564
Instructor: Dr. Ying Wang
Office Location: 2557 Fifield Hall
Office Hours: Friday 3:00-5:00 pm.
Office Phone: 352-273-4674
Email: ying.wang1@ufl.edu

Course Description & General Education Purpose:
PLP4XXX, RNA Biology, has three one-hour lectures per week, and no laboratory. This advanced RNA biology course is designed for upper-level undergraduate students and focuses on a specialized biology topic, RNA biology, including its structure and related diverse functions. Students will review, discuss and critique both classic and state-of-the-art literature.

Course Prerequisites:
A grade "C" or better in BCH4024, PCB4522, or their equivalents at other universities, or permission of the instructor.

Course Learning Objectives:
After taking this course, students will be able to:
1. describe the various structural features of different types of RNA molecules and their implications for RNA function within the cell.
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3. summarize literature as well as identify the strength and weakness of scientific reports.

Recommended Textbooks:
Textbooks are optional but highly recommended:
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2. Mattick, J. & P. Amaral. 2022. *RNA, the Epicenter of Genetic Information*. CRC Press (click here for free online version).

Two relevant publications (see "Reading List" below) will be assigned to the whole class (available on the class Canvas webpage). One publication will used as an example for critical reading. The other publication will be used as a material for the literature quiz.

READING LIST
1. A. Fire, S. Xu, M.K. Montgomery, S.A. Kostas, S.E. Driver, C.C. Mello. 1998. Potent and specific genetic interference by double-stranded RNA in *Caenorhabditis elegans*. *Nature* 391(6669): 806-811. doi: 10.1038/35888.
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Instructor Interaction Plan:
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Please see the table below.

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Course Evaluation:
Exams: All exams will be taken in-person. There will be **two** midterm exams during the semester and **one** final exam. The final exam is **NOT** comprehensive and counts the same as two midterms. All three exams will be 100 pts, rendering 300 pts in total.

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Grading:
Total 400 points:

Midterm I	100
Midterm II	100
Final Exam	100
Literature essay	100

	Percentage	Out of 400 Points:
A	90.00% – 100%	360 - 400
B+	87.00% – 89.99%	348 - 359
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Self-Help Library
Wellness Coaching

• U Matter We Care, www.umatter.ufl.edu/
• *Career Connections Center,* First Floor JWRU, 392-1601, https://career.ufl.edu/.
• Student Success Initiative, http://studentsuccess.ufl.edu.

Student Complaints:
• Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.
• Online Course: https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint

University Safety Statement:
Under any emergency circumstances when UF Alert Emergency Notification is active (except for notified drills), the lecturer and students shall evacuate to the nearest safe place. The ongoing course/lab activities will be made up later upon notice.

Weekly Course Schedule:

Week 1	Aug 22	Syllabus
Week 2	Aug 25	Recognizing RNA as genetic material
	Aug 27	The chemical basis of RNAs
	Aug 29	The principles of RNA structures
Week 3	Sep 1	University Holiday
	Sep 3	The basis of RNA-protein interactions (1)
	Sep 5	The basis of RNA-protein interactions (2)
Week 4	Sep 8	Catalytic RNAs (1)
	Sep 10	Catalytic RNAs (2)
	Sep 12	Regulation of splicing
Week 5	Sep 15	Alternative splicing
	Sep 17	Defects in splicing and disease
	Sep 19	Nucleocytoplasm shuttling of RNAs (1)
Week 6	Sep 22	Nucleocytoplasm shuttling of RNAs (2)
	Sep 24	Polar localization of RNAs and its functional implication
	Sep 26	Midterm I
Week 7	Sep 29	RNA from birth to function
	Oct 1	Translation process
	Oct 3	UTR structure in regulating translation
Week 8	Oct 6	Paper discussion in class (demonstration)
	Oct 8	RNA quality control
	Oct 10	RNA silencing, overview
Week 9	Oct 13	RNA silencing, dicing to generate small RNAs
	Oct 15	RNA silencing, RISC complex for slicing
	Oct 17	RNA silencing, posttranscriptional regulation

Week 10	Oct 20	RNA silencing, transcriptional regulation
	Oct 22	Function of noncanonical small RNAs
	Oct 24	Epigenetics and RNA-directed DNA methylation
Week 11	Oct 27	Paper discussion and quiz
	Oct 29	Midterm II
	Oct 31	RNA editing, overview
Week 12	Nov 3	RNA editing and epitranscriptome
	Nov 5	tRNA and editing
	Nov 7	RNA long distance trafficking (1)
Week 13	Nov 10	RNA long distance trafficking (2)
	Nov 12	RNA and membraneless organization of organelles
	Nov 14	Biogenesis of long noncoding RNAs
Week 14	Nov 17	Function of long noncoding RNAs
	Nov 19	Organization of viral RNAs
	Nov 21	Sensing "foreign" RNAs
Week 15		Thanksgiving Holidays
Week 16	Dec 1	Viroid
	Dec 3	RNA in biotechnology and future perspectives

College of Agricultural and Life Sciences
Department of Plant Pathology

P.O.Box 110680
1450 Fifield Hall
2550 Hull Road
Gainesville, FL 32611

Course Syllabus
Fall 2026 – PLP4600
Introduction to RNA Engineering, In-person Course, 3 Credits

Time: MWF 1:55 – 2:45 pm
Lecture Location: In person, Fifield 2564
Instructor: Dr. Ying Wang
Office Location: 2557 Fifield Hall
Office Hours: Friday 3:00-5:00 pm.
Office Phone: 352-273-4674
Email: ying.wang1@ufl.edu

Course Description & General Education Purpose:
PLP4600, Introduction to RNA engineering, has three one-hour lectures per week, and no laboratory. This advanced RNA biology course is designed for upper-level undergraduate students and focuses on a specialized biology topic, RNA biology, including its structure and related diverse functions. Students will review, discuss and critique both classic and state-of-the-art literature.

Course Prerequisites:
A grade "C" or better in BCH4024, PCB4522, or their equivalents at other universities, or permission of the instructor.

Course Learning Objectives:
After taking this course, students will be able to:
1. describe the basic structural features of RNA molecules and their implications for RNA functions.
2. explain the key steps and components involved in RNA biogenesis.
3. summarize literature as well as identify the strength and weakness of scientific reports.
~~3.~~4. propose how to assemble of RNA elements to achieve certain biological functions.

Recommended Textbooks:
Textbooks are optional but highly recommended:
1. Elliott, D. & M. Ladomery. 2016. *Molecular Biology of RNA, 2nd Ed.* Oxford Univ. Press.
2. Mattick, J. & P. Amaral. 2022. *RNA, the Epicenter of Genetic Information*. CRC Press (click here for free online version).

Two relevant publications (see "Reading List" below) will be assigned to the whole class (available on the class Canvas webpage). One publication will used as an example for critical reading. The other publication will be used as a material for the literature quiz.

Reading List
1. A. Fire, S. Xu, M.K. Montgomery, S.A. Kostas, S.E. Driver, C.C. Mello. 1998. Potent and specific genetic interference by double-stranded RNA in *Caenorhabditis elegans*. *Nature* 391(6669): 806-811.
2. Y. Li, A. Arce, T. Lucci, R.A. Rasmussen & J.B. Lucks. 2023. Dynamic RNA synthetic biology: new principles, practices and potential. *RNA Biol.* 20(1): 817-829.

Course Evaluation:

Exams: All exams will be taken in-person. There will be **two** midterm exams during the semester and **one** final exam. The final exam is **NOT** comprehensive and counts the same as two midterms. All three exams will be 100 pts, rendering 300 pts in total.

All exams/final will be multiple-choice and true-false questions.

Literature Reading:

Students will be assigned two publications to read. Both publications will be uploaded to E-Learning website. The whole class will discuss the first publication to learn how to read scientific papers. After reading the second paper, every student will write a short essay (2-page maximum) about both papers. This essay will be graded as 100 pts in total, based on the clarity and accuracy in summarizing the assigned publications and the constructive criticisms.

Make-up Exams:

Make-up exams will be given only when students have a solid excuse in accordance to the University attendance policy. Students are expected to provide excuses ahead of the exams/tests.

Grading:

Total 400 points:

Midterm I	100
Midterm II	100
Final Exam	100
Literature essay	100

	Percentage	Out of 400 Points:
A	90.00% – 100%	360 - 400
B+	87.00% – 89.99%	348 - 359
B	83.00% – 86.99%	332 - 347
B-	80.00% – 82.99%	320 - 331
C+	77.00% – 79.99%	308 - 319
C	73.00% – 76.99%	292 - 307
C-	70.00% – 72.99%	280 - 291
D+	67.00% – 69.99%	268 - 279
D	63.00% – 66.99%	252 - 267
D-	60.00% – 62.99%	240 - 251
E	59.99% and below	<= 239

Academic Policies and Resources:

Please follow this link to navigate academic policies and campus resources: https://go.ufl.edu/syllabuspolicies.

Weekly Course Schedule:

Week 1	Aug 21	Syllabus
Week 2	Aug 24	Recognizing RNA as genetic material
	Aug 26	The chemical basis of RNAs
	Aug 28	The principles of RNA structures
Week 3	Aug 31	The basis of RNA-protein interactions (1)
	Sep 2	The basis of RNA-protein interactions (2)
	Sep 4	Catalytic RNAs (1)
Week 4	Sep 7	Holiday
	Sep 9	Catalytic RNAs (2)
	Sep 11	Regulation of splicing

Week 5	Sep 14	Alternative splicing
	Sep 16	Defects in splicing and disease
	Sep 18	Nucleocytoplasm shuttling of RNAs (1)
Week 6	Sep 21	Nucleocytoplasm shuttling of RNAs (2)
	Sep 23	Polar localization of RNAs and its functional implication
	Sep 25	RNA from birth to function
Week 7	Sep 28	Translation process
	Sep 30	UTR structure in regulating translation
	Oct 2	Paper discussion in class (demonstration)
Week 8	Oct 5	RNA quality control
	Oct 7	RNA silencing, overview
	Oct 9	RNA silencing, dicing to generate small RNAs
Week 9	Oct 12	RNA silencing, RISC complex for slicing
	Oct 14	RNA silencing, posttranscriptional regulation
	Oct 16	RNA silencing, transcriptional regulation
Week 10	Oct 19	Function of noncanonical small RNAs
	Oct 21	Epigenetics and RNA-directed DNA methylation
	Oct 23	Paper discussion I
Week 11	Oct 26	Paper discussion II
	Oct 28	Midterm II
	Oct 30	RNA editing, overview
Week 12	Nov 2	RNA editing and epitranscriptome
	Nov 4	tRNA and editing
	Nov 6	RNA long distance trafficking (1)
Week 13	Nov 9	RNA long distance trafficking (2)
	Nov 11	RNA and membraneless organization of organelles
	Nov 13	Biogenesis of long noncoding RNAs
Week 14	Nov 16	Function of long noncoding RNAs
	Nov 18	Organization of viral RNAs
	Nov 20	Sensing "foreign" RNAs
Week 15		Thanksgiving Holidays
Week 16	Nov 30	Viroid
	Dec 2	RNA in biotechnology and future perspectives

Cover Sheet: Request 22356

Proposed minor in Plant Breeding

Info

Process	Minor|New/Close|Ugrad
Status	Pending at CALS - Agricultural and Life Sciences - General 60030000
Submitter	Gregory Macdonald pineacre@ufl.edu
Created	1/8/2026 11:52:58 AM
Updated	1/14/2026 4:15:13 PM
Description of request	We are requesting a minor in plant breeding for those students primarily in the Plant Science major, but can be obtained by other students as well. This will provide students with a strong background and academic credentials to pursue graduate studies or professional careers using the knowledge in these courses. It has support from all 3 plant science departments, and has been endorsed and supported by the plant breeding faculty.

Actions

Step	Status	Group	User	Comment	Updated
Department	Pending	CALS - Agricultural and Life Sciences - General 60030000			1/8/2026
No document changes					
College					
No document changes					
AP for Undergraduate Affairs Notified					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Minor|New for request 22356

Info

Request: Proposed minor in Plant Breeding
Description of request: We are requesting a minor in plant breeding for those students primarily in the Plant Science major, but can be obtained by other students as well. This will provide students with a strong background and academic credentials to pursue graduate studies or professional careers using the knowledge in these courses. It has support from all 3 plant science departments, and has been endorsed and supported by the plant breeding faculty.
Submitter: Gregory Macdonald pineacre@ufl.edu
Created: 1/14/2026 2:22:04 PM
Form version: 2

Responses

Existing Degree Program Name Plant Science
CIP Code 1.1101
Existing Minor(s) Entomology and Nematology
Environmental Horticulture
Golf and Sports Turf Management
Horticultural Science
Organic and Sustainable Crop Production
Plant Molecular and Cellular Biology
Soil, Water, and Ecosystem Sciences
Proposed Minor Name Plant Breeding
Proposed Transcript Title (Maximum 50 characters) Minor in Plant Breeding
Code PBR
Credits 15
Number of Students 20
Effective Term Fall
Effective Year Earliest Available
Percentage of Credits Available Fully Online <50%
Percentage of Credits Available Off-Campus <25%
Rationale and Place in Curriculum The Plant Breeding minor is designed to equip students with foundational knowledge in the next-generation scientific approaches used to genetically improve plants for a wide range of societal needs, including food, feed, fiber, fuel, shelter, landscape beautification, and ecosystem services. As global challenges related to food security, sustainability, and environmental resilience intensify, expertise in plant breeding and genetics is increasingly essential. This minor provides a strong academic foundation for students seeking careers in cultivar development or those intending to pursue advanced degrees in genetics and plant breeding. While it is particularly well suited for students majoring in plant science, the minor is intentionally structured to be accessible and beneficial to students from other disciplines who wish to integrate plant breeding into their academic program. The Plant Breeding minor is facilitated by the Department of Agronomy and represents a collaborative, interdisciplinary effort among the Departments of Agronomy, Horticultural Sciences, and Plant Pathology.
Impacts on Other Programs since nearly all courses required and listed already exist and are being taught by the 3 participating departments, we do not feel there is any conflict or impacts with other programs or departments

Original file: Submitted form version 2.pdf

Institute of Food and Agricultural Sciences
Horticultural Sciences Department

1233 Fifield Hall
PO Box 110690
Gainesville, FL 32611
352-273-4847

Jan 8, 2026

To
Curriculum Committee,
College of Agriculture and Life Sciences

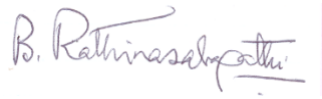
Dear Colleagues,

We are writing this to strongly support the addition of a *Plant Breeding Minor* as an option for the Plant Science major students at the University of Florida. We find the list of required and elective courses proposed for *Plant Breeding Minor* will prepare the students well for this purpose

University of Florida Plant breeders working group represents some of the strongest plant scientists in the world. The interdepartmental faculty group administers a very successful graduate program. Addition of a *Plant Breeding Minor* will inspire some of the plant science majors to take up careers in the seed industry and biotechnology, including graduate studies.

Please reach us if you need additional information.

Sincerely,



Bala Rathinasabapathi, Ph.D.
Professor and Associate Chair (Teaching)
Horticultural Sciences Department
Member, UF Plant Breeding Graduate Program

Esteban Rios, Ph.D.
Associate Professor and Director, PBGP
Agronomy Department,
University of Florida, Gainesville

Proposed Plant Breeding Minor

The Plant Breeding minor teaches the next-generation science that is used to genetically improve plants for food, feed, fiber, fuel, shelter, landscape beautification, ecosystem services, and more. It provides a foundation for those seeking employment in cultivar development or an advanced degree in genetics and plant breeding. It is particularly appropriate for students majoring in plant science, although it is available to students in other majors. The Agronomy Department facilitates this interdisciplinary minor, a cooperative effort of the departments of Agronomy, Horticultural Sciences, and Plant Pathology.

College: Agricultural and Life Sciences

Credits: 15 | completed with minimum grades of C

Contact: Estaban Rios/Greg MacDonald

Required Courses

AGR 3303*	Genetics	3

**MCB 4304 or PCB 3063*

CHOOSE ONE:

AGR 4320	Plant Breeding	3
HOS 4241C	Genetics and Breeding of Vegetable Crops	

Elective Courses (select at least three, with a minimum of 9 credits)

AGR 4304	Plant Chromosomes and Genomes	3
BSC 2891	Python Programming for Biology	3
FOR 4934	Introduction to programming with R	2
HOS 3305	Introduction to Plant Molecular Biology	3
HOS 3513C	Breeding and Production of Medicinal Plants	2
HOS 4313C	Laboratory Methods in Plant Molecular Biology	2
HOS 4392	Survey of Breeding Tools and Methods	3
PLS 4242C	Micropropagation of Horticultural Crops	4
PLP 3002C	Fundamentals of Plant Pathology	4
PLP 4600	RNA Biology	3
PLS 4105	Genome Editing and Plant Biotechnology	3

DRAFT

Proposed Plant Breeding Minor

The Plant Breeding minor teaches the next-generation science that is used to genetically improve plants for food, feed, fiber, fuel, shelter, landscape beautification, ecosystem services, and more. It provides a foundation for those seeking employment in cultivar development or an advanced degree in genetics and plant breeding. It is particularly appropriate for students majoring in plant science, although it is available to students in other majors. The Agronomy Department facilitates this interdisciplinary minor, a cooperative effort of the departments of Agronomy, Horticultural Sciences, and Plant Pathology.

College: Agricultural and Life Sciences

Credits: 15 | completed with minimum grades of C

Contact: Esteban Rios/Greg MacDonald

Required Courses

Introductory genetics – choose one of the following:	3
AGR 3303 – Genetics	
MCB 4304 - Genetics of Microorganisms	
PCB 3063- Genetics	
Plant breeding – choose one of the following courses:	3
AGR 4320 Plant Breeding	
HOS 4241C Genetics and Breeding of Vegetable Crops	

Elective Courses - choose courses for 9 credits:

AGR 4320*	Plant Breeding	3
HOS 4241C*	Genetics and Breeding of Vegetable Crops	3
AGR 4304	Plant Chromosomes and Genomes	3
HOS 3305	Introduction to Plant Molecular Biology	3
HOS 3513C	Breeding and Production of Medicinal Plants	2
HOS 4313C	Laboratory Methods in Plant Molecular Biology	2
HOS 4392	Survey of Breeding Tools and Methods	3
PLS 4105	Genome Editing and Plant Biotechnology	3
PLS 4242C	Micropropagation of Horticultural Crops	4
PLP 3002C**	Fundamentals of Plant Pathology	4
BSC 2891**	Python Programming for Biology	3
FOR 4934**	Introduction to Programming with R	2
PLP 4600**	RNA Biology	3

** one of these courses if not taken for plant breeding requirement*

***only one of these courses can be counted towards the minor*

DRAFT

Cover Sheet: Request 22355

Expand Existing Residential Agricultural and Natural Resource Communication Minor to UF Online in the College of Agricultural and Life Sciences

Info

Process	Program|Modify Platform|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Rebekah Raulerson beckyraulerson@ufl.edu
Created	1/8/2026 11:52:57 AM
Updated	1/8/2026 12:03:31 PM
Description of request	The Agricultural Education and Communication Department requests approval to offer the current Agricultural and Natural Resource Communication minor curriculum to UF Online students as a minor.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		1/8/2026
UFOnline_program_proposal - AEC - Ag NR Comm Minor - BM AM signed.docx UF_Online_Program_Adoption_Commitee_Outcome_letter_Agricultural Natural Resource Communication Minor.pdf					1/8/2026 1/8/2026
College	Pending	CALS - College of Agricultural and Life Sciences			1/8/2026
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
UF Online					
No document changes					
SACS Director					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Step	Status	Group	User	Comment	Updated
Director of Institutional Assessment Notified					
No document changes					

Original file: Cover sheet.pdf

Program|Modify_Platform for request 22355

Info

Request: Expand Existing Residential Agricultural and Natural Resource Communication Minor to UF Online in the College of Agricultural and Life Sciences
Description of request: The Agricultural Education and Communication Department requests approval to offer the current Agricultural and Natural Resource Communication minor curriculum to UF Online students as a minor.
Submitter: Rebekah Raulerson beckyraulerson@ufl.edu
Created: 1/8/2026 11:50:34 AM
Form version: 1

Responses

Name Agricultural and Natural Resource Communication Minor
Major or Minor Code AGC
Effective Term Earliest Available
Effective Year Earliest Available
Differences from Residential Program Courses will all be offered asynchronous online and will be UF Quality approved. Students will have the opportunity to complete the minor with the same course offerings as the residential minor. UF Online course sections will be offered more frequently than residential sections of the courses.
Pedagogical Rationale/Justification Agricultural and natural resource communication skills are deemed as important to employers across a broad spectrum of content-related majors. This minor being offered through UF Online would open this opportunity to UF Online students who are in these majors as well.
Impact on Existing Residential and Online Programs The UF Online sections of courses will be offered in addition to the already currently offered courses in the residential program. These sections will not impact current residential program course capacity. All of the AEC courses for the minor are already offered in UF Online as a part of the AEC majors that are already being offered in UF Online. Therefore, UF Online students should easily be able to access courses through the minor.

Original file: Submitted form version 1.pdf

From:
Melissa Allen
Director, UF Online
Office of Teaching and Technology
University of Florida
melissa365@ufl.edu | 352-294-0543

Date: January 6, 2025

To:
Department of Agricultural Education and Communication
College of Agricultural and Life Sciences
University of Florida

Subject: Approval of the Agricultural & Natural Resource Communication minor for UF Online

Dear Academic Partners,

Thank you for your proposal to offer the **Agricultural & Natural Resource Communication minor** to all UF Online students who have completed at least 45 credits and the required prerequisites.

On behalf of UF Online's Program Adoption Committee (PAC), I am pleased to inform you that your proposal has been **approved.** *Please note: All courses required for this program are already offered in UF Online. Thank you for your department's commitment to increase seat capacity in AEC3030C (Effective Oral Communication) as part of the launch of this new program.*

As a reminder, UF Online courses must adhere to UF Course Quality standards and undergo formal quality review every five years according to regulations established by the Florida Board of Governors. In addition, most courses should be reviewed and refreshed every two to three years; instructional designer support for these efforts is available and funded by UF Online through the COIP unit. Any course developed outside of COIP will be expected to go through the online quality review process within 1-2 years of launch.

The next step will be to formally initiate the UCC approval process for a new undergraduate minor. You can begin that submission here. Once the UCC process is completed, UF Online will contact you and connect you to the appropriate stakeholders for the formal launch.

Please don't hesitate to reach out with any questions or updates as you move forward. Thank you again for your partnership and dedication to enhancing opportunities for UF Online students.

Sincerely,

Melissa Allen

Melissa Allen
Director, UF Online

e: UF_Online_Program_Adoption_Commitee_Outcome_letter_Agricultural_Natural Resource Communication

PROGRAM PROPOSAL

REQUEST FOR UF ONLINE DELIVERY

PURPOSE

This document is intended to assist academic units with planning and receiving approval for the addition of a new or existing academic program (major, minor, or certificate) to be developed or adopted for fully online delivery to students in UF Online.

The academic unit should submit and utilize this signed proposal as evidence of UF Online support during official University Curriculum Committee (UCC) approval processes. In addition, the Appendix included here may be used as a template for Undergraduate Catalog copy as required by the UCC.

For assistance completing any sections of this proposal, see Program Adoption and Launch or contact academics@ufonline.ufl.edu.

PROPOSAL OVERVIEW

Academic Unit
Agricultural Education and Communication, College of Agricultural and Life Sciences

Primary Department Contact
Becky Raulerson (Undergraduate Coordinator), beckyraulerson@ufl.edu

Proposed Program Type

- ☐ Major
- ☐ Minor
- ☐ Certificate
- ☐ Add Specialization to existing UF Online major: [major name]
- ☐ Program currently offered to non-UFO students
- ☐ Exclusively available online

Program Name and Residential Equivalent Degree Plan Code (if applicable)
Agricultural and Natural Resource Communication Minor – AGC_UMN

Website Description of the Program
Open to all students, the Agricultural and Natural Resource Communication minor provides an opportunity to gain a basic understanding of and to develop a skill level for communication techniques in agriculture and natural resources. *(This is copied straight from the UF Catalog language for the residential minor.)*

UF Online courses and instructors can opt to receive dedicated attention from the Center for Online Innovation & Production (COIP) to ensure the highest standards of online education are met or exceeded.

Online Course Offerings
Complete the tables below to detail the program's plans for (re-)developing courses for fully online delivery. To take advantage of COIP-facilitated development and maintenance of your UF Online courses, indicate "COIP" in the Development Plan column.

Courses offered by academic department proposing the program

Include all courses offered by the academic unit that must be made available for UF Online students to successfully complete the proposed program requirements, including any college or departmental requirements or prerequisites.

COURSE	TITLE	TYPE	UFO OFFERED ?	DEVELOPMENT PLAN + FIRST OFFERING TERM
[number]	[title]	[required/core] [approved elective] [elective]	[yes] [no]	[if not currently offered in UFO]
AEC 3030C	Effective Oral Communication *	Approved elective	Yes	
AEC 3033C	Research and Business Writing in Agricultural and Life Sciences **	Approved elective	Yes	
AEC 3043	Communication and Leadership for Agricultural and Life Sciences Policy Issues	Approved elective	Yes	Developed and launching Spring 2026
AEC 3065	Issues in Agricultural and Life Sciences	Approved elective	Yes	
AEC 3070C	Digital Media Production in Agricultural and Life Sciences	Approved elective	Yes	
AEC 3071	Social Media Strategy and Leadership for Agricultural and Life Sciences	Approved elective	Yes	
AEC 3073	Intercultural Communication	Approved elective	Yes	
AEC 3209	Instructional and Event Planning in Agricultural and Life Sciences	Approved elective	Yes	
AEC 4031	The Communication Process in Agricultural and Life Sciences	Approved elective	Yes	
AEC 4035	Communication Practices for Agricultural and Life Sciences	Approved elective	Yes	
AEC 4434	Communication and Leadership in Groups and Teams	Approved elective	Yes	
AEC 4946	Communication and Leadership Development Internship	Approved elective	Yes	

	*Or equivalent speech course.			
	**Or equivalent writing course.			

Courses not offered by academic department proposing the program

Include all courses offered by other units that must be made available for UF Online students to successfully complete the proposed program requirements, including any college or departmental requirements or prerequisites.

COURSE	TITLE	TYPE	UFO OFFERED?	DEVELOPMENT PLAN + FIRST OFFERING TERM
[number]	[title]	[required/core] [approved elective] [elective]	[yes] [no]	[if not currently offered in UFO]
	N/A			

X I understand the proposing academic unit is responsible for securing buy-in, with UF Online support, and ensuring that any course dependencies offered by other units are available to students pursuing the fully online program.

Course Review + Maintenance Expectations
UF Online courses must adhere to UF Course Quality standards and undergo formal quality review every five years according to regulations established by the Florida Board of Governors. In addition, most courses should be reviewed and "refreshed" every two to three years; instructional designer support for these efforts is available and funded by UF Online through the COIP unit.

X I understand that all UF Online courses must meet or exceed quality standards and undergo formal quality review every five years or as mandated by the UF or the BOG.
X I confirm the academic unit leadership for this program will communicate course review and maintenance expectations to instructors and will support compliance.

Specific Curriculum Differences
Please describe the differences, if any, between the proposed program to be offered to fully online UF Online students vs. the existing residential program (i.e., course alternatives, elective option differences, sequence differences, availability restrictions, etc.):

A fully online UF Online student will need to take five of the approved elective courses, just as a residential program student would need to take, so there are 11 courses for UF Online students to choose from. There are 13 for residential students to choose from at this current time.

PROGRAM LAUNCH PLAN

Based on the curriculum development plan above, please indicate the preferred semester and year for the first students to begin enrolling in courses according to their applicant type.

Proposed Admission Semester by Applicant Type

- ☐ First time in college (FTIC) – freshman applicants: [Spring 2026]
- ☐ Lower division transfers and existing UF students (<60 credits): [Spring 2026]
- ☐ Upper division transfers and existing UF students (>60 credits, AA): [Spring 2026]
- ☐ Second bachelor's degrees (post-bacc): [Spring 2026]
- ☐ Readmissions: [Spring 2026]

Note that admissions deadlines are three to six months prior to first enrollment; thus recruitment and outreach will begin in UF Online Enrollment Services prior to the launch semester.

Admissions Decisions
For FTIC and lower division applicants, UF Online Enrollment Services is responsible for admissions decisions. For other admission types, the College is responsible for admitting eligible applicants. Who is the contact for these admissions decisions in your College or unit? Ms. Jane Dolder in UF/CALS (jdolder@ufl.edu)

What are your program's expectations for enrollment?

End of year one: [10]
End of year three: [25]
End of year five: [50]

Applicant Criteria
Do students applying to this program need to meet any specific criteria for entry?

X No (other than to meet the criteria required to add any minor, residential or in UF Online)

☐ Yes, please describe: [special admission criteria]

UF ONLINE PROVIDED SUPPORTS

Delivery Funds
Courses and programs offered through UF Online generate revenue at $85/credit hour of enrollment per UFO section, which is transferred to the individual college each semester. These delivery funds can be used to offset a wide variety of expenses related to teaching and operations.

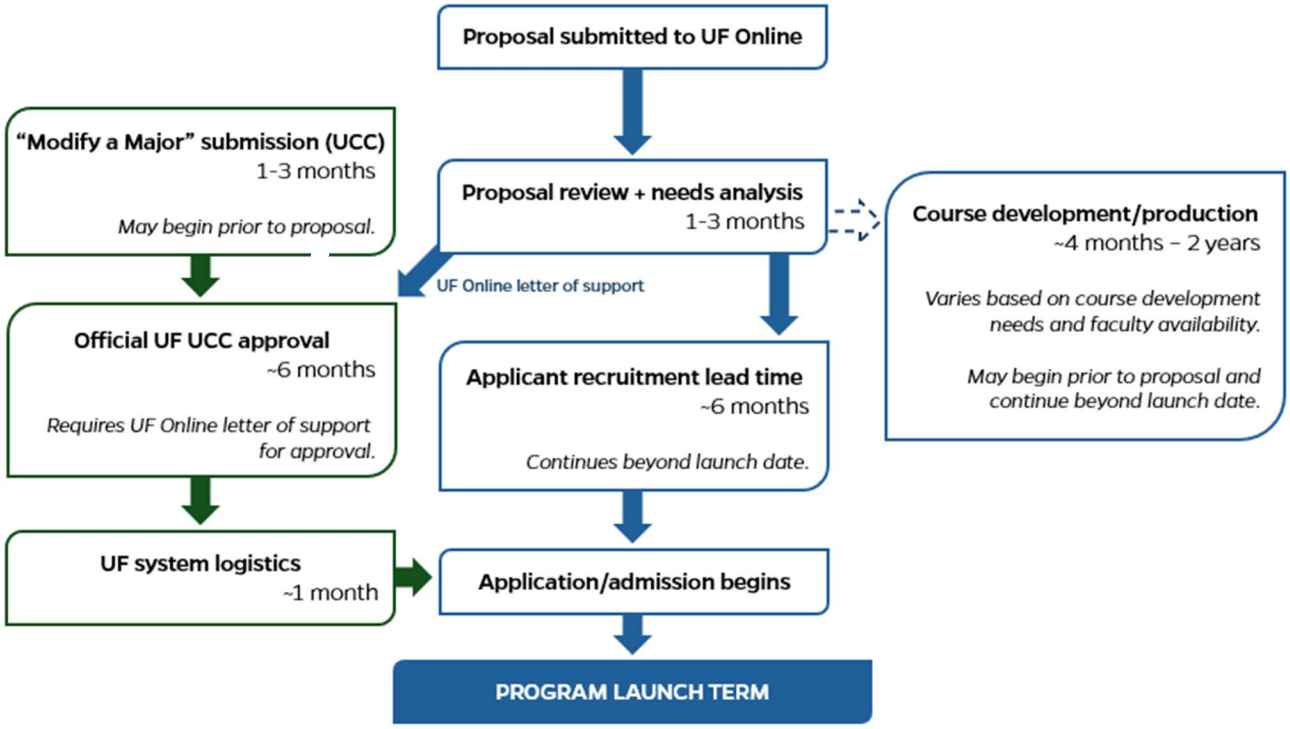
Academic Advisor Roles
Programs offering majors to UF Online students typically receive funding for dedicated academic advisor positions at the rate of 1.0 FTE per 250 enrolled students.

The academic advisor for this program will be: [Dr. Natalie Coers, ncoers@ufl.edu]

TIMELINES AND DEPENDENCIES

Because each program has a unique set of needs and requirements, a "typical" launch timeline is rarely typical. Programs with existing online courses can expect a 1-2 semester launch timeline with course maintenance and refreshes after launch. Programs needing significant development for online delivery should expect 1-2 years of pre-launch development, depending on the curriculum, with ongoing course development after launch.

You are encouraged, with your College's support, to begin the official University Curriculum Committee (UCC) approval process concurrently with UF Online review (Modify a Major > Offer Existing Major Through UF Online). A letter of support from UF Online will be provided for UCC submission pending Provost Office approval.



APPROVALS

UF Online and the Program Adoption Committee will review this proposal and follow up with clarifications, questions, or suggestions as needed.

This proposal for a program to be made available to UF Online students is hereby submitted for review and approval by:

Department Chair/Director
[Dr. Brian Myers]
[Department Chair]
[UF/CALS – Ag Ed & Comm]

College Associate Dean
[Anne Mathews, PhD, RDN]
[Associate Dean]
[UF College of Agricultural and Life Sciences]

APPENDIX – CATALOG CONTENT

AGRICULTURAL AND NATURAL RESOURCE COMMUNICATION

MINOR

Home / Undergraduate Catalog / Colleges and Schools / Agricultural and Life Sciences | College of / Agricultural and Natural Resource Communication Minor

Open to all students, the Agricultural and Natural Resource Communication minor provides an opportunity to gain a basic understanding of and to develop a skill level for communication techniques in agriculture and natural resources.

ABOUT THIS PROGRAM

College: Agricultural and Life Sciences

Credits: 15 | Completed with a minimum cumulative 2.5 GPA for courses in the minor

› Department Information

REQUIRED COURSES

Select five:		15
AEC 3030C	Effective Oral Communication [1]	
AEC 3033C	Research and Business Writing in Agricultural and Life Sciences [2]	
AEC 3043	Communication and Leadership for Agricultural and Life Sciences Policy Issues	
AEC 3065	Issues in Agricultural and Life Sciences	
AEC 3070C	Digital Media Production in Agricultural and Life Sciences	
AEC 3071	Social Media Strategy and Leadership for Agricultural and Life Sciences	
AEC 3073	Intercultural Communication	
AEC 3209	Instructional and Event Planning in Agricultural and Life Sciences	
AEC 4031	The Communication Process in Agricultural and Life Sciences	
AEC 4035	Communication Practices for Agricultural and Life Sciences	
AEC 4036	Advanced Agricultural Communication Production	
AEC 4434	Communication and Leadership in Groups and Teams	
AEC 4946	Comm and Lead Dev Internship	
Total Credits		**15**

1 Or equivalent speech course.
2 Or equivalent writing course.

Screenshot

UNDERGRADUATE CATALOG

- Agricultural and Natural Resource Communication Minor
- Agricultural and Natural Resource Ethics and Policy Minor
- Agricultural and Natural Resource Law Minor
- Agricultural Curriculum and Development Minor
- Agricultural Curriculum and Development Minor UF Online
- Agricultural Education and Communication
- Agricultural Education and Communication | Agricultural Education UF Online
- Agricultural Education and Communication | Communication and Leadership Development UF Online
- Agricultural Operations Management
- Agroecology and Sustainable Food Systems Certificate
- Animal Genetics Certificate
- Animal Sciences
- Beekeeping Certificate
- Bioinformatics Minor
- Bioinformatics Minor UF Online

Cover Sheet: Request 22357

Expand Existing Residential Extension Education Minor to UF Online in the College of Agricultural and Life Sciences

Info

Process	Program|Modify Platform|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Rebekah Raulerson beckyraulerson@ufl.edu
Created	1/8/2026 11:59:23 AM
Updated	1/14/2026 10:31:30 AM
Description of request	The Agricultural Education and Communication Department requests approval to offer the current Extension Education minor curriculum to UF Online students as a minor.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		1/8/2026
UF_Online_Program_Adoption_Commitee_Outcome_letter_ExtensionEducationMinor.pdf					1/8/2026
College	Pending	CALS - College of Agricultural and Life Sciences			1/8/2026
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
UF Online					
No document changes					
SACS Director					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Step	Status	Group	User	Comment	Updated
Director of Institutional Assessment Notified					
No document changes					

Original file: Cover sheet.pdf

Program|Modify_Platform for request 22357

Info

Request: Expand Existing Residential Extension Education Minor to UF Online in the College of Agricultural and Life Sciences
Description of request: The Agricultural Education and Communication Department requests approval to offer the current Extension Education minor curriculum to UF Online students as a minor.
Submitter: Rebekah Raulerson beckyraulerson@ufl.edu
Created: 1/8/2026 11:57:17 AM
Form version: 1

Responses

Name Extension Education
Major or Minor Code EXE
Effective Term Earliest Available
Effective Year Earliest Available
Differences from Residential Program Courses will all be offered asynchronous online and will be UF Quality approved. Students will have the opportunity to complete the minor with the same course offerings as the residential minor, with the exception of two FYC courses that are not required to complete the minor, as other options are available. UF Online course sections will be offered more frequently than residential sections of the courses.
Pedagogical Rationale/Justification Extension education skills are deemed as important to employers, particularly the UF/IFAS Extension service. This minor being offered through UF Online would open this opportunity to UF Online students who are in majors needed by UF/IFAS Extension and beyond.
Impact on Existing Residential and Online Programs The UF Online sections of courses will be offered in addition to the already currently offered courses in the residential program. These sections will not impact current residential program course capacity. All of the AEC courses for the minor are already offered in UF Online as a part of the AEC majors that are already being offered in UF Online. Therefore, UF Online students should easily be able to access courses through the minor.

Original file: Submitted form version 1.pdf

From:
Melissa Allen
Director, UF Online
Office of Teaching and Technology
University of Florida
melissa365@ufl.edu | 352-294-0543

Date: January 6, 2025

To:
Department of Agricultural Education and Communication
College of Agricultural and Life Sciences
University of Florida

Subject: Approval of the Extension Education minor for UF Online

Dear Academic Partners,

Thank you for your proposal to offer the **Extension Education minor** to all UF Online students who have completed at least 45 credits and the required prerequisites.

On behalf of UF Online's Program Adoption Committee (PAC), I am pleased to inform you that your proposal has been **approved.** *Please note: All courses required for this program are already offered in UF Online.*

As a reminder, UF Online courses must adhere to UF Course Quality standards and undergo formal quality review every five years according to regulations established by the Florida Board of Governors. In addition, most courses should be reviewed and refreshed every two to three years; instructional designer support for these efforts is available and funded by UF Online through the COIP unit. Any course developed outside of COIP will be expected to go through the online quality review process within 1-2 years of launch.

The next step will be to formally initiate the UCC approval process for a new undergraduate minor. You can begin that submission here. Once the UCC process is completed, UF Online will contact you and connect you to the appropriate stakeholders for the formal launch.

Please don't hesitate to reach out with any questions or updates as you move forward. Thank you again for your partnership and dedication to enhancing opportunities for UF Online students.

Sincerely,

Melissa Allen

Melissa Allen
Director, UF Online

PROGRAM PROPOSAL

REQUEST FOR UF ONLINE DELIVERY

PURPOSE

This document is intended to assist academic units with planning and receiving approval for the addition of a new or existing academic program (major, minor, or certificate) to be developed or adopted for fully online delivery to students in UF Online.

The academic unit should submit and utilize this signed proposal as evidence of UF Online support during official University Curriculum Committee (UCC) approval processes. In addition, the Appendix included here may be used as a template for Undergraduate Catalog copy as required by the UCC.

For assistance completing any sections of this proposal, see Program Adoption and Launch or contact academics@ufonline.ufl.edu.

PROPOSAL OVERVIEW

Academic Unit
Agricultural Education and Communication, College of Agricultural and Life Sciences

Primary Department Contact
Becky Raulerson (Undergraduate Coordinator), beckyraulerson@ufl.edu

Proposed Program Type

- ☐ Major
- ☐ Minor
- ☐ Certificate
- ☐ Add Specialization to existing UF Online major: [major name]
- ☐ Program currently offered to non-UFO students
- ☐ Exclusively available online

Program Name and Residential Equivalent Degree Plan Code (if applicable)
Extension Education Minor – EXE_UMN

Website Description of the Program
This minor supplements the extension education major and prepares students for careers in the cooperative extension service. The minor offers coursework in nonformal and formal educational methods, adult education, leadership, youth programs, and communication methods along with field experience. *(This is copied straight from the UF Catalog language for the residential minor.)*

UF Online courses and instructors can opt to receive dedicated attention from the Center for Online Innovation & Production (COIP) to ensure the highest standards of online education are met or exceeded.

Online Course Offerings
Complete the tables below to detail the program's plans for (re-)developing courses for fully online delivery. To take advantage of COIP-facilitated development and maintenance of your UF Online courses, indicate "COIP" in the Development Plan column.

Courses offered by academic department proposing the program

Include all courses offered by the academic unit that must be made available for UF Online students to successfully complete the proposed program requirements, including any college or departmental requirements or prerequisites.

COURSE	TITLE	TYPE	UFO OFFERED ?	DEVELOPMENT PLAN + FIRST OFFERING TERM
[number]	[title]	[required/core] [approved elective] [elective]	[yes] [no]	[if not currently offered in UFO]
AEC 3209	Instructional and Event Planning in Agricultural and Life Sciences	Required/core (AEC 3209 OR AEC 4200)	Yes	
AEC 4200	Teaching Methods in Agricultural Education	Required/core (AEC 3209 OR AEC 4200)	Yes	
AEC 3313	Development and Role of Extension Education	Required/core	Yes	
AEC 4500	Program Development and Evaluation	Required/core (AEC 4500 OR FYC 4622)	Yes	
AEC 3065	Issues in Agricultural and Life Sciences	Approved elective	Yes	
AEC 3073	Intercultural Communication	Approved elective	Yes	
AEC 3413	Working with People: Interpersonal Leadership Skills	Approved elective	Yes	
AEC 3414	Leadership Development	Approved elective	Yes	
AEC 4031	The Communication Process in Agricultural and Life Sciences	Approved elective	Yes	
AEC 4417	Leadership for Personal and Organizational Change	Approved elective	Yes	
AEC 4434	Communication and Leadership in Groups and Teams	Approved elective	Yes	

Courses not offered by academic department proposing the program

Include all courses offered by other units that must be made available for UF Online students to successfully complete the proposed program requirements, including any college or departmental requirements or prerequisites.

COURSE	TITLE	TYPE	UFO OFFERED?	DEVELOPMENT PLAN + FIRST OFFERING TERM
[number]	[title]	[required/core] [approved elective] [elective]	[yes] [no]	[if not currently offered in UFO]

X I understand the proposing academic unit is responsible for securing buy-in, with UF Online support, and ensuring that any course dependencies offered by other units are available to students pursuing the fully online program.

Course Review + Maintenance Expectations
UF Online courses must adhere to UF Course Quality standards and undergo formal quality review every five years according to regulations established by the Florida Board of Governors. In addition, most courses should be reviewed and "refreshed" every two to three years; instructional designer support for these efforts is available and funded by UF Online through the COIP unit.

X I understand that all UF Online courses must meet or exceed quality standards and undergo formal quality review every five years or as mandated by the UF or the BOG.
X I confirm the academic unit leadership for this program will communicate course review and maintenance expectations to instructors and will support compliance.

Specific Curriculum Differences
Please describe the differences, if any, between the proposed program to be offered to fully online UF Online students vs. the existing residential program (i.e., course alternatives, elective option differences, sequence differences, availability restrictions, etc.):

A fully online UF Online student will need to take five of the approved elective courses, just as a residential program student would need to take, so there are 11 courses for UF Online students to choose from. There are 13 for residential students to choose from at this current time.

PROGRAM LAUNCH PLAN

Based on the curriculum development plan above, please indicate the preferred semester and year for the first students to begin enrolling in courses according to their applicant type.

Proposed Admission Semester by Applicant Type

- ☐ First time in college (FTIC) – freshman applicants: [Spring 2026]
- ☐ Lower division transfers and existing UF students (<60 credits): [Spring 2026]
- ☐ Upper division transfers and existing UF students (>60 credits, AA): [Spring 2026]
- ☐ Second bachelor's degrees (post-bacc): [Spring 2026]
- ☐ Readmissions: [Spring 2026]

Note that admissions deadlines are three to six months prior to first enrollment; thus recruitment and outreach will begin in UF Online Enrollment Services prior to the launch semester.

Admissions Decisions
For FTIC and lower division applicants, UF Online Enrollment Services is responsible for admissions decisions. For other admission types, the College is responsible for admitting eligible applicants. Who is the contact for these admissions decisions in your College or unit? Ms. Jane Dolder in UF/CALS (jdolder@ufl.edu)

What are your program's expectations for enrollment?

End of year one:	[10]
End of year three:	[25]
End of year five:	[50]

Applicant Criteria
Do students applying to this program need to meet any specific criteria for entry?

- X No (other than to meet the criteria required to add any minor, residential or in UF Online)
- ☐ Yes, please describe: [special admission criteria]

UF ONLINE PROVIDED SUPPORTS

Delivery Funds
Courses and programs offered through UF Online generate revenue at $85/credit hour of enrollment per UFO section, which is transferred to the individual college each semester. These delivery funds can be used to offset a wide variety of expenses related to teaching and operations.

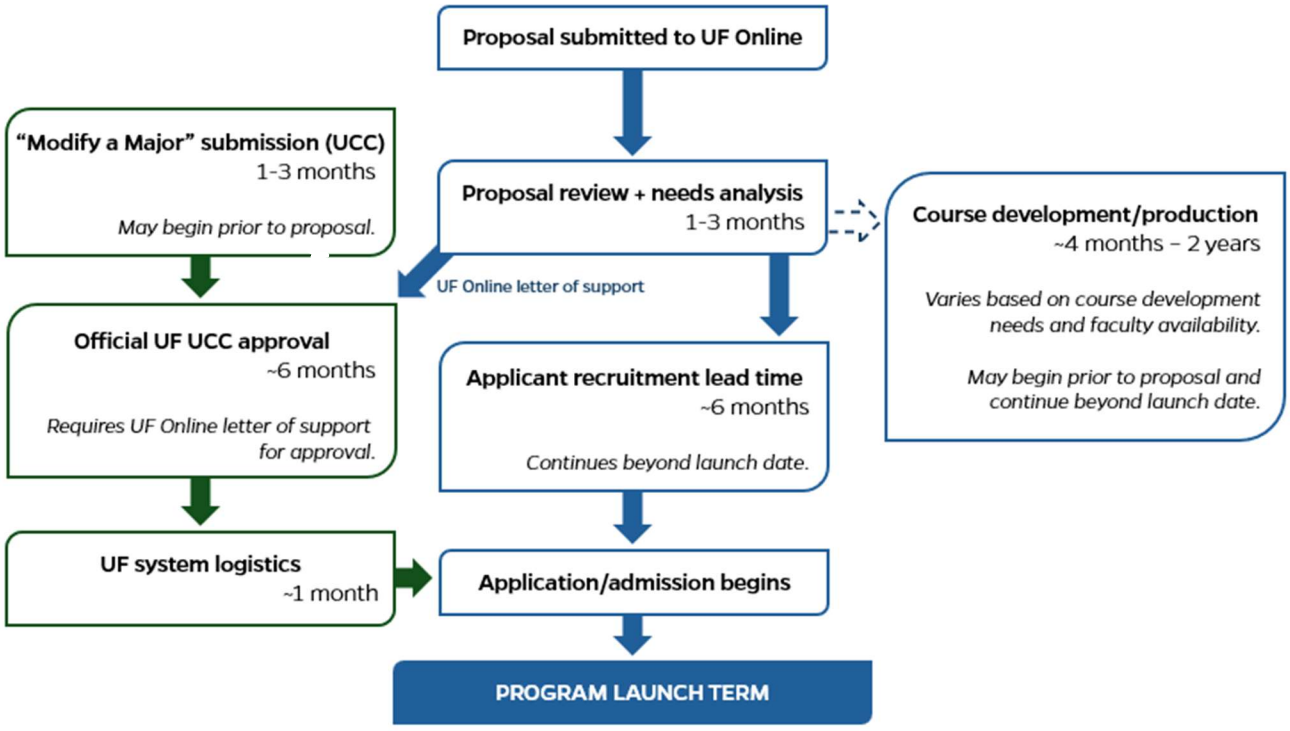
Academic Advisor Roles
Programs offering majors to UF Online students typically receive funding for dedicated academic advisor positions at the rate of 1.0 FTE per 250 enrolled students.

The academic advisor for this program will be: [Dr. Natalie Coers, ncoers@ufl.edu]

TIMELINES AND DEPENDENCIES

Because each program has a unique set of needs and requirements, a "typical" launch timeline is rarely typical. Programs with existing online courses can expect a 1-2 semester launch timeline with course maintenance and refreshes after launch. Programs needing significant development for online delivery should expect 1-2 years of pre-launch development, depending on the curriculum, with ongoing course development after launch.

You are encouraged, with your College's support, to begin the official University Curriculum Committee (UCC) approval process concurrently with UF Online review (Modify a Major > Offer Existing Major Through UF Online). A letter of support from UF Online will be provided for UCC submission pending Provost Office approval.



APPROVALS

UF Online and the Program Adoption Committee will review this proposal and follow up with clarifications, questions, or suggestions as needed.

This proposal for a program to be made available to UF Online students is hereby submitted for review and approval by:

Department Chair/Director
[Dr. Brian Myers]
[Department Chair]

[UF/CALS – Ag Ed & Comm]

Anne Mathews, PhD, RDN
Associate Dean, College of Agricultural and Life Sciences

APPENDIX – CATALOG CONTENT

EXTENSION EDUCATION

MINOR

Home / Undergraduate Catalog / Colleges and Schools / Agricultural and Life Sciences | College of / Extension Education Minor

This minor supplements the extension education major and prepares students for careers in the cooperative extension service. The minor offers coursework in nonformal and formal educational methods, adult education, leadership, youth programs, and communication methods along with field experience.

ABOUT THIS PROGRAM

College: Agricultural and Life Sciences

Credits: 15

› Department Information

With advisor approval, all undergraduates in the College of Agricultural and Life Sciences are eligible for this minor. Students in other colleges can also enroll with approval of the Department of Agricultural Education and Communication.

REQUIRED COURSES

AEC 3209 or AEC 4200	Instructional and Event Planning in Agricultural and Life Sciences Teaching Methods in Agricultural Education	3
AEC 3313	Development and Role of Extension Education	3
AEC 4500 or FYC 4622	Program Development and Evaluation Planning and Evaluating Family, Youth and Community Science Programs	3
Approved electives		6
Total Credits		**15**

APPROVED ELECTIVES

AEC 3065	Issues in Agricultural and Life Sciences	3
AEC 3073	Intercultural Communication	3
AEC 3413	Working with People: Interpersonal Leadership Skills	3
AEC 3414	Leadership Development	3
AEC 4031	The Communication Process in Agricultural and Life Sciences	3
AEC 4052	Communication Campaign Strategies in Agricultural and Life Sciences	3
AEC 4417	Leadership for Personal and Organizational Change	3
AEC 4434	Communication and Leadership in Groups and Teams	3
AEC 4944	Cooperative Extension Internship (only three credits count toward the minor)	4-6
FYC 4408	Organizational Leadership for Nonprofits	3

UNDERGRADUATE CATALOG

- Agricultural and Natural Resource Communication Minor
- Agricultural and Natural Resource Ethics and Policy Minor
- Agricultural and Natural Resource Law Minor
- Agricultural Curriculum and Development Minor
- Agricultural Curriculum and Development Minor UF Online
- Agricultural Education and Communication
- Agricultural Education and Communication | Agricultural Education UF Online
- Agricultural Education and Communication | Communication and Leadership Development UF Online
- Agricultural Operations Management
- Agroecology and Sustainable Food Systems Certificate
- Animal Genetics Certificate
- Animal Sciences
- Beekeeping Certificate
- Bioinformatics Minor
- Bioinformatics Minor UF Online
- Biology | CALS
- Biosecurity and Biological Invasions Certificate
- Botany | CALS
- CALS Honors Scholar Certificate
- Challenge 2050 | Global

Cover Sheet: Request 22307

AI Designation for Undergraduate Courses- AEC3073 Intercultural Communication

Info

Process	Course|Add to ExistingUgrad|AI
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Pablo Lamino Jarmillo pablo.lamino@ufl.edu
Created	12/17/2025 12:50:58 PM
Updated	12/17/2025 2:34:43 PM
Description of request	This request is to designate AEC3073: Intercultural Communication as an AI-Enhanced Course under the University of Florida's AI Course Designation initiative. The course integrates 10–49% AI-related content and supports AI skill development through applied activities and ethical analysis. Students learn to recognize and explain AI applications (SLO2) and select and utilize AI tools (SLO3) in intercultural communication contexts. Key AI Components: Bias in the Machine: AI, Identity, and Ethics Students create AI-generated cultural representations using tools such as ChatGPT, Copilot, and GPT-based platforms, followed by ethical reflection on bias and representation. AI Intercultural Coach Simulation Students use AI simulators (Synthesia.ai, Character.ai) to practice and analyze intercultural communication dynamics, comparing AI-based interactions with real-world interviews. Alignment with AI Student Learning Outcomes: SLO2: Recognize, identify, describe, define, and/or explain applications of AI in multiple domains. Addressed through lectures, PlayPosit questions, quizzes, and reflective assignments. SLO3: Select and/or utilize AI tools and techniques appropriate to a specific context and application. Addressed through hands-on assignments using AI platforms for cultural analysis and simulation. The course is delivered asynchronously online with optional bi-weekly meetings and personalized support via Zoom. It emphasizes cultural awareness, critical thinking, and real-world application while integrating AI to enhance digital literacy and intercultural competency.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		12/17/2025
Weekly Schedule of Topics - AI Designation.docx AEC3073 Syllabus. FInal_spring 2026_updated.docx					12/17/2025 12/17/2025
College	Pending	CALS - College of Agricultural and Life Sciences			12/17/2025
No document changes					
AI Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					

Original file: Cover sheet.pdf

Step	Status	Group	User	Comment	Updated
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Existing AI Course (without changes) for request 22307

Info

Request: AI Designation for Undergraduate Courses- AEC3073 Intercultural Communication
Description of request: This request is to designate AEC3073: Intercultural Communication as an AI-Enhanced Course under the University of Florida's AI Course Designation initiative. The course integrates 10–49% AI-related content and supports AI skill development through applied activities and ethical analysis. Students learn to recognize and explain AI applications (SLO2) and select and utilize AI tools (SLO3) in intercultural communication contexts.

Key AI Components:

Bias in the Machine: AI, Identity, and Ethics
Students create AI-generated cultural representations using tools such as ChatGPT, Copilot, and GPT-based platforms, followed by ethical reflection on bias and representation.
AI Intercultural Coach Simulation
Students use AI simulators (Synthesia.ai, Character.ai) to practice and analyze intercultural communication dynamics, comparing AI-based interactions with real-world interviews.

Alignment with AI Student Learning Outcomes:

SLO2: Recognize, identify, describe, define, and/or explain applications of AI in multiple domains.
Addressed through lectures, PlayPosit questions, quizzes, and reflective assignments.

SLO3: Select and/or utilize AI tools and techniques appropriate to a specific context and application.
Addressed through hands-on assignments using AI platforms for cultural analysis and simulation.

The course is delivered asynchronously online with optional bi-weekly meetings and personalized support via Zoom. It emphasizes cultural awareness, critical thinking, and real-world application while integrating AI to enhance digital literacy and intercultural competency.
Submitter: Pablo Lamino Jarmillo pablo.lamino@ufl.edu
Created: 12/16/2025 12:11:07 PM
Form version: 1

Responses

Canvas Availibility Yes, I acknowledge this requirement.
Assessment Data Yes, I acknowledge this requirement.
Weekly Schedule and Assignments Yes, I acknowledge this requirement.
Course Prefix and Number AEC3073
Course Title Intercultural Communication
Lab Code L
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Credit Hours 3
Prerequisites Sophomore standing or higher.
AI Percentile Designation This course contains greater than 10% and less than 50% AI-related content.

Requested AI Categories (10%-50%) Enable-AI: AI Enabled
SLO Statement Requirement I understand and agree to include the required statements in the course syllabus.
Rationale for the AI Category Enable-AI: This course supports AI by developing related knowledge and skills through the integration of AI concepts and practical applications into intercultural communication. Students engage with AI tools and techniques such as simulators, image generation, and AI-driven analysis to explore cultural dynamics. The course includes 10–49% AI content, focusing on ethical considerations, bias in AI, and the use of AI for communication coaching. Learners develop competencies in applying AI to real-world contexts, enhancing digital literacy, critical thinking, and intercultural analysis.

Original file: Submitted form version 1.pdf

AI Student Learning Outcomes (SLOs)

SLO2. Recognize, identify, describe, define, and/or explain applications of AI in multiple domains.

Activity: Bias in the Machine: AI, Identity, and Ethics
Students create AI-generated images using tools like ChatGPT, Copilot, or GPT-3 to represent cultural identity and reflect on ethical implications.

Assessment: Reflective video discussing AI bias and ethics.

SLO3. Select and/or utilize AI tools and techniques appropriate to a specific context and application.
Activity: AI Intercultural Coach Simulation
Students use AI platforms (Synthesia.ai and Character.ai) to simulate intercultural communication scenarios based on real interviews.
Assessment: Written or recorded report comparing AI simulations with real-world interactions, evaluating the strengths and limitations of AI tools.

Course Description This course examines basic culturally coded communication behaviors, including cultural values, beliefs, attitudes, and verbal and nonverbal practices, to identify fundamental differences among individuals from multicultural backgrounds. Special emphasis is placed on cultural communication issues within the agricultural and natural resources sciences. Delivered as a self-paced, asynchronous online course, it includes optional bi-weekly meetings to address questions and foster discussion. The instructor and teaching assistant are available for additional support via Zoom throughout the semester. Learning experiences are tailored to students' preferred styles using the VARK model and incorporate opportunities for engagement in new experiences, followed by personal and group reflection activities to create meaningful connections. Guided by values of cultural awareness, critical thinking, real-world application, multiculturality, lifelong learning, and teamwork, the course promotes both theoretical understanding and practical skills for effective intercultural communication.
Course Objectives 1. Recognize the broad range of theoretical, philosophical, linguistic, anthropological, and practical issues involved in intercultural communication and cultural competence.
2. Develop appropriate and effective skills in the field of intercultural communication, particularly in the areas of cultural knowledge and sensitivity.
3. Describe culture's essential role in people's perceptions, beliefs, communication patterns, and behavior.
4. Recognize and interpret underlying cultural values, messages, and implicit cultural meanings expressed in intercultural communication.
5. Understand and discuss the relationship of ethics with both communication and culture.

Instructor(s) Pablo Lamino
Required Links and Policies Yes

Original file: Submitted form version 1.pdf

Intercultural Communication

AEC3073

Spring 2025- 3 credit hours

Instructor

Pablo Lamino, Ph.D.
Assistant Professor in Agricultural Leadership Education
Email: pablo.lamino@ufl.edu
Office location: 121F Bryant Space Center
Office hours: F 9 AM- 3 PM

Learning Assistant Teaching Assistant

Jose Molina, M.Sc.
Email: j.molinagonzalez@ufl.edu
Office location: 310 Rolfs Hall
Office hours: Meetings can be arranged by appointment, and I am very flexible with timing

Class Times Location

Asynchronous online class. There will be optional meetings every two weeks.

Course Description

Basic culturally coded communication behaviors, including cultural values and beliefs, attitudes, and verbal and nonverbal behaviors, are examined to identify fundamental differences among individuals from multicultural backgrounds. Special emphasis is placed on cultural communication issues in the fields of agriculture and natural resources.

Attributes: General Education -Humanities, General Education - International, General Education - Social Science

Course Objectives

Upon completion of the course, learners should be able to:

1. Recognize the broad range of theoretical, philosophical, linguistic, anthropological, and practical issues involved in intercultural communication and cultural competence.
2. Develop appropriate and effective skills in the field of intercultural communication, particularly in the areas of cultural knowledge and sensitivity.
3. Describe culture's essential role in people's perceptions, beliefs, communication patterns, and behavior.
4. Recognize and interpret underlying cultural values, messages, and implicit cultural meanings expressed in intercultural communication.
5. Understand and discuss the relationship of ethics with both communication and culture.
6. Analyze and evaluate their cultural patterns and preferred communication styles in relation to other cultures, domestic and international.
7. Develop a cross-cultural understanding of the United States and a global society.
8. Enhance their intercultural communication proficiency.

AI Credit

Enable-AI: This course supports AI by developing related knowledge and skills through the integration of AI concepts and practical applications into intercultural communication. Students engage with AI tools and techniques such as simulators, image generation, and AI-driven analysis to explore cultural dynamics. The course includes 10–49% AI content, focusing on ethical considerations, bias in AI, and the use of AI for communication coaching. Learners develop competencies in applying AI to real-world contexts, enhancing digital literacy, critical thinking, and intercultural analysis.

AI Student Learning Outcomes (SLOs)

SLO2. Recognize, identify, describe, define, and/or explain applications of AI in multiple domains.

Activity: ***Bias in the Machine: AI, Identity, and Ethics***
Students create AI-generated images using tools like ChatGPT, Copilot, or GPT-3 to represent cultural identity and reflect on ethical implications.

Assessment: Reflective video discussing AI bias and ethics.

SLO3. Select and/or utilize AI tools and techniques appropriate to a specific context and application.

Activity: ***AI Intercultural Coach Simulation***
Students use AI platforms (Synthesia.ai and Character.ai) to simulate intercultural communication scenarios based on real interviews.

Assessment: Written or recorded report comparing AI simulations with real-world interactions, evaluating the strengths and limitations of AI tools.

Course Design

The course is a self-paced, asynchronous online course with the expectation of meeting every two weeks to address questions and discuss the content. The instructor and TA are willing to meet with students via Zoom if they need help or guidance throughout the semester. The course will provide students with a learning experience tailored to their preferred learning style as determined by the VARK model. Numerous opportunities will be made available to students to engage in new experiences, followed by personal and group reflection activities to facilitate the creation of meaning. The course is guided by a set of values that prioritize cultural awareness, critical thinking, real-world experience, multiculturality, life-long learning, and teamwork.

Requirements

Textbook:

Jandt, F. E. (2025). An Introduction to Intercultural Communication: Identities in a Global Community. Sage Publications.

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 Word - Microsoft 365 basics video training
- Adobe Reader - Acrobat tutorials
- Zoom - Zoom Privacy Policy
- TopHat - https://tophat.com/
- 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.
  - View Canvas Privacy Policy
- **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.

Minimum Technical Skills:

Minimum technical skills required:

1. Proficiency in utilizing Canvas and navigating the internet effectively.
2. Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
3. 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.
   - Ability to perform online research using a variety of search engines and library databases.

Instructor Response & Feedback

The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours**, except on holidays, when feasible during the work week, Monday through Friday. We also hold office hours each week via Zoom. The major assignments will be graded, with *meaningful feedback* provided, **within ten days of their submission**. Quizzes are graded automatically upon submission.

Assignments

You will find that participating in class on a regular basis provides the best opportunity for success in this course. You are expected to complete all course assignments during the specified time frame. Assignments are due on the dates listed in the syllabus.

Class Pre-flection (25 points) **Due:** Week 1

This assignment will require a one-to two-page paper and does not require any citation of sources.

1. How would you describe your cultural background, heritage, and upbringing?
    a. How have these aspects influenced your identity and shaped your worldview?
2. What cultural values, rituals, heroes, and symbols are important to you?
    a. How do they impact your decision-making and interactions with others?
3. Which of the following regulators do you feel more identified with? Justify your answer.
    (a) Religion, (b) Nation, (c) Class, (d) Gender, (e) Race
4. When communicating, do you prefer being direct or relying on the other person to read between the lines?
5. How do you envision your cultural identity influencing your role as a leader?
    a. What strengths or unique perspectives do you bring to leadership based on your cultural background?
6. Do you believe humans should dominate nature, live in harmony with it, or be dominated by it?
7. Do you believe it is important to learn from history and preserve traditions, live in the present moment, or plan for a better future by investing in your personal and professional development?
8. Do you believe humans are inherently good, evil, or both?

Skills Developed:

- Self-awareness and cultural reflection
- Analytical thinking
- Written communication
- Ethical reasoning
- Perspective-taking

Bias in the Machine: AI, Identity, and Ethics

Throughout the semester, based on the weekly course topics, students will:

- Create AI-generated images (using tools such as ChatGPT, Copilot, or GPT-3 via Navigator)
- Each image should represent aspects of the student's self-identified culture and connect it to that week's content
- A total of 5 images will be created
- 5 points per week = 25 points

At the end of the semester, students will:

- Record a short video reflection discussing the ethical implications of using AI to understand and represent other people's cultures
- Address issues such as bias, stereotyping, accuracy, and responsibility
- Post the video to the Discussion Board
- Video Reflection: 25 points

Skills Developed

- Critical thinking about AI and ethics
- Awareness of cultural bias and representation
- Media and digital literacy
- Ethical reflection and self-awareness

Perusall (70 points) **Due:** Every week

The book is available in Perusall, accessible from the eLearning course. At any place in Perusall articles, you can post questions and comments and see the questions and comments of other students. It is a place for scholarly discussion and, therefore, a place where you and your peers can really dig into how you might apply the theory.

Skills Developed:

- Collaborative learning
- Critical reading
- Application of theory
- Digital literacy
- Constructive feedback

AI Intercultural Coach Simulation **Due:** End of the Semester

This assignment uses artificial intelligence tools to help you practice, analyze, and reflect on intercultural communication skills by combining real-world interviews with AI-based simulations.

Phase 1: Intercultural Interview & AI Analysis (30 points)

Students will interview an individual from a cultural background different from their own. The interview guide is available on Canvas and must be followed.

After completing the interview:

1. Transcribe the interview.
2. Submit the transcript to Copilot AI.
3. Prompt the AI to generate a descriptive summary of the interviewee's cultural background, communication style, values, and key themes that emerged during the conversation.

Phase 2: AI Intercultural Coach Simulations

Using the description generated in Phase 1, students will add this description to the two AI simulators: Synthesia.ai and Character.ai
Students must:

- Interact with *each* simulator for two weeks
- During the last week, use the interview-based profile to guide the AI character's cultural identity
- Focus on identifying:
    - Intercultural dynamics

    - Communication breakdowns
    - Cultural cues, values, and assumptions

After completing the simulations, students will compare their AI-based interactions with real-world examples drawn from:

- Their interview experience
- Assigned recorded interviews and videos

Final Deliverable:

A written or recorded report synthesizing lessons learned. The report should analyze the differences and similarities between AI simulations and real intercultural communication, the strengths and limitations of AI as an intercultural coaching tool, and how course concepts helped interpret both experiences.

Skills Developed

- Active listening and questioning
- Cultural awareness
- Accurate representation of another person's perspective
- Reflection on real-world intercultural communication
- Intercultural communication analysis
- Application of theory to practice
- Critical comparison between simulated and real interactions
- Reflection on personal communication behaviors

Quizzes (5 x 20 points each = 100 points)

The bi-weekly quizzes are designed to assess your comprehension of the course material. These quizzes will consist of multiple-choice, true/false, and short-answer questions.

Purpose: To gauge your understanding of key concepts and ensure you are keeping up with the course material.

Skills:

- Critical reading and analysis.
- Time management for efficient completion.
- Application of knowledge to various question formats.

For each quiz, you will have two attempts. The highest grade you receive will be included in your final grade.

Country Comparison Presentation (100 points) **Due:** Week 16

As part of your learning experience, you'll explore the cultural dimensions of various countries and showcase their unique perceptions, habits, and practices. Your task is to research and present on a specific country assigned to your class, with an assigned class partner, covering topics such as agricultural exports, history, culture, and the population's biggest needs and potential

solutions. Additionally, you will evaluate the country compared to the United States based on Hofstede's Cultural Dimensions. The presentation should last between 10 and 12 minutes. You will be required to email the PowerPoint presentation to the instructor before the class period in which you present.

Skills Developed:

- Research skills
- Comparative analysis
- Public speaking and presentation
- Teamwork and collaboration
- Visual communication

Evaluation of the Grades

Assignment	Total Points	Due
Class Pre-flection	25 points	Week 1
Bias in the Machine	50 points	Bi-weekly
Perusal	70 points	Every week
AI Intercultural Coach Simulation	80 points	Week 11
Quizzes (5 x 20 points)	100 points	Bi-weekly
Country Comparison Presentation	100 points	Week 16
Total Points in the Class	**425**	

Late Policy

Late assignments will receive a 10% deduction per day late. After 10 days, assignments will receive a zero.

Course Grading:

You can find the course assignment rubrics on the Canvas site. Once I have completed grading each assignment, I will post the grade in Canvas and provide feedback with a completed rubric in class.

Grading Scale

Letter Grade & Point Percentage	Total Points	Your points
A = 90 – 100%	383–425	
B+ = 86 – 89.99%	366–382	
B = 80 – 85.99%	340–365	
C+ = 76 – 79.99%	323–339	
C = 70 – 75.99%	298–322	
D+ = 66 – 69.99%	281–297	
D = 60 – 65.99%	255–280	
F = Below 60%	Below 255	

Further information about UF grading policies can be found here:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Reading & Assignment Schedule:

AEC 3073 Intercultural Communication Course Schedule

Week	Date	Topic	Mandatory reading/activity	Assignment due
1	01/12 - 01/18	Introduction to the course	No mandatory Reading **Optional Zoom Meeting 1 (01/16/2023- 3:00 pm)**	Pre-flection (01/18)
2	01/19 - 01/25	Culture and Communication	Chapter 1	Perusall (Chapter 1) Bias in the Machine 1
3	01/26 - 02/01	Intercultural Communication Competence	Chapter 2 **Zoom meeting 2 (02/07/2023- 4:00 pm)**	Perusall (Chapter 2) Quiz 1 (02/01)
4	02/02 - 02/08	How Culture Affects Perception	Chapter 3	Perusall (Chapter 3) Bias in the Machine 2
5	02/9 - 02/15	Nonverbal Communication in Intercultural Contexts	Chapter 4 **Zoom meeting 3 (02/07/2023- 4:00 pm)**	Perusall (Chapter 4) Quiz 2 (02/11)
6	02/16- 02/22	Verbal Communication	Chapter 5	Perusall (Chapter 5) Bias in the Machine 3 Phase 1: Intercultural Interview (02/22)
7	02/23- 03/01	Cultural Dimensions	Chapter 6 **Zoom meeting 4 (02/07/2023- 4:00 pm)**	Perusall (Chapter 6) Quiz 3 (03/01)
8	03/02- 03/08	Values and Identity	Chapter 7	Perusall (Chapter 7) Bias in the Machine 4
9	03/09- 03/13	Gender and Culture	Chapter 8 **Zoom meeting 5 (03/06/2023- 4:00 pm)**	Perusall (Chapter 8) Quiz 4 (03/13)
10	03/14- 03/22	Spring Break		

11	03/23-03/29	Religion and Culture	Chapter 9	Perusall (Chapter 9) Bias in the Machine 5
12	03/30-04/05	Cultures within Cultures	Chapters 10 and 11 **Zoom meeting 6 (03/06/2023- 4:00 pm)**	Perusall (Chapters 10 and 11) Quiz 5 (04/05)
13	04/06-04/12	Identities and Communities	Chapter 12	Bias in the Machine Final Reflection (04/12) Perusall (Chapter 12)
14	04/13-04/19	The Impact of Cultures on Other Cultures	Chapter 13 **Zoom meeting 7 (04/03/2023- 4:00 pm)**	Perusall (Chapter 13) Phase 2: AI Intercultural Coach Simulations Reflection
15	04/20-04/26	Future Challenges	Chapter 14	Perusall (Chapter 14)
16	04/27-05/01	Country Comparison Presentations	No Mandatory Reading	

Academic Integrity

UF's Academic Honesty Statement:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: ***"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: ***"On my honor, I have neither given nor received unauthorized aid in doing this assignment."***
It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the

Honor Code, you should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. **It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code.** Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: UF Student Code of Conduct Webpage.

Plagiarism:

Plagiarism includes taking **verbatim phrases of *just a few words*** without permission or full attribution. It includes ***quoting too much*** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes ***unique expression***, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources.** We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use,* including direct quotes.

Attendance Policies

Attendance is required and will be monitored by daily check-ins in the class. If students must miss class for an excused reason, they will work with the instructor to make up all work and discussion elements. This class relies heavily on participation and attendance. If you do not attend and participate, YOU WILL NOT do well in this course. Changes to due dates will be a whole class decision and will be given in advance. You are given 4 unexcused absences for this course. **The 5th unexcused absence will result in an automatic F** for the class. Absences that comply with university policy will be excused.

Excused absences must be consistent with university policies in the undergraduate catalog and require appropriate documentation. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: UF Attendance Policies. It is essential that you attend class and are an active member of the class.

Institutional Policies

Recording Statement

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include

lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another
student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. UF IN-CLASS RECORDING

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. UF ACCEPTABLE USE POLICY

Course Evaluations

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/

Student Services

Health & Wellness

- U Matter, We Care
  - If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center
  - Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
  - Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students.

- Student Health Care Center
  - Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department
  - Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services
  - For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

- E-learning technical support
  - Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center
  - Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support
  - Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center
  - Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio
  - 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus
  - Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints
  - View the Distance Learning Student Complaint Process.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation
0001 Reid Hall, 352-392-8565, UF Disability Resource Center.
Canvas Accessibility Standards
Zoom Accessibility Information

Weekly Schedule of Topics

Course: AEC 3073 Intercultural Communication

Designation: Enable-AI (10–49% AI content)

Instructor: Pablo Lamino

Week	AI-Related Topic	Number of Contact Hours Related to AI	Details on AI-Related Readings, Projects, and Assignments
1	Orientation to the course (AI ethical use, tools overview)	0.5	• Introduce AI scope (10–49%), tools (ChatGPT/Copilot/GPT-3 via Navigator), ethical use, and bias. • No mandatory reading; students complete Class Pre-flection (non-AI).
2	Culture & Communication + Bias in the Machine (Image 1)	1.5	• Bias in the Machine 1 (AI-generated image representing self-identified culture linked to weekly theme). • Perusall Chapter 1.
3	Intercultural Competence	0.5	• Quiz 1 includes AI-linked items where relevant. • Optional Zoom. • Perusall Chapter 2.
4	Perception	1.5	• Bias in the Machine 2 (AI-generated image representing self-identified culture linked to weekly theme). • Perusall Chapter 3.
5	Nonverbal communication	1.0	• Quiz 2 includes AI-linked items where relevant. • Optional Zoom. • Perusall Chapter 4.
6	Verbal communication	2.0	• Phase 1 due: Interview transcription submitted to Copilot AI for summary (values, style, themes); • Bias in the Machine 3 (AI-generated image representing self-identified culture linked to weekly theme). • Perusall Chapter 5.
7	Cultural Dimensions	1.5	• Start Phase 2: 4-week Interaction Use of Phase 1 description for AI simulators.

			• Quiz 3. • Optional Zoom. • Perusall Chapter 6.
8	Values & Identity + Bias in the Machine (Image 4)	2.0	• Continue Phase 2 interactions. • Bias in the Machine 4 (AI-generated image representing self-identified culture linked to weekly theme). • Perusall Chapter 7.
9	Gender & Culture; AI bias and fairness in representations	1.0	• Continue Phase 2 interactions. • Quiz 4 • Optional Zoom • Perusall Chapter 8.
10	Spring Break	0.0	No activities.
11	Religion & Culture	1.5	• Bias image 5; • Perusall Chapter 9.
12	Cultures within Cultures	1.0	• Quiz 5; • Optional Zoom • Perusall Chapters 10–11.
13	Identities & Communities	1.5	• Bias in the Machine Final Reflection • Perusall Chapter 12.
14	Impact of Cultures on Other Cultures	1.5	• Phase 2: AI Intercultural Coach Simulations Reflection • Optional Zoom; • Perusall Chapter 13.
15	Future Challenges	0.5	• Perusall Chapter .14.
16	Country Comparison Presentations	0.5	• Country Comparison Presentations. While not AI-specific, students may optionally use AI for design/storyboarding; primary focus is comparative cultural analysis (Hofstede tool).

Cover Sheet: Request 22321

Agricultural Operations Management (BS) Quest 3 Modification - Course Catalog

Info

Process	Major Curriculum|Modify|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jonathan Watson jaw7385@ufl.edu
Created	12/18/2025 1:20:39 PM
Updated	12/18/2025 1:25:44 PM
Description of request	Addition of Quest 3 to AOM 8-semester model plan. No changes to the Overview needed.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural and Biological Engineering 60070000	Gregory Kiker		12/18/2025
AOM_Model_8-Semester_Plan_Quest_3.docx					12/18/2025
College	Pending	CALS - College of Agricultural and Life Sciences			12/18/2025
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
Academic Assessment Committee Notified					
No document changes					
College Notified					
No document changes					

Original file: Cover sheet.pdf

Major|Modify_Curriculum for request 22321

Info

Request: Agricultural Operations Management (BS) Quest 3 Modification - Course Catalog
Description of request: Addition of Quest 3 to AOM 8-semester model plan. No changes to the Overview needed.
Submitter: Jonathan Watson jaw7385@ufl.edu
Created: 12/18/2025 1:12:33 PM
Form version: 1

Responses

Major Name Agricultural Operations Management (BS)
Major Code AOM
Degree Program Name Agricultural Operations Management
Undergraduate Innovation Academy Program No
Effective Term Earliest Available
Effective Year Earliest Available
Current Curriculum for Major Modifying 8 semester plan to include Quest 3
Proposed Curriculum Changes Agricultural Operations Management is opting into the Quest 3 requirement. Specifically, we are replacing electives and adding the Quest 3 requirement in the summer after semester 6.
UF Online Curriculum Change No
Pedagogical Rationale/Justification UF Requirement for Quest 3.
Impact on Enrollment, Retention, Graduation No impact expected. We already had an experiential learning requirement in the AOM program (either internship, ug research, study abroad, independent study, etc.). This just formalizes this as a non-variable credit (must take 3 credits of Quest 3) requirement in the major.
Assessment Data Review Not applicable.
Academic Learning Compact and Academic Assessment Plan No modifications.
Catalog Copy Yes

Original file: Submitted form version 1.pdf

Agricultural Operations Management

SEMESTER ONE		CREDITS
Quest 1 (Gen Ed Humanities)		3
Select one:		3-4
BSC 2010 & 2010L	Integrated Principles of Biology 1 and Integrated Principles of Biology Laboratory (**Critical Tracking**)	
BOT 2010C	Introductory Botany (**Critical Tracking**; Gen Ed Biological Sciences)	
Select one:		3-5
MAC 1140 & MAC 1114	Precalculus Algebra and Trigonometry (**Critical Tracking**; State Core Gen Ed Mathematics)	
MAC 1147	Algebra and Trigonometry (**Critical Tracking**; State Core Gen Ed Mathematics)	
MAC 2233	Survey of Calculus 1 (**Critical Tracking**; State Core Gen Ed Mathematics)	
State Core Gen Ed Composition; Writing Requirement; with International		3
Approved Elective		1
	Credits	~~13-16~~
SEMESTER TWO		
Select one:		4
ACG 2021	Introduction to Financial Accounting (**Critical Tracking**)	
Advisor-approved alternative (**Critical Tracking**)		
CHM 2045 & 2045L	General Chemistry 1 and General Chemistry Laboratory (**Critical Tracking**; State Core Gen Ed Physical Sciences)	~~4~~
State Core Gen Ed Humanities with International		3

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~~Approved elective~~		~~3~~
Gen Ed Physical Sciences		3
	Credits	~~14~~ 17
SEMESTER THREE		
AOM 2520	Global Sustainable Energy: Past, Present and Future	3
ECO 2013	Principles of Macroeconomics (**Critical Tracking**; Gen Ed Social and Behavioral Sciences)	4
Select one:		4
PHY 2004 & 2004L	Applied Physics 1 and Laboratory for Physics 2004 (Gen Ed Physical Sciences)	
PHY 2020 & PHY 2004L	Introduction to Principles of Physics and Laboratory for Physics 2004 (Gen Ed Physical Sciences)	
CGS 2531	Problem Solving Using Computer Software (Gen Ed Mathematics)	3
	Credits	**14**
SEMESTER FOUR		
Quest 2		3
Select one:		3
AEC 3030C	Effective Oral Communication	
SPC 2608	Introduction to Public Speaking	
ENC 2210	Technical Writing (Gen Ed Composition)	3
STA 2023	Introduction to Statistics 1 (**Critical Tracking**; Gen Ed Mathematics)	3
	Credits	**12**
SEMESTER FIVE		
AEB 3300	Agricultural and Food Marketing	~~3~~ 4

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or MAR 3023	or Principles of Marketing	
AEB 3133 or MAN 3025	Principles of Agribusiness Management or Principles of Management	3-4
AOM 3220	Agricultural Construction and Maintenance	3
AOM 3333	Pesticide Application Techniques	3
Approved elective		3
	Credits	~~15~~-17
SEMESTER SIX		
~~ALS 3133 or AOM 4521~~	~~Agricultural and Environmental Quality or Introduction to Biofuels~~	~~3~~
AOM 4314C	Power and Machinery Management	3
SWS 3022	Introduction to Soils in the Environment	3
AOM 4933	Professional Practices in Agricultural Operations Management	1
Approved electives		6
	Credits	~~13~~5
SUMMER AFTER SEMESTER SIX		
AOM 3734	Irrigation Principles and Practices in Florida	3
ALS 3133 or AOM 4521	Agricultural and Environmental Quality or Introduction to Biofuels	3
Quest 3/Experiential Learning Academic Requirement		3
	Credits	9
SEMESTER SEVEN		
Select one business law, ethics, or human resources course:		3-4
AEB 4085	Agricultural Risk Management and the Law	
AEB 4123	Agricultural and Natural Resource Law	

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AEB 4126	Agricultural and Natural Resource Ethics	
BUL 4310	The Legal Environment of Business	
AOM 4642	Environmental Systems for Agricultural Structures	3
AOM 4643	Environmental Hydrology: Principles and Issues	3
Approved electives		6
	Credits	**165-176**
SEMESTER EIGHT		
AOM 4434	Precision Agriculture	3
AOM 4444C	Electrical Power and Instrumentation for Agricultural Operations Management	3
AOM 4455	Agricultural Operations and Systems	3
AOM 4461	Sustainable Agricultural Systems	3
Approved elective		3
	Credits	**15**
	Total Credits	**120**

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QUEST 3/EXPERIENTIAL LEARNING ACADEMIC REQUIREMENT

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To fulfill the Quest 3/UF Experiential Learning Academic Requirement (Q3/ELAR), students will pursue experiential learning in the form of internships or co-ops, global engagement/study abroad, community/public service, undergraduate research, or design competitions. Students should consult with department faculty to learn more about opportunities available to Agricultural Operations Management students.