CALS Curriculum Committee Meeting
January 16, 2015
2:00 p.m.
1031A McCarty Hall D

Members: M. Andreu, J. Brendemuhl (ex-officio), T. Frazer, C. Guy, P. Inglett,
S. Johnson, B. Kolaczkowski (Chair), J. Kropp, A. Lucky, A. Mathews, J. Olmstead,
W. Porter, D. Pracht, D. Rowland, M. Smith, N. Stedman, K. Taggart, L. Warren,
A. Wysocki (ex-officio), B. Zurweller

Agenda and Index for Materials

Approve Minutes from December 12, 2014 meeting

Dr. Brendemuhl: Update from UCC

Undergraduate New Course Proposal

1. EVS 2XXX – Introduction to Environmental Science

Undergraduate Course Change Proposals

2. ORH 3513 – Environmental Plant Identification and Use

3. ORH 3513L – Environmental Plant Identification and Use Lab

Certificate Proposal

4. Global Agroecology
CALS Curriculum Committee Meeting  
December 12, 2014  
Submitted by James Fant


Substitute: Hector Perez (for C. Guy)

Visitor: Amanda Hodges

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met on December 12, 2014 in Rm. 1031A McCarty Hall D. Dr. Bryan Kolaczkowski called the meeting to order at 2:00 p.m.

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

Approval of Minutes: A motion was made by Dr. Lucky to approve the minutes from the November 14, 2014 meeting of the CALS CC. The motion was approved.

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


Update from UCC: Dr. Brendemuhl reported that the following new graduate courses were approved at the November 2014 UCC meeting (ANS 6XXX – Current Topics in Microbial Physiology in Animals; FYC 6320 – Community Development; IPM 5305 – Principles of Pesticides). In addition, the following item was also approved, the revision to the Graduate Certificate in Aquaculture and Fish Health.

The following undergraduate courses were also either approved (A) or conditionally-approved (CA): ENY 3XXX – Insect Behavior (A); SWS 4XXX – Urban Soil and Water Systems (CA); FYC 4003 – Family Finance Management (A); FYC 2005 – Introduction to Family Resource Management (CA); Pen 2XXX – Advanced Scuba Diving (CA). FAS 4XXX was recycled and the proposed new undergraduate certificate Challenge 2050: Global Leadership and Change was tabled again.
The following items are on the agenda for the December 16, 2014 UCC meeting. A new undergraduate course (ALS 49XX – Supervised Experience in Agricultural and Life Sciences) and a new undergraduate certificate (Challenge 2050; Global Leadership and Change).

Graduate New Course Proposal

1. AEC 5XXX – Organizational Leadership in Agriculture and Natural Resources
   A motion was made by Dr. Lucky to approve this item with changes required. The motion was approved. External consults from the College of Business and College of Education are required. On the UCC1 form the base count needs to be changed to 3 and the category of instruction to introductory. There was discussion on whether this course should be 6000 level. If the submitter decides to change to 6000 level the category of instruction can remain intermediate. The correct course number needs to be added to the syllabus and the correct course title needs to be used throughout. The course description on the UCC1 form and the syllabus need to match. Any additional information can be listed under a different heading. The committee also decided it would be a good idea to include a statement in all graduate syllabuses that a C- grade or lower is considered failing at the graduate level. Due to this, some may consider adjusting their grading scales.

Graduate Course Change Proposal

2. HOS 6940 – Supervised Teaching
   A motion was made by Dr. Inglett to recycle this item back to the department for required updates and resubmission. The motion was approved. There needs to be a grade percentage value attached to each course requirement. For example, teaching proficiency represents what percentage of the total grade. The use of decimal points in the grading scale is encouraged (i.e. what grade is given to a student who receives a 93.5?). Since the course credits are variable (1-5) there needs to be an explanation of expectation for each value. The committee also decided it would be a good idea to include a statement in all graduate syllabuses that a C- or lower is considered failing at the graduate level. Due to this, some may consider adjusting their grading scales.

Undergraduate Course Change Proposal

3. HUN 4445 – Nutrition and Disease 1
   A motion was made by Dr. Rowland to approve this item with a change required. The motion was approved. The effective term on the UCC2 form needs to be updated to a future term.

Curriculum

4. Proposed Botany Major Revision
   A motion was made by Dr. Lucky to approve this item as submitted. The motion was approved.

5. Doctor of Plant Medicine (DPM) Distance Curriculum Proposal – Resubmit from 11/14/14
A motion was made by Dr. Lucky to approve this item as submitted. The motion was approved.

**Conclusion**

The meeting was adjourned at 3:20 p.m.
# Cover Sheet: Request 9920

**EVS2XXXIntroductiontoEnvironmentalScience**

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<td>This interdisciplinary course is delivered from a systems perspective to explore contemporary environments that are comprised of both human and non-human elements. Physical, chemical, and biological processes are explored to understand pressing environmental challenges and cultural values, attitudes, and norms expressed by individuals and populations around the globe.</td>
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- University Curriculum Committee
- Statewide Course Numbering System
- Office of the Registrar
- Student Academic Support System
- Catalog
- College Notified
UCC1: New Course Transmittal Form

Department Name and Number: School of Natural Resources and Environment, 352-392-9748

Recommended SCNS Course Identification
Prefix: E VS Level: 2 Course Number: XX Lab Code
Full Course Title: Introduction to Environmental Science
Transcript Title (please limit to 21 characters): Intro Env Sci

Effective Term and Year: Fall 2015  Rotating Topic: □ yes  □ no
Amount of Credit: □ 3  Contact Hour: □ Base 3 or Headcount □  S/U Only: □ yes  □ no
Repeatable Credit: □ yes  □ no  If yes, ___ total repeatable credit allowed
Variable Credit: □ yes  □ no  If yes, ___ minimum and ___ maximum credits per semester

Course Description (50 words or less):
This interdisciplinary course is delivered from a systems perspective to explore contemporary environments that are comprised of both human and non-human elements. Physical, chemical, and biological processes are explored to understand pressing environmental challenges and cultural values, attitudes, and norms expressed by individuals and populations around the globe.

Prerequisites
None

Co-requisites
None

Degree Type (mark all that apply): □ Baccalaureate  □ Graduate  □ Professional  □ Other
Category of Instruction: □ Introductory  □ Intermediate  □ Advanced

Rationale and place in curriculum
At present, the University does not offer an Introduction to Environmental Science course in its General Education portfolio. This course has been developed, at the request of the higher administration, to fill that void. The course content and description is consistent with that provided in the statewide profile for Introduction to Environmental Science. Moreover, the course has been designed to allow for an interdisciplinary designation and, therefore, should appeal to a broad suite of students.

Department Contact
Name: Tom Frazer
Phone: 352-392-9748
Email: frazer@ufl.edu

College Contact
Name: Joel Brendemuhl
Phone: 352-392-1963
Email: brendj@ufl.edu

Rev. 7/13
All UCC1 forms and each UCC2 form that proposes a change in the course description or credit hours must include this checklist in addition to a complete syllabus. Check the box if the attached syllabus includes the indicated information.

**Syllabus MUST contain the following information:**
- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- A weekly course schedule of topics and assignments
- Required and recommended textbooks
- Methods by which students will be evaluated and their grades determined
- A statement related to class attendance, make-up exams and other work such as: “Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.”
- A statement related to accommodations for students with disabilities such as: “Students requesting classroom accommodation must first register with the Dean of Student Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.”
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx
- A statement informing students of the online course evaluation process such as: “Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu.

It is recommended that syllabi contain the following information:

1. Critical dates for exams and other work
2. Class demeanor expected by the professor (e.g., tardiness, cell phone usage)
3. UF’s honesty policy regarding cheating, plagiarism, etc. Suggested wording: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (http://www.dso.ufl.edu/scrr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of TAs in this class.
4. Phone number and contact site for university counseling services and mental health services: 392-1575, http://www.counseling.ufl.edu/cwc/Default.aspx
   University Police Department: 392-1111 or 9-1-1 for emergencies.

The University’s complete Syllabus Policy can be found at: http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

Rev. 7/13
EVS 2XXX- Introduction to Environmental Science
3 credits, Fall 2015
Monday, Wednesday, and Friday- Period 3 (9:35 AM- 10:25 AM)
McCarty Hall A, Room 2186

Instructor
Dana Bigham Stephens, Ph.D.
School of Natural Resources and Environment
Department of Agricultural Education and Communication
101B Bryant Hall

Course Overview
All contemporary environments are comprised of human and non-human elements, which are shaped by natural and cultural forces. As such, the subject matter presented in this introductory General Education course is inherently interdisciplinary. The course is delivered from a systems perspective to fully appreciate the complex socio-ecological system representative of our world today. Physical, chemical, and biological processes are explored to understand the most pressing environmental challenges of our time as are the cultural values, attitudes, and norms expressed by individuals and populations around the globe. Through innovative questioning, discussion-based critical thinking, and problem solving students gain tangible skills needed to apply scientific principles needed to address contemporary and emerging environment issues.

Course Objectives
Student participation is key. Each student will have the opportunity to engage fully in various course activities to acquire the skills needed to achieve the following competencies:

1) Explore the process of scientific inquiry and application of scientific principals in cross-cultural contexts.
2) Increase awareness of the interdisciplinary nature of the environmental sciences.
3) Increase awareness of differences in cultural competencies to other global citizens.
4) Effectively communicate scientific, social, and cultural environmental science as global change agents.

Course Structure
Each week of class, students focus on an environmental science topic with exploration through a cross-cultural, global perspective. Monday, Wednesday, and Friday class meetings provide content through individual engagement, context exposure and team discussion, as well as applied activities. Class meetings are structured as follows:

Monday and Wednesday- Content is delivered to students through lectures, TED videos, and guest speakers and is followed by class discussion to link student-prepared readings and guided engagement questions.

Friday – Students synthesize understanding of topic material through application to authentic, global environmental challenges. Authentic application may take the form of, but is not limited to, activities like exploration of case studies or speakers native to countries outside of the United States, community-based interactions, and related teaching and learning opportunities (e.g., teaching other students). Global applications reinforce student synthesis using independent and team scenarios.

Course Materials
9780073532547
Course Requirements

Engagement Preparation- Students complete readings and respond to questions reinforcing material prior to the Monday meeting. There are 15 total engagement preparations completed during the semester. Responses to questions are to be submitted online every Monday prior to class at 9:35 AM.

Global Article Analysis- Students identify an environmental topic covered in class and locate two articles (news, popular, or refereed). One article covers the topic from a domestic perspective, while the other article covers the same topic from an international perspective. There are five total global article analyses, which are due by 11:59 PM on the due date.

Being a Change Agent- Ashleigh Brilliant stated, "Nothing we can do can change the past, but everything we can do changes the future." In 1500 words, convey what Mr. Brilliant’s statement means to you and your journey of discovery through the course so far. Considering the various environmental science-based topics and the cross-cultural understanding of these topics, highlight foci for change as related to acting as a catalyst to initiate global, environmental impact. Please additionally share how your perception of change may be altered by consideration of others global perspectives and how such alternation affects progression as an environmental, global change agent.

Global Environmental Case Study – Teams of students formulate and disseminate a solution to a controversial, environmental issue to the class. Team presentations are no more than 5 minutes in length and creativity of oral dissemination methods is encouraged. Teams are assigned to present on Friday meetings throughout the semester.

Final- Reflection for Enhancement- Upon completion of the class, you will write a 1500-word reflection that highlights the impact of class on you as an individual and whether the class impacted how you approach environmental science issues at personal and professional levels.

Engagement- Students have enormous power to create a comfortable environment by engaging in and out of class. It is essential students participate in classroom discussions and other activities. Students are encouraged to challenge themselves and other's ideas and thoughts in a collegial manner. Each student’s contribution is valuable to our class.

Course Evaluation

Evaluation assesses the degree to which the student fulfills the assigned requirements for each of the below assignments. The course grade is based on the percentage of points earned out of a 1000 point total.

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<th>Assignments</th>
<th>Points</th>
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<tr>
<td>Engagement Preparation (15 * 15 points)</td>
<td>225</td>
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<tr>
<td>Global Article Analyses (5 *30 points)</td>
<td>150</td>
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<tr>
<td>Change Agent Essay</td>
<td>150</td>
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<tr>
<td>Global Environmental Case Study</td>
<td>200</td>
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<tr>
<td>Final- Reflection for Enhancement</td>
<td>150</td>
</tr>
<tr>
<td>Class Engagement</td>
<td>125</td>
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<tr>
<td>Total</td>
<td>1000</td>
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</table>

Course Grading Scale:

A  93.4- 100 %  A-  90- 93.3%  B+ 86.7- 89.9%  B  83.4- 86.6 %  B- 80- 83.3 %  C+ 76.7- 79.9 %
C  73.4- 76.6 %  C-  70- 73.3 %  D+ 66.7- 69.9 %  D  63.4 66.6%  D- 60- 63.3 %  E  <60.0 %

University of Florida Grade & Grade Points Policy can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades.
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when the evaluations are available. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

**Course Policies:**

**Absences and Missed Class Work:** It is expected each student attend every class session. If you know you will be absent from class, please contact the instructor at least one week in advance from the class session. If you unexpectedly missed class due to an unforeseen emergency, you need to provide written documentation to support your absence (e.g., if you are sick, a doctor’s note with justification is required).

For missed work, please contact instructor to develop a plan to make-up the work. Missed work for excused class absences will be accepted with no penalty if completed by the extended deadline. For unexcused absences, missed work will be accepted with a 10% penalty for everyday late after the due date.

More information regarding class attendance and make-up policies for class work are consistent with University of Florida policies and can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Finally, please do not wait until the end of the semester to discuss problems with the course material or performance in class. Your performance and success are important to the instructor and University of Florida, so please contact the instructor to discuss your concerns as soon as they arise.

**E-Learning:** All students are expected to check E-Learning (http://lss.at.ufl.edu) on a regular basis. Please ensure that you have access to this service. Grades are posted here.

**Academic Integrity:** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

In the fall of 1995, the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity (See UF Rule 6C1-4.017). Students are required to be honest in all of their university class work. Faculty members have a duty to promote ethical behavior and avoid practices and environments that foster cheating. Faculty should encourage students to bring incidents of dishonesty to their attention. A faculty member, in certain circumstances, can resolve an academic dishonesty matter without a student disciplinary hearing. The procedures and guidelines are available from the [Student Guide](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx). All students at the University of Florida have pledged, *On my honor, I have neither given nor received unauthorized aid in doing this assignment* (2014–2015 Graduate Catalog).

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

**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. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu*
- *Student Mental Health Services, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/*
Alcohol and Substance Abuse Program (ASAP)
Center for Sexual Assault / Abuse Recovery & Education (CARE)
Eating Disorders Program
Employee Assistance Program
Suicide Prevention Program

**Students with Disabilities:** "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."

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. 0001 Reid Hall, 392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)
## Tentative Course Topics and Timeline

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<tr>
<td>Week 1</td>
<td>Understanding Our Global Environment</td>
<td>What is Environmental Science? Scientific Process and Inquiry Human and cultural pressures</td>
<td>Engagement Prep. (Mon)</td>
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<td>Week 2</td>
<td>Patterns and Processes</td>
<td>Geology and Earth Systems Biogeochemical Cycles (C, N, P)</td>
<td>Engagement Prep. (Mon)</td>
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<td>Week 3</td>
<td>Ecosystems</td>
<td>Biomes- Global Pattern of Life Ecosystem services</td>
<td>Engagement Prep. (Mon) Global Article Analysis (Fri)</td>
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<td>Week 4</td>
<td>Biodiversity</td>
<td>Genes &amp; Species Landscapes Invasive species</td>
<td>Engagement Prep. (Mon)</td>
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<td>Population Dynamics Human Geography</td>
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<td>Energy</td>
<td>Need and Demand Sources and Generation Evolving Technologies</td>
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<td>Water</td>
<td>Water Cycle Water Pollution Water Use and Management</td>
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<td>Air</td>
<td>Atmospheric Processes Air Pollution Air Management</td>
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<td>Week 10</td>
<td>Solid, Toxic, and Hazardous Waste</td>
<td>Environmental Health Environmental Changes Infectious diseases</td>
<td>Engagement Prep. (Mon)</td>
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<td>Environmental Change</td>
<td>Natural Climate Anthropogenic Climate Sea Level Rise Ocean Acidification</td>
<td>Engagement Prep. (Mon) Brilliant Essay (Mon)</td>
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<td>Week 12</td>
<td>Urbanization and Sustainable Cities</td>
<td>Urbanization Developing World Poverty and Development</td>
<td>Engagement Prep. (Mon) Global Article Analysis (Fri)</td>
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<td>Week 13</td>
<td>Environmental Economics</td>
<td>Economic systems Natural Resource Value</td>
<td>Engagement Prep. (Mon)</td>
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Week 14  Environmental Values and Ethics  Cultural perspectives  Environmentalism  Environmental justice  Engagement Prep. ((Mon))  Global Article Analysis (Fri)

Week 15  Environmental Policy  Environmental Laws  State and Federal Legislation  Global Legislation  Engagement Prep. (Mon)

Week 16  Making a Difference

Final Due on X by 11:59 PM via email to instructor
Cover Sheet: Request 9779

ORH3513 Environmental Plant Identification and Use

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I approve of the change in credit hours from 1 to 2 and recommend the UCC2 to the College Curriculum Committee for review and approval. 12/4/2014
# UCC2: Course Change Transmittal Form

**Department Name and Number** Environmental Horticulture 60180000

**Current SCNS Course Identification**

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**Effective Term and Year** Summer 2015

**Terminate Current Course** ☐  
**Other Changes (specify below)** ☐

**Change Course Identification to:**

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**Full Course Title**

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

**Credit Hours:** From 1 To 2

**Contact Hours:**

- [ ] Base or  
- [ ] Headcount  

**Rotating Topic:**

- [ ] yes  
- [ ] no  

**S/U Only:**

- [ ] yes  
- [ ] no

**Variable Credit:**

- [ ] yes  
- [ ] no

If yes, ___ minimum and ___ maximum credits/semester

**Repeatable Credit:**

- [ ] yes  
- [ ] no

If yes, ___ total repeatable credit allowed

**Prerequisites**

<table>
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<th>From</th>
<th>To</th>
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</thead>
<tbody>
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**Co-requisites**

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<th>To</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Lecture portion credit hours are being reallocated from 1 credit to 2 credits in order to more accurately reflect the weighting difference between lecture and laboratory. A UCC2 is also being submitted herewith to change the laboratory credits from 2 credits to 1 credit.

**Department Contact**

- **Name:** Amy Alexander  
- **Phone:** 352-328-9435  
- **Email:** amyalex@ufl.edu

**College Contact**

- **Name:** Joel Brendemuhl  
- **Phone:** 352-392-1963  
- **Email:** brendj@ufl.edu

**Rev. 7/13**
ENVIRONMENTAL PLANT IDENTIFICATION AND USE  
(ORH 3513)  
SUMMER C, 2015

COORDINATOR / LECTURER: Dr. Bart Schutzman

OFFICE: Rm 1531 Fifield Hall

TELEPHONE: (352) 273-4572

E-MAIL: bart@ufl.edu (Please use the e-Learning mail and discussion board for questions about course materials – I will check the e-Learning site daily and try to answer your inquiries within one business day. In this way, I can make sure valid and helpful questions can benefit the entire class).

Your course coordinator will be available for consultation by e-Learning mail (best) or his UF email (not as good). You are also welcome to make an appointment and visit with him should you be in the area.

CATALOG DESCRIPTION:

COURSE OBJECTIVES: Upon completing this course, students should be able to:
1) understand fundamental plant morphological characteristics and use them to identify common landscape and other plant materials
2) apply the basic principles of botanical and horticultural taxonomy and nomenclature to describe plants
3) identify the origin, use and function of plants in our environment

REQUIRED READING
Readings: As assigned. Logon to the Web site and e-Learning frequently.

Recommended Textbooks:


Additional appropriate references will be provided for each lecture topic.

COURSE PREREQUISITES

CONTENT AND ORGANIZATION:  
Lectures are modular video presentations. The lecture portion of the course is asynchronous and Web-based. Meeting times for lecture are designed for discussions and quizzes. The laboratory sections are separate and live. The class will link to video modules for lecture materials, PowerPoint presentations, handouts, and references. Students will be expected to identify approximately
100 plants used as examples in the lectures and an additional approximately 100 plants introduced in each site laboratory. Plants introduced in each lecture will highlight specific morphological characteristics and specific uses. Each laboratory will focus on plants common in that area of Florida that also exhibit characteristics being covered in that lecture.

ALL other aspects of the course, i.e., assessment (quizzes and exams), grading, mail and discussion will be managed with Canvas Course Management System at UF e-Learning:

https://lss.at.ufl.edu
Sign onto this site with your Gatorlink credentials.

Lecture materials include terminology used in plant identification, rules and application of plant nomenclature (botanical and horticultural), relevant plant materials to illustrate terminology and other lecture topics, and functional aspects of horticultural plants in our environment. The live laboratory sessions will build on lecture material and expose students to additional plant material examples related to lecture topics.

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu.

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

ORH3513 - Lecture Exams:
Midterm exam (TBA) 50% of course grade
Final exam (TBA) 50% of course grade

Grade Range: Letter grades will be based on the following scale:
A 94-100
83-86
B- 80-83
70-72
D+ 67-69
<60
A- 90-93
B+ 87-89
C+ 77-79
C 73-76
D 63-66
D- 60-62
E

ABSENCES AND MAKE-UP WORK
Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:
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**********************************************************************
PLEASE NOTE **********************************************************************
ALL EXAMS ARE CLOSED NOTE / BOOK.
DISHONESTY WILL NOT BE TOLERATED IN THIS COURSE.
**********************************************************************

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

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  Groups and Workshops
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INFORMATION SOURCES: A tentative lecture schedule is below.

NOTE: Visual nature and memorization requirements of this course make it imperative that students view all lectures and read all handouts

TENTATIVE LECTURE SCHEDULE (Subject to change at the coordinator’s notice):

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<thead>
<tr>
<th>WK</th>
<th>DATES</th>
<th>TOPIC</th>
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<tr>
<td>1</td>
<td>TBA</td>
<td>Modules 1 - 4P</td>
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<tr>
<td></td>
<td>1)</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>2/2P</td>
<td>The Whole Plant (&amp; Plant Materials)</td>
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<td>3)</td>
<td>Plant Nomenclature</td>
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<tr>
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<td>4/4P</td>
<td>Plant Variation (&amp; Plant Materials)</td>
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<tr>
<td>2</td>
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<td>Modules 5-9P</td>
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<td></td>
<td>5)</td>
<td>Plant Taxonomy</td>
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<tr>
<td></td>
<td>6/6P</td>
<td>Plant Groups (&amp; Plant Materials)</td>
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<tr>
<td></td>
<td>7/7P</td>
<td>Leaf Arrangement and Attachments (&amp; Plant Materials)</td>
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<tr>
<td></td>
<td>8/8P</td>
<td>Leaf Complexity and Entirety (&amp; Plant Materials)</td>
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<tr>
<td></td>
<td>9/9P</td>
<td>Leaf Shapes (&amp; Plant Materials)</td>
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<td>3&amp;4</td>
<td>TBA</td>
<td>Modules 10-13P</td>
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<td></td>
<td>10/10P</td>
<td>Leaf Bases (&amp; Plant Materials)</td>
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<td>11/11P</td>
<td>Leaf Margins (&amp; Plant Materials)</td>
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<td>12/12P</td>
<td>Leaf Textures and Other Leaf Modifications (&amp; Plant Materials)</td>
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<td>13/13P</td>
<td>Stems (&amp; Plant Materials)</td>
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<td>5</td>
<td>TBA</td>
<td>Modules 14-16P</td>
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<td>14/14P</td>
<td>Modified Structures I (&amp; Plant Materials)</td>
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<td>15/15P</td>
<td>Modified Structures II (&amp; Plant Materials)</td>
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<td></td>
<td>16/16P</td>
<td>Modified Roots (&amp; Plant Materials)</td>
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<td>6</td>
<td>TBA</td>
<td>Midterm exam covering weeks 1-5 due 6/20 by 9:00am</td>
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<td>7</td>
<td>TBA</td>
<td>Summer Break - No lecture</td>
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<td>Lecture</td>
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<td>8</td>
<td>TBA</td>
<td>Modules 17-19P</td>
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<td></td>
<td>17/17P</td>
<td>Plant Forms I (Plant Materials)</td>
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<td>18/18P</td>
<td>Plant Forms II (Plant Materials)</td>
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<td>Flowers I (Plant Materials)</td>
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<td>TBA</td>
<td>Modules 20-22P</td>
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<td>20/20P</td>
<td>Flowers II (Plant Materials)</td>
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<td>21/21P</td>
<td>Gender in Flowers, Plants and Species (Plant Materials)</td>
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<td>22/22P</td>
<td>Inflorescences I (Plant Materials)</td>
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<td>10</td>
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<td>Modules 23-25P</td>
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<td>Inflorescences II (Plant Materials)</td>
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<td>24/24P</td>
<td>Fruits I (Plant Materials)</td>
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<td>25/25P</td>
<td>Fruits II (Plant Materials)</td>
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<td>Modules 26-28P</td>
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<td>Fruits III (Plant Materials)</td>
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<td>27/27P</td>
<td>Ferns and Fern Allies (Plant Materials)</td>
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<td>28/28P</td>
<td>Gymnosperms (Plant Materials)</td>
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<td>TBA</td>
<td>Modules 29-30</td>
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<td>29/29P</td>
<td>Phytogeography (Plant Materials)</td>
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<td>30</td>
<td>Landscaping Principles</td>
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# Cover Sheet: Request 9780

**ORH3513L Environmental Plant Identification and Use Lab**

## Info
- **Process**: Course|Modify|Ugrad/Pro  
- **Status**: Pending  
- **Submitter**: Alexander, Amy M amyalex@ufl.edu  
- **Created**: 11/17/2014 4:54:23 PM  
- **Updated**: 12/15/2014 2:56:22 PM  
- **Description**: N/A

## Actions

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<td>Department</td>
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<td>CALS - Environmental Horticulture 514918000</td>
<td>Guy, Charles L</td>
<td>I approve the change in the credit hours from 2 to 1 and recommend the change to the College Curriculum Committee for review and approval.</td>
<td>12/4/2014</td>
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</tbody>
</table>
# UCC2: Course Change Transmittal Form

## Department Name and Number
**Environmental Horticulture 60180000**

### Current SCNS Course Identification
- **Prefix**: O
- **R**: H
- **Level**: 3
- **Course Number**: 5 1 3
- **Lab Code**: Lab (L)

### Environment Plant Identification and Use

### Effective Term and Year
- **Summer 2015**

### Terminate Current Course
- [ ]

### Other Changes (specify below)
- [ ]

### Change Course Identification to:
- **Prefix**:
- **Level**: 3
- **Course Number**: 5 1 3
- **Lab Code**: Lab (L)

### Full Course Title

### Transcript Title (please limit to 21 characters)

### Credit Hours:
- **From**: 2
- **To**: 1

### Contact Hours:
- [ ] Base or
- [ ] Headcount
- **From**: ___
- **To**: ___

### Rotating Topic:
- [ ] yes
- **From**: 0
- **To**: 0

### S/U Only:
- [ ] yes
- **From**: 0
- **To**: 0

### Variable Credit:
- [ ] yes
- **From**: 0
- **To**: 0

- [ ] no
- **From**: 0
- **To**: 0

### If yes, ___ minimum and ___ maximum credits/semester

### Repeatable Credit:
- [ ] yes
- **From**: 0
- **To**: 0

- [ ] no
- **From**: 0
- **To**: 0

### If yes, ___ total repeatable credit allowed

### Prerequisites
- From N/A
- To N/A

### Co-requisites
- From N/A
- To N/A

### Course Description (50 words or less; if requesting a change, please attach a syllabus)
- From N/A
- To N/A

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

Lab portion credit hours are being reallocated from 2 credits to 1 credit in order to more accurately reflect the weighting difference between lecture and laboratory. A UCC2 is also being submitted herewith to change the lecture credits from 1 credit to 2 credits.

### Department Contact
- **Name**: Amy Alexander
- **Phone**: 352-328-9435
- **Email**: amyalex@ufl.edu

### College Contact
- **Name**: Joel Brendemuhl
- **Phone**: 352-392-1963
- **Email**: brendj@ufl.edu

---

**Rev. 7/13**
ENVIRONMENTAL PLANT IDENTIFICATION AND USE
LABORATORY (ORH3513L)
SUMMER C, 2016

INSTRUCTOR: (xxxxxx)
OFFICE: xxxxxx
TELEPHONE: (xxx) xxx-xxxx
EMAIL: xxxx@ufi.edu

Students can expect a response within 24 hrs. M-F and within 72 hrs. on weekends. My preferred way of communicating with students is by email. I check my UF email frequently every day and on the weekends. If I plan to be out of the office or out of email communication, I will email the class and post an announcement on the class website.

COURSE OVERVIEW
This is an introductory course presenting the identification, growth characteristics, culture and use of common landscape plants. Materials include trees, shrubs, vines, and ground covers. Emphasis will be placed on (location) plant material.

REQUIRED READING
None

ADDITIONAL READING


COURSE PREREQUISITES
This is an introductory course in plant identification, growth, culture and use. To be successful, students should have a general knowledge of biology and/or botany. Students also should be registered for ORH3513 lecture

Acceptable Course Participation
Students are expected to attend the monthly lab meetings, unless they have an excused absence. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu.
COURSE GOALS AND ASSIGNMENTS

Upon successful completion of this course, students will be able to: 1) identify common landscape trees, shrubs, vines and ground covers; and 2) describe proper culture and use of common south Florida landscape trees, shrubs, vines and ground covers.

*Field trip reports:* (150 pts) Each student will prepare two reports. The first report will be on a visit to a botanical garden in the area and the second will be on visit to a garden center in the area. Each student will need to visit a garden center on their own time.

Each student needs to prepare a one page summary about the trip. The report should include the name of the garden, the address or location of the garden, and the types of plants on display at the garden or available for sale at the garden center.

*Plant identification quiz:* (150 pts) On the last class meeting, we will walk around and ask students to identify 100 plants from their plant list. The final identification quiz will be based on the plants from the identification list. You will need to know the common and scientific name of the plants from the list. We will show you a plant and you will need to find the name on the list provided. The quiz is worth 150 points.

Grades for all assignments will be posted seven days after the student turns them in. If the instructor cannot return the assignment within this time frame, the instructor will notify the student as to when the assignment will be graded. [Top]

ASSESSMENT

See schedule for dates. The accepted format for all assignments is MS Word files. If there is a malfunction with the class site or computer malfunctions occur, assignments may be emailed or sent via fax. It is the obligation of the student to inform me of such malfunctions immediately.

All grades are based on the number of points earned out of total number of points.

**TOTAL POSSIBLE POINTS & GRADES** = 300 pts

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

A   (279-300 points)
A-  (270-278 points)
B+  (258-269 points)
B   (249-257 points)
B-  (240-248 points)
C+  (228-239 points)
C   (222-227 points)
C-  (210-221 points)
D+  (198-209 points)
D   (189-197 points)
D-  (180-188 points)
E   (0-179 points)
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Tentative Schedule

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Plant list 1</th>
<th>Plant list 2</th>
<th>Plant list 3</th>
<th>Plant list 4</th>
<th>Plant list 5</th>
<th>Plant list 6</th>
<th>Plant list 7</th>
<th>Final plant ID quiz</th>
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<tr>
<td>Week 1</td>
<td></td>
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# Cover Sheet: Request 9895

**Global Agroecology**

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<td>The Agronomy Department at the University of Florida proposes to offer a graduate-level Certificate – “Global Agroecology” which is developed to allow for a basic foundation in agroecological principles and a unique hands-on experience at an international partner institution.</td>
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# New Graduate Certificate Transmittal Form

**Department Name and Number**  
Agronomy - 514908000

**CIP Code**  
01.1102

**Certificate Name**  
Global Agroecology

**Certification Name for Transcript (Maximum 35 characters)**  
Global Agroecology

**Effective Year and Term**  
Summer 2015

**Amount of Credit**  
12

**Certificate Description (50 words or less)**

This certificate program will provide the students an international exposure in meeting the challenges of food and farming systems with agroecological approaches through a diverse, interdisciplinary curriculum emphasizing sustainability, resource management, crop eco-physiology, environmental nutrient and water management, system productivity, and profitability.

**Requirements:** For each course indicate prefix, number, title, # credits, and established grading scheme (letter graded, and/or S/U). The title should be identical to the official title of the course as listed in the Graduate Catalog.

Core Courses:
- ALS 5155 Global Agroecosystems (3 credit hours) – Letter Graded
- Core course option from International Partner Institutions (3 credit hours) - Letter Graded (please see the appendix)
- AGR 6905 Special Topic (3 credit hours) - Letter Graded

Choose one of the following:
- AGR 5511 Crop Ecology (3 credit hours) – Letter Graded
- AGR 6422C Environmental Crop Nutrition (3 credit hours) – Letter Graded
- AGR 5444 Ecophysiology of Crop Production (3 credit hours) – Letter Graded
- PLS 5632C Integrated Weed Management (3 credit hours) – Letter Graded
- SWS 5050 Soils for Environmental Professionals (3 credit hours) – Letter Graded
- SWS 5208 Sustainable Agriculture & Urban Land Management (3 credit hours) – Letter Graded
- SWS 5246 Water Resource Sustainability (3 credit hours) – Letter Graded

**Prerequisites**

Applicants must have an earned bachelor’s degree from a regionally accredited institution or equivalent. Prior to enrolling in any course, the student must ensure that either the prerequisites for the course, if any, have been met, or he or she must obtain approval from the course instructor to waive the requirement. All the courses except those offered by Agrocampus are taught in English. Hence reading and writing knowledge of English language is required. Students must have a computer with access to the Internet and a UF Gatorlink account. High-speed connections to the Internet are a prerequisite.
Rationale: 1.) Give a rationale for offering the certificate. 2.) Please include this statement and the appropriate answer (Yes or No): “A Graduate Council approved concentration already exists in this area of study.” 3.) If Yes, include a statement of the differences between the concentration and proposed certificate. 4.) If the program has students currently pursuing a non-Graduate Council approved certificate, please provide the transition plan for these students.

There is a high demand in the job market for persons with formal international experience in global farming systems and agroecological practices for sustainable food production. This program will give the students an opportunity to complete a sustainability project from an internationally renowned institution under the mentorship of international academic faculty. This will give them hands-on experience, an integrated perspective, and skill set to meet the industry standards and demands. The students will also have the opportunity to take a core course from the international partner institutions focusing on the performance of agroecosystems and new sustainable food systems.

There is no currently approved Graduate Council concentration in Global Agroecology or any similar program. This is a new graduate certificate program, thus we currently have no students enrolled and there is no need for a transition plan.

Student Learning Outcomes: List each outcome and assessment method.

SLOs:

a. Students will gain an international exposure to diverse agricultural production systems.
b. Students will gain a global perspective of the major challenges and solutions for a sustainable agricultural system.
c. Students will apply agroecological practices for positive sustainable outcomes.
d. Students will gain valuable skills for a future profession in the agricultural sciences.

Assessment:

Students will complete an on-line examination covering the content of the core courses in the certificate program. A minimum of 10 questions from each core course will be presented to students to test their competency for the SLO’s associated with the courses. Students will be required to score a minimum of 75% correct to pass the exam which is required to receive the certificate. The exam may be taken multiple times if necessary.

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<tr>
<th>Department Contact</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Diane Rowland, 352-273-3408</td>
<td><a href="mailto:dlrowland@ufl.edu">dlrowland@ufl.edu</a></td>
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<th>College Contact</th>
<th>Name</th>
<th>Phone</th>
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<tr>
<td></td>
<td>Joel Brendemuhl, 352-392-1963</td>
<td><a href="mailto:brendj@ufl.edu">brendj@ufl.edu</a></td>
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</tbody>
</table>
15 December 2014

Dr. Joel Brendemuhl  
College of Agricultural and Life Sciences  
2001 McCarty Hall D  
PO Box 110270  
Gainesville, FL 32611-0270

Dear Dr. Brendemuhl:

This letter is written to provide you with information regarding a certificate program. The Agronomy Department at the University of Florida proposes to offer a graduate-level Certificate – “Global Agroecology” which is developed to allow for a basic foundation in agroecological principles and a unique hands-on experience at an international partner institution. We have developed this certificate in collaboration with other prestigious universities around the world, namely Harper Adams University in the United Kingdom, ISARA-Lyon in France, Agrocampus Ouest in France, and Universidade Federal Rural De Pernambuco in Brazil. Faculty from the UF Agronomy Department have collaborated with these institutions and have formed a partnership that will allow the offering of this certificate. All the partner institutions are fully supportive of this certificate program.

The Global Agroecology certificate is comprised of 12 total credit hours including one shared core course, ALS 5155 Global Agroecosystems providing students with the background of agroecological principles and issues across the world, and one elective course chosen from a diverse disciplinary topic group. The remaining 6 credits are to be fulfilled at the international partner institution of their choice and are comprised of a core course and guided research from the international partner institution. The course is chosen from a list of courses focused on the performance of agroecosystems and new sustainable food systems. For the research experience, students will have the opportunity to complete an agroecological project under the mentorship of academic faculty at the partner institution they are attending.

This certificate is the second and final certificate planned to be offered under the graduate Agroecology concentration in Agronomy. This proposed certificate program differs from the first certificate developed, Sustainable Agroecosystems, because it includes a required course and research experience at an international institution; the only shared course between the two certificates is the Agroecology Foundation course, ALS 5155.

The Foundation for The Gator Nation  
An Equal Opportunity Institution
We feel this certificate will provide a unique skill set to students completing the certificate by providing the basic foundational coursework in agroecology as well as exposing them firsthand to challenges across the globe in food and farming systems. This experience will help students gain valuable skills for a future profession in the agricultural sciences domestically or abroad.

Sincerely,

Lynn E. Sollenberger
Professor and Graduate Coordinator of Agronomy
<table>
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<tr>
<th>International Institution</th>
<th>Int. Inst. Course and Credit Value</th>
<th>Int. Inst. Course Outline</th>
<th>UF Equivalent Course and Credit Value</th>
<th>UF Course Outline</th>
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<tr>
<td>Agrocampus</td>
<td>Modeling the water balance in the soil-plant-atmosphere system*</td>
<td>This course will cover water movement in the soil-plant-atmosphere system; water management.</td>
<td>ABE 6252 - Advanced soil and water management engineering</td>
<td>This course will cover the physical and mathematical analysis of problems in infiltration, drainage, and groundwater hydraulics.</td>
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<tr>
<td>Agrocampus</td>
<td>Agronomic diagnosis and health of plants*</td>
<td>This course will cover the plant physiology; ecophysiology of cultivated plants; biotic and nutritional stress.</td>
<td>AGR 5444 - Ecophysiology of crop production</td>
<td>This course will cover physiological, ecological, and environmental responses that impact growth, development and yield formation of cultivated crops.</td>
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<tr>
<td>Harper-Adams</td>
<td>C 7008 - Soil and water, nutrient cycling, waste management</td>
<td>This course is designed to focus on soil nutrient transfers, fluxes, inputs and outputs by both natural action and/or human intervention.</td>
<td>SWS 5050 - Soils for environmental professionals</td>
<td>The primary emphasis of the course is defining and describing soil properties and processes that determine the fundamental role soils play in the environment.</td>
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<td>Harper-Adams</td>
<td>C 7033 - Sustainable farming systems</td>
<td>This course will seek to critically review current research and hence develop strategies that will allow agricultural sustainability to be met at global, national and local levels.</td>
<td>SWS 5208 - Sustainable agricultural &amp; urban land management</td>
<td>This course will cover the agricultural and urban water quality issues in Florida, their bases, land and nutrient management strategies, and the science and policy behind the BMPs.</td>
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<tr>
<td>Harper-Adams</td>
<td>C 7032 - Soil and water management</td>
<td>This course investigates in detail soil/plant/water relationships and hydrology. This information can then be used to assess their application for irrigation, drainage and soil and water conservation.</td>
<td>ABE 6252 - Advanced soil and water management engineering</td>
<td>This course will cover the physical and mathematical analysis of problems in infiltration, drainage, and groundwater hydraulics.</td>
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<td>Harper-Adams</td>
<td>C 7022- Biodiversity and ecosystem services</td>
<td>This course aims to provide an understanding of the concepts of biodiversity and of ecosystem services, and the use of biodiversity as an ecosystem service provider.</td>
<td>WIS 5555 - Conservation biology</td>
<td>This course provides an overview of the causes and consequences of biodiversity loss, established and emerging conservation approaches and strategies, and the ecological and evolutionary theory that underlies these approaches.</td>
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<td>Harper-Adams</td>
<td>C 7021- Biology based chemical control</td>
<td>This course emphasizes the multi-disciplinary nature (including: biology, chemistry, engineering, medicine, socio-economics) of practical integrated pest management (IPM).</td>
<td>IPM 5305 - Principles of pesticides</td>
<td>Principles of Pesticides will provide opportunities for students to gain a basic knowledge of pesticides and their use. Emphasis will be placed upon major classes of agricultural pesticides used on commodities grown in Florida.</td>
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<td>ISARA-Lyon</td>
<td>Module 1- Agriculture and landscape management</td>
<td>In this module, students will discover and analyze an agricultural region and the constraints and potentials of the prevailing cropping and livestock production systems, the landscape management system as well as other economic activities such as agro-tourism.</td>
<td>SWS 5208 - Sustainable agricultural and urban land management</td>
<td>This course will cover the agricultural and urban water quality issues in Florida, their bases, land and nutrient management strategies, and the science and policy behind the BMPs.</td>
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<tr>
<td>ISARA-Lyon</td>
<td>Module 2 - Agroecological cropping practices</td>
<td>In this module, students will learn about different agroecological cropping practices and biological pest control; soil related ecosystem services; soil assessment in the field.</td>
<td>AGR 5511 - Crop ecology</td>
<td>This course will cover the relationships of ecological factors and climatic classifications to agroecosystems, and crop modeling of the major crops.</td>
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<td>ISARA-Lyon</td>
<td>Summer School Agroecology</td>
<td>Coursework consists of lectures, case studies, field work, excursions, use of geographical information system, economics, agronomy and ecology, traditional food systems, personal research study and oral presentations.</td>
<td>SWS 5235 – South Florida ecosystems</td>
<td>This course is designed to approach watershed management from biotic, physical, economic, geologic, legal, political, sociological and human health perspectives, using adaptive management explicitly as both a focus for critique, and as an evaluative tool.</td>
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<td>UFRPE</td>
<td>Seminar Course</td>
<td>Student will conduct research work on specific topics such as cropping systems and will give a seminar presentation on the research findings.</td>
<td>AGR 5511 - Crop ecology</td>
<td>This course will cover the relationships of ecological factors and climatic classifications to agroecosystems, and crop modeling of the major crops.</td>
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