CALS Curriculum Committee Meeting
December 13, 2019
2:00 p.m.
1044 McCarty Hall D


Agenda and Index for Materials

Approve Minutes from November 15, 2019 meeting

Dr. Brendemuhl: Update from UCC P

Graduate New Course Proposal

1. FOR 6XXX – Forest Ecosystem Resilience (req. #14492)

Undergraduate Course Change Proposal

2. AEC 4930 – Communication and Leadership Capstone Experience (req. #14438)

Certificate Proposal

3. Proposed Gateway to Agroecology Undergraduate Certificate (req. #14493)

Curriculum

4. Proposed change to AEC-CLD Capstone Course Requirement (req. #14437)

5. Proposed change to SLO method for SLO4 for the Mapping with Unmanned Aerial Systems Graduate Certificate (req. #14445)

6. Proposed change to SLO assessment method for SLO4 and SLO5 for the Mapping with Small Unmanned Aerial Systems (req. #14446)
CALS Curriculum Committee Meeting  
November 15, 2019  
Submitted by James Fant


Guests: Kevin Kenworthy, Daniel Czyz, Eban Bean, Kristina Haselier

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met on November 15, 2019 in Rm. 1044 McCarty Hall D. Dr. Inglett called the meeting to order at 2:05 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/](https://cals.ufl.edu/faculty-staff/committees/)

Approval of Minutes: A motion was made by Dr. Porter to approve the minutes from the October 11, 2019 meeting of the CALS CC. The motion was approved.

Selection of Chair-elect: Jennifer Weeks volunteered to be the next chair-elect.

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: Grades – [https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)
Syllabus Statements – [https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf)
Absences & Make-Ups – [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)
Writing Learning Objectives - [https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf)

Update from UCC: Dr. Brendemuhl noted the following items approved at the September and October meetings of the UCC: 1) Approval of new undergraduate course: a) FOS 3XXX – Life After Graduation; b) ALS 3XXX-Home and Community Gardening: Collegiate Master Gardener; c) FOS 4XXXC-Introduction to Unit Operations in Food Processing; d) FYC 4XXX-UF in Ireland Field Study; 2) 8-Semester plans with critical-tracking for semesters 5-8 were approved for 19 CALS degrees; 3) Addition of Global Systems Agroecology concentration to ABE; 4) Change in Soil Ecosystems Service graduate certificate; 5) 3 new graduate courses: a) AOM 6XXX-Agri-food Systems Innovation; b) FAS 6XXX-Environmental Physiology of Fishes; c) FNR 6XXX-Natural Resources in a Changing Climate; 6) CALS SLO request for Course Grade use was approved for writing and speech for one year; 7) the BS degree in Marine Sciences (CALS and CLAS) was approved; 8) Proposed changes to the AOM BS major were recycled; 9) All new specializations for HOS were approved; 10) New minor in Pathogenesis was approved; 11) New UG certificate in Horticultural Therapy. The following items are on the November
UCC agenda: 1) Program changes to the EMANR major; 2) New UG course – FYC 4XXX-Youth Development, Service-Learning and Irish Culture; 3) Proposed changes to UG courses: a) ALS 4161-Exotic Species and Biosecurity Issues; b) FYC 4941-Practicum in Family, Youth and Community Sciences; 4) New UG joint courses: a) ENY 4XXX-Insect Pest and Vector Management; b) ENY 4XXX-Beekkeeping II; c) FAS 4XXX-Algae Biology and Ecology; 4) Proposed changes to joint courses: a) ENY 4573 Beekeeping. Lastly, he mentioned that there is a new policy being developed as it relates to dual degrees, combined degrees, etc.

Graduate New Course Proposal

1. FYC 6XXX – Capstone Project (req. #14413)
   A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. An explanation as to why this course can be repeated needs to be included in the Rationale and Placement in Curriculum section of the UCC form. In the course objectives section of the UCC form and syllabus the word “Demonstrate” needs to be replaced with a more appropriate learning verb. The last sentence of the course description on the UCC form and in the syllabus needs to be updated to include “partially satisfies” since this course is not the actual required exam or completed final project.

2. MCB 6XXX – Antimicrobial Resistance (AMR) (req. #14385)
   This item was reviewed along with item #8. Comments apply to both submissions. A motion was made by Dr. Martin to approve these items with minor changes required. The motion was approved. The F grades need to be replaced with an E in the grading scales on both the UCC form and in the syllabus. The most recent version of the CALS Syllabus Statements boilerplate needs to replace what is in the submitted syllabus. This can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf.

3. WIS 6XXX – Wildlife Forensics Internship (req. #14353)
   A motion was made by Kate Rose to approve this item with changes required. The motion was approved. In the course objectives section of the UCC form and syllabus the word “Demonstrate” needs to be replaced with a more appropriate learning verb. The most recent version of the CALS Syllabus Statements boilerplate needs to replace what is in the submitted syllabus. This can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf.

Graduate Course Change Proposals

4. DIE 6241 – Advanced Medical Nutrition Therapy I (req. #14335)
   This item was reviewed with item #5. Comments apply to both submissions. A motion was made by Dr. Porter to approve these items as submitted. The motion was approved.

5. DIE 6242 – Advanced Medical Nutrition Therapy II (req. #14336)
   See item #4.
6. WIS 6559 – Contemporary Issues in Wildlife Protection & Conservation (req. #14352)
   A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. Instructor contact information needs to include a building name and room number. The information in the syllabus regarding the attendance and make-up policy needs to be removed. An instructor’s policy cannot contradict the university policy. Since you have included the link to the university’s policy this is all that is needed for submission purposes. Remove the reference to WebCT in the Important Dates section of the syllabus as this is an out of date medium. The most recent version of the CALS Syllabus Statements boilerplate needs to replace what is in the submitted syllabus. This can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf.

Undergraduate New Course Proposals

7. MCB 4XXX – Antimicrobial Resistance Laboratory (AMR-L) (req. #14356)
   A motion was made by Dr. Wilson to approve this item with changes required. The motion was approved. The prerequisites need to be adjusted to MCB3023L or MCB4XXXL (AMR Lecture). The F grades need to be replaced with an E in the grading scales on both the UCC form and in the syllabus. The most recent version of the CALS Syllabus Statements boilerplate needs to replace what is in the submitted syllabus. This can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf. In the additional comments regarding academic integrity section there should be a statement indicating that the result of any infraction will be consistent with university policy.

8. MCB 4XXX – Antimicrobial Resistance (AMR) (req. #14340)
   See item #2.

9. PCB 4XXX – Human Genomics (req. #14348)
   A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. The course description on the UCC form and in the syllabus must match. All other information needs to be under a different heading such as Additional Information or Background. Decimal points need to be added to the grading scale when using percentages. This will help avoid any confusion on rounding up or down when grades are awarded.

10. WIS 4XXX – The Ecology of Climate Change (req. #14338)
    A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. The prerequisite for this course needs to be a prefix and course number (BSC2010?). Statements cannot be enforced. The course description on the UCC form and in the syllabus must match. All other information needs to be under a different heading such as Additional Information or Background. The reference to 24 hours of lecture needs to be removed from the course breakdown as it is a little confusing and could cause a problem later in the approval process since the course is three credits.
Undergraduate Course Change Proposals

11. ORH 3815C – Florida Native Landscaping (req. #14326)
   A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. A prerequisite is required for a 3000 level class. This can be a course or student standing. The most recent version of the CALS Syllabus Statements boilerplate needs to replace what is in the submitted syllabus. This can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf.

12. ORH 4804 – Annual and Perennial Gardening (req. #14328)
   A motion was made by Dr. Porter to recycle this item to the department for an update and resubmission. The motion was approved. All course change proposals require submission of a course syllabus.

Certificate

13. Proposed termination of the Wetland Sciences Graduate Certificate (req. #14393)
   A motion was made by Dr. Porter to approve this item as submitted. The motion was approved.

Curriculum

14. Proposed Modification to the Hydrologic Sciences Concentration (req. #14329)
   A motion was made by Dr. Martin to approve this item as submitted. The motion was approved.

15. Proposed New Graduate Degree Program – Plant Breeding (req. #14426)
   A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. The knowledge outcome verbs need to be changed to reflect rigor of a graduate degree program. Information on appropriate learning verbs for student outcomes can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf. There are many occasions where UF/IFAS is being used instead of the College of Agricultural and Life Sciences (CALS). These need to be fixed. There is concern about when some of the courses are being offered and their place in the program plan. These need to be reviewed to make sure, for example, a spring only class is not listed in the fall term. There needs to be some information indicating that any special topics courses listed in the curriculum will be getting their own prefixes and course numbers. Dr. Brendemuhl has indicated that Dr. Turner had some additional notes regarding the proposal and that he and Dr. Turner would schedule a meeting with the submitter and faculty developers.

Recycled item

16. MCB 4XXX – Applications and Technologies of Synthetic Biology (req. #11708)
   Previously reviewed with graduate submission on 1/12/2018, 4/13/2018, 8/17/18 and 10/12/18. Graduate version no longer being proposed. The undergraduate version is now the only proposed course.
A motion was made by Dr. Sharp to approve this item as submitted. The motion was approved.

**Discussion item**

17. Proposed CALS CC Checklist
   A hard copy of the proposed checklist will be provided at the meeting.
   A motion was made by Dr. Porter to approve the checklist with the addition of suggested comments from committee. The motion was approved.

The meeting was adjourned at **3:59 p.m.**
## Cover Sheet: Request 14492

**FOR6xxx Forest Ecosystem Resilience**

### Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>New</th>
<th>Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Rhiannon Pollard <a href="mailto:rhiannon-pollard@ufl.edu">rhiannon-pollard@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>12/2/2019 9:09:36 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>12/2/2019 11:16:26 AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of request</td>
<td>New graduate course requesting number (from previous 6934).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Forest Resources and Conservation</td>
<td>Terrell Baker III</td>
<td></td>
<td>12/2/2019</td>
</tr>
<tr>
<td>FOR6xxx_resilience_2019.docx</td>
<td>Approved</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td>Terrell Baker III</td>
<td></td>
<td>12/2/2019</td>
</tr>
</tbody>
</table>

**No document changes**

- Graduate Curriculum Committee
- No document changes
- University Curriculum Committee Notified
- No document changes
- Statewide Course Numbering System
- No document changes
- Graduate School Notified
- No document changes
- Office of the Registrar
- No document changes
- College Notified
- No document changes
Course|New for request 14492

Info

Request: FOR6xxx Forest Ecosystem Resilience
Description of request: New graduate course requesting number (from previous 6934).
Submitter: Rhiannon Pollard rhiannon-pollard@ufl.edu
Created: 1/16/2019 8:23:09 AM
Form version: 1

Responses

Recommended Prefix FOR
Course Level 6
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Forest Ecosystem Resilience
Transcript Title Forest Ecosys Resil
Degree Type Graduate

Delivery Method(s) On-Campus, Online
Co-Listing No
Co-Listing Explanation n/a
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3

Course Description Offers an overview of the abiotic and biotic drivers, and management activities that can either stimulate or suppress alterations in forest structure and function. The course also covers the methods used to detect change and surveys the models used to estimate how a forest will change in the future.

Prerequisites none
Co-requisites none

Rationale and Placement in Curriculum The broad overview provided by the ‘Forest Ecosystem Resilience’ course on the drivers, detection, and modeling of forest change fills a unique niche within the graduate curriculum of the School of Forest and Conservation. Its uniqueness derives from both its broad coverage, and the depth devoted to a couple of subject areas. The coverage of many topics occurs because it is a required course for the ‘Forest Ecosystem Health and Resilience’ graduate certificate program, and as such, introduces students to themes that will be covered in more detail during later certificate courses. Additional subject area depth is also provided on: (1) Forest structural change as a forest ages (i.e. stand dynamics) and (2) ‘resilience thinking’ as first articulated by C.S. Holling. These two topics are not covered in as much depth, nor connected to one another and other subject areas, elsewhere in the curriculum.

Course Objectives Students will:
• Critically evaluate the scientific literature, analyze and synthesize information, understand experimental and/or descriptive research methodologies, and effectively communicate scientific information about the controlling factors on forest change.
• Describe and explain the theories and concepts of resilience theory and forest ecosystem health in a way that is relevant to the individualized focus of the student’s research area and degree program.
• Using the social, economic, and ecological context of forest health and resilience, formulate management recommendations for preventing, responding, and restoring a forest in response to an abiotic disturbance or an insect and pathogen outbreak.
- Display honest, ethical, and culturally sensitive behavior and practices in classroom (online) scholarly activities.

**Course Textbook(s) and/or Other Assigned Reading**

There is no required text for the course. Select required readings will be made available on the course reserves in the course website.

The following books offer background or reference material that would benefit students with a minimal background in forest ecology, silviculture, or ecology. However, the books are not required and no assignment will derive from them.

**Forest Ecology/Silviculture**


Resilience theory


Complex adaptive systems/Resilience in Forest management


A fantastic resource is the Silvics of North America series (https://www.srs.fs.usda.gov/pubs/misc/ag_654/table_of_contents.htm) created by the U.S. Forest service. It covers the basic information (ecology, management, use) of all major tree species in the continental United States and Canada/Alaska. Much of its content has been incorporated into Wikipedia but the sourcing for information is better in this original document.

**Weekly Schedule of Topics**


3) A review of how forests (and trees) establish, grow and die. Quiz 2/Discussion 3 Due. Oliver 1980; Lorimer 1980; Waring 1987


5) New methods for detecting and understanding change in forests. Quiz 4/Discussion 4 Due. FIA factsheet; McDowell et al. 2015; Sarris et al. 2013.


14) No Class Thanksgiving week.

No Discussion No readings.

15) Course review. Peer Paper Review. No readings

**Links and Policies**

This syllabus represents current plans and objectives for this course. As the semester progresses, changes may need to be made to accommodate timing, logistics, or to enhance learning. Such changes, communicated clearly, are not unusual and should be expected.

6.1 Late Submissions & Make-up Requests

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to
maintain satisfactory progress in the course.
Requirements for class attendance and make-up exams, assignments and other work are consistent
with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse
students for missing assignments. Any late submissions due to technical issues MUST be
accompanied by the ticket number received from the Helpdesk when the problem was reported to
them. The ticket number will document the time and date of the problem. You MUST e-mail your
instructor within 24 hours of the technical difficulty if you wish to request consideration.
For computer, software compatibility, or access problems call the HELP DESK phone number—352-
392-HELP = 352- 392-4357 (option 2).
6.2 Semester Evaluation Process
Student assessment of instruction is an important part of efforts to improve teaching and learning.
At approximately the mid-point of the semester, the School of Forest Resources & Conservation will
request anonymous feedback on student satisfaction on various aspects of this course. These surveys
will be sent out through Canvas and are not required, but encouraged. This is not the UF Faculty
Evaluation!
At the end of the semester, students are expected to provide UF with feedback on the quality
of instruction in this course using a standard set of university and college criteria (UF Faculty
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. These evaluations are
conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete
during the last two or three weeks of the semester; students will be notified of the specific times when
they are open. Summary results of these assessments are available to students at
https://evaluations.ufl.edu/results.
6.3 Netiquette: Communication Courtesy
All members of the class are expected to follow rules of common courtesy in all email messages,
threaded discussions and chats. Failure to do so may result in loss of participation points and/or
referral to the Dean of Students’ Office. http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf
6.4 Academic Honesty Policy
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 them 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 or 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:
6.5 Inclusive Learning Environment
This course embraces the University of Florida’s Non-Discrimination Policy, which reads,
The University shall actively promote equal opportunity policies and practices conforming to laws
against discrimination. The University is committed to non-discrimination with respect to race, creed,
color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status,
national origin, political opinions or affiliations, genetic information and veteran status as protected
under the Vietnam Era Veterans’ Readjustment Assistance Act.
If you have questions or concerns about your rights and responsibilities for inclusive learning
environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website:
6.6 Services for Students with Disabilities:
The Disability Resource Center coordinates the needed accommodations of students with disabilities.
This includes registering disabilities, recommending academic accommodations within the classroom,
accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/ 6.7 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. 7 Campus Helping Resources For issues with technical difficulties for e-learning in Canvas, please post your question to the Technical Help Discussion in your course, or contact the UF Help Desk at: Learning-support@ufl.edu | (352) 392-HELP - select option 2 | http://elearning.ufl.edu Library Help Desk support http://cms.uflib.ufl.edu/ask SFRC Academic Desk https://ufl.instructure.com/courses/303721 7.1 Student Life, Wellness, and Counseling Help Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. • Counseling and Wellness resources http://www.counseling.ufl.edu/cwc/ • U Matter, We Care http://www.umatter.ufl.edu/ • Career Connections Center http://career.ufl.edu/ • Other resources are available at http://www.distance.ufl.edu/getting-help for online students. 7.2 Student Complaint Process The School of Forest Resources & Conservation cares about your experience and we will make every effort to address course concerns. We request that all of our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered. If you have a more urgent concern, your first point of contact should be the SFRC Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration: • Students in online courses: http://www.distance.ufl.edu/student-complaint-process • Students in face-to-face courses: https://scrr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/ Grading Scheme Quizzes 25% Participation and Discussion 35% Paper Outline 5% Paper 25% Paper Review 10% A 90-100 B+ 85-89.99 B 80-84.99 C+ 75-79.99 C 70-74.99 D+ 65-69.99 D 60-64.99 E < 60

Instructor(s) Jason Vogel
1 Overview

Course description/goals/etc

- 3 Credits
- Fall semester
- Format: 100% online
- Course website at http://elearning.ufl.edu/

Course Prerequisites: Graduate student standing. Previous course(s) in ecology, silviculture, or biology are recommended but not required.

Instructor: Jason G. Vogel, 365 Newins-Ziegler, jvogel@ufl.edu, 352-846-0879

- Please use the Canvas message/inbox feature for fastest response.
- Office hours: Open door for on campus students, or by appointment for all distance learners

Textbook(s) and/or readings: There is no required text for the course. Select required readings will be made available on the course reserves in the course website.

The following books offer background or reference material that would benefit students with a minimal background in forest ecology, silviculture, or ecology. However, the books are not required and no assignment will derive from them.

Forest Ecology/Silviculture

Resilience theory

Complex adaptive systems/Resilience in Forest management

A fantastic resource is the Silvics of North America series (https://www.srs.fs.usda.gov/pubs/misc/ag_654/table_of_contents.htm ) created by the U.S. Forest service. It covers the basic information (ecology, management, use) of all major tree species in the continental United States and Canada/Alaska. Much of its content has been incorporated into Wikipedia but the sourcing for information is better in this original document.
2 Learning Outcomes

At the end of this course, each student will be able to:

- Critically evaluate the scientific literature, analyze and synthesize information, understand experimental and/or descriptive research methodologies, and effectively communicate scientific information about the controlling factors on forest change.
- Describe and explain the theories and concepts of resilience theory and forest ecosystem health in a way that is relevant to the individualized focus of the student’s research area and degree program.
- Using the social, economic, and ecological context of forest health and resilience, formulate management recommendations for preventing, responding, and restoring a forest in response to an abiotic disturbance or an insect and pathogen outbreak.
- Display honest, ethical, and culturally sensitive behavior and practices in classroom (online) scholarly activities.

3 Course Logistics

This course is entirely web-based and students may access lectures, readings, and supporting materials as they become available each week in the Canvas environment.

Weekly learning modules consist of lecture(s), readings, supporting material, and a quiz. These are provided Sunday night online for each topic and are available the entire week. Learning modules build on previous modules so you should complete the learning modules in the order presented.

Each learning module has required readings beyond the lecture. This information will be covered on quizzes and the exam. These files will all be made available for you to view on your computer, save, or print. There may be references to additional (optional) readings and resources if you desire further investigation of a topic. Other literature (journal articles and books) are often available online through UF libraries.

Technology Requirements:

- A computer or mobile device with high-speed internet connection.
- A headset and/or microphone and speakers; a web cam is suggested.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. What browser am I using?
- Zoom is required for this course; instructions will be provided. UF students have automatic access to the system (http://ufl.zoom.us)

3.1 Assignments & Deliverables

Exam: There are no exams in this course.

Quizzes: Weekly online quizzes will be made available during the semester. These will be short answer or multiple choice and will focus on the lectures and readings. Quizzes are designed to keep students up-to-date on important concepts covered during class. They are available at the beginning of a week and through to the end of the week.
Participation and Discussion: This grade is made up of four primary parts.

1) Post your biography in Discussions – Introductions (Week 1). Tell me and your classmates about yourself. Feel free to post a picture of yourself or anything that you think reflects your interests (5%).

2) Engage your classmates in the weekly online discussion. You will respond to the instructors guiding question and discuss the assigned articles. If you are having a difficult time deciding what to say about a series of articles, feel free to connect the ideas in the paper to another article you have read (and link to it). If you are still having trouble with this part of the assignment please let me know. (20%)

3) Lead 1-2 weeks of online discussion. Beginning the third week of class, the students will lead the discussion on the papers for at least 1 week and potentially 2 weeks (depending on enrollment). Leading means posting guiding questions and following up on questions from classmates. Students can supplement the required readings with other material of interest (5%).

4) You must also attend three of the five scheduled zoom meetings. (5%) Meeting times will be 6-7 pm EST on a Wednesday once per month (exact dates TBD).

*I recommend everyone attend the first meeting. I will cover any questions about the course. If anyone has a recurring conflict on this specific day (Wednesday) and time let me know as early as possible.

I will use the zoom meetings to bring attention to anything important that has come up in discussion or in questions from students. It is also a way to keep in touch.

Paper Outline and Paper: Students will write a paper on a topic of choice related to the course material. The paper will be constructed as an introduction to a proposal, and should be put into the context of disturbance and forest ecosystem health and resilience. Papers will incorporate recommendations for management that reflect preventative, responsive, or restorative actions in the context of abiotic disturbance or insect/pathogen outbreak that affect forest productivity and health. Students will be expected to submit the paper’s topic to the instructor and an outline by a due date as assigned. The paper will be graded for writing style, paragraph and sentence coherence, and relevance to course material. The paper should be 8-10 pages of double spaced text (not including references), 12 point font, with 1 inch margins. References should be in the style of a preferred journal. It should go without saying that plagiarism is not acceptable (and easily detected). More details will be provided during the semester.

Paper peer review: Students will review a fellow student’s paper. Clarity of objectives and hypotheses, coherence of argument in the text and conceptual figure, and the general flow and structure of the proposal will form the basis of the grading rubric. The rubric will be provided closer to the due date.
3.2 Grades & Grading Scale

Quizzes 25%

Participation and Discussion 35%

Paper Outline 5%

Paper 25%

Paper Review 10%

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

4 Course Content & Readings

Learning Modules


3) A review of how forests (and trees) establish, grow and die. Quiz 2/Discussion 3 Due. Oliver 1980; Lorimer 1980; Waring 1987


5) New methods for detecting and understanding change in forests. Quiz 4/Discussion 4 Due. FIA factsheet; McDowell et al. 2015; Sarris et al. 2013.


8) Pathways to a new forest ecosystem: Disturbance regimes. Quiz 7/Discussion 7 Due.

Johnstone et al. 2010; Gilliam and Platt 1999; Enright et al. 2015.


14) No Class Thanksgiving week. No Discussion No readings.

15) Course review. Peer Paper Review. No readings
5 Readings
See Course Modules section.

6 Policies and Requirements

This syllabus represents current plans and objectives for this course. As the semester progresses, changes may need to be made to accommodate timing, logistics, or to enhance learning. Such changes, communicated clearly, are not unusual and should be expected.

6.1 Late Submissions & Make-up Requests

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course.

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

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration.

For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352-392-4357 (option 2).

6.2 Semester Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning.

At approximately the mid-point of the semester, the School of Forest Resources & Conservation will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required, but encouraged. This is not the UF Faculty Evaluation!

At the end of the semester, students are expected to provide UF with feedback on the quality of instruction in this course using a standard set of university and college criteria (UF Faculty 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. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.
6.3 Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Failure to do so may result in loss of participation points and/or referral to the Dean of Students' Office. [http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf](http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf)

6.4 Academic Honesty Policy

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 them 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 or 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](http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code).

6.5 Inclusive Learning Environment

This course embraces the University of Florida's Non-Discrimination Policy, which reads,

> The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website: [http://multicultural.ufl.edu](http://multicultural.ufl.edu).

6.6 Services for Students with Disabilities:

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

6.7 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.

7 Campus Helping Resources
For issues with technical difficulties for e-learning in Canvas, please post your question to the Technical Help Discussion in your course, or contact the UF Help Desk at:

- Learning-support@ufl.edu | (352) 392-HELP - select option 2 | http://elearning.ufl.edu
- Library Help Desk support http://cms.uflib.ufl.edu/ask
- SFRC Academic Hub https://ufl.instructure.com/courses/303721

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

- Counseling and Wellness resources http://www.counseling.ufl.edu/cwc/
- U Matter, We Care http://www.umatter.ufl.edu/
- Career Connections Center http://career.ufl.edu/
- Other resources are available at http://www.distance.ufl.edu/getting-help for online students.

7.2 Student Complaint Process
The School of Forest Resources & Conservation cares about your experience and we will make every effort to address course concerns. We request that all of our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered.

If you have a more urgent concern, your first point of contact should be the SFRC Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration:

- Students in online courses: http://www.distance.ufl.edu/student-complaint-process
- Students in face-to-face courses: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
### Extra modules list

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>Post biography</td>
<td>Review Syllabus and Introductory Lecture</td>
</tr>
<tr>
<td>2</td>
<td>A brief history of ecosystem resilience and systems thinking</td>
<td>Quiz 1/Discussion 1 Due 9/2/18</td>
<td>Holling 1973; May 1977</td>
</tr>
<tr>
<td>3</td>
<td>A review of how forests (and trees) establish, grow and die</td>
<td>Quiz 2/Discussion 3 Due 9/9/18</td>
<td>Oliver 1980; Lorimer 1980; Waring 1987</td>
</tr>
<tr>
<td>4</td>
<td>Traditional methods for detecting and understanding change in forests</td>
<td>Quiz 3/Discussion 3 Due 9/16/18</td>
<td>Hall et al. 2002; Henry and Swan 1974; Phillips et al. 1998;</td>
</tr>
<tr>
<td>5</td>
<td>New methods for detecting and understanding change in forests</td>
<td>Quiz 4/ Discussion 4 Due 9/23/18</td>
<td>FIA factsheet; McDowell et al. 2015; Sarris et al. 2013</td>
</tr>
<tr>
<td>6</td>
<td>Drivers of change, resilience, and resistance in forests</td>
<td>Quiz 5/Discussion 5 Due 9/30/18</td>
<td>Halpern 1988; Vale et al. 2001</td>
</tr>
<tr>
<td>7</td>
<td>Pathways to a new forest ecosystem: Climate</td>
<td>Quiz 6/Discussion 6 Due 10/7/18</td>
<td>Millar and Stephenson 2015; Allen et al. 2014;</td>
</tr>
<tr>
<td>8</td>
<td>Pathways to a new forest ecosystem: Disturbance regimes</td>
<td>Quiz 7/Discussion 7 Due 10/14/18</td>
<td>Johnstone et al. 2010; Gilliam and Platt 1999; Enright et al. 2015</td>
</tr>
<tr>
<td>9</td>
<td>Pathways to a new forest ecosystem: Soil, Insects, and Pathogens</td>
<td>Quiz 8/Discussion 8 Due 10/21/18</td>
<td>Sullivan et al. 2013; Anderegg et al. 2015; Santini et al. 2013</td>
</tr>
<tr>
<td>10</td>
<td>Socio-Ecological Resilience and Forests</td>
<td>Quiz 9/Discussion 9 Due 10/28/18 Paper Outline Due</td>
<td>Spies et al. 2014; Cumming et al. 2013</td>
</tr>
<tr>
<td>13</td>
<td>Putting the pieces together</td>
<td>Quiz 12 Due 11/18/18</td>
<td>Millar et al. 2007; Shiffley et al. 2017</td>
</tr>
<tr>
<td></td>
<td>Paper Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>No Class Thanksgiving week</td>
<td>No Discussion</td>
<td>No readings</td>
</tr>
<tr>
<td>15</td>
<td>Course review</td>
<td>12/5/18</td>
<td>No readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer Paper Review</td>
<td></td>
</tr>
</tbody>
</table>
# Cover Sheet: Request 14438

## Credit change for AEC 4930

### Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Course</th>
<th>Modify</th>
<th>Ugrad</th>
<th>Pro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitter</td>
<td>Lisa Lundy</td>
<td><a href="mailto:lisalundy@ufl.edu">lisalundy@ufl.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created</td>
<td>11/8/2019 3:20:35 PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated</td>
<td>11/8/2019 3:30:46 PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of request</td>
<td>a. Change prereqs for this class to senior standing, AEC 4031, 3070, 3413 and 3414</td>
<td>b. Change 4930 to a 1-credit class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Agricultural Education and Communication 514926000</td>
<td>Brian Myers</td>
<td></td>
<td>11/8/2019</td>
</tr>
<tr>
<td>Syllabus_AEC4930_1Credit.docx</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11/8/2019</td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td>11/8/2019</td>
</tr>
</tbody>
</table>

- No document changes
  - University
  - Curriculum
  - Committee
  - No document changes
  - Statewide
  - Course
  - Numbering
  - System
  - No document changes
  - Office of the Registrar
  - No document changes
  - Student
  - Academic
  - Support
  - System
  - No document changes
  - Catalog
  - No document changes
  - College
  - Notified
  - No document changes
Course|Modify for request 14438

Info

Request: Credit change for AEC 4930
Description of request: a. Change prereqs for this class to senior standing, AEC 4031, 3070, 3413 and 3414
b. Change 4930 to a 1-credit class

Submitter: Lisa Lundy lisalundy@ufl.edu
Created: 11/8/2019 3:01:50 PM
Form version: 1

Responses

Current Prefix AEC
Course Level 4
Number 930
Lab Code None
Course Title Communication and Leadership Capstone Experience
Effective Term Earliest Available
Effective Year Earliest Available
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes
Current Credit Hours 3
Proposed Credit Hours 1
Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No
Change Repeatable Credit? No
Maximum Repeatable Credits 1
Change Course Description? No
Change Prerequisites? Yes
Current Prerequisites AEC 3070C and AEC 4031 and AEC 4035 and AEC 4036.
Proposed Prerequisites AEC 4031, AEC 3070, AEC 3413, AEC 3414
Change Co-requisites? Yes
Current Co-requisites None
Proposed Co-requisites Senior standing
Rationale Students should take this in their last year of the program as it is a course to prepare them for graduation.


Instructor details here

Office Hours
By appointment, in person and via Zoom. Please feel free to reach out at any time and we can set up a time to talk.

Course Description:
This class integrates concepts and skills that communication and leadership development students have learned in their prior courses with a focus on preparation for future careers and professional experiences. Emphasis is placed on critical thinking, application of theory, awareness of agricultural and natural resource issues, understanding people, and ethics.

Course Objectives:
- Integrate concepts of teamwork, conflict resolution, leadership, and project management.
- Think critically about issues facing the agricultural industry.
- Utilize creative and critical thinking skills to develop a professional portfolio of work including statements of philosophy grounded assessment inventories of who you are as a person/professional.

Why should you be excited about this course?
You are all about to embark on exciting personal and professional adventures. Some of you will start your own businesses. Some of you will be government or organizational leaders. Some of you will lead families seeking to be healthy and appreciate natural resources. Some of you will represent nonprofits, commodities or companies facing great challenges. As you go, I want you to be confident in your ability to communicate and lead with excellence. This class is a place for you to refine your communication and leadership skills. Hopefully your experience in this class will serve you well as you head out to change the world for the better.

Required Materials

https://www.amazon.com/Do-Over-Today-First-Career-ebook/dp/B00LFYXE5I/ref=sr_1_3?keywords=do+over&qid=1564609880&s=gateway&sr=8-3

Other readings and materials will be posted via Canvas.
Evaluation of grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>50</td>
</tr>
<tr>
<td>Weekly Work</td>
<td>50</td>
</tr>
</tbody>
</table>

Unless otherwise noted, every component will be evaluated on 100 points. Your final grade for the course will be calculated on the previous percentages, which will then lead to your final letter grade as based on the following scale:

**Grading Scale:**

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

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

**ASSIGNMENTS:**

**Portfolio**

Each student will submit an online portfolio. You should continue to build this online portfolio throughout your AEC-CLD classes so that you can share it with potential employers. Portfolios will include your resume, two written work samples, two video/photography/design work samples, and two work samples from leadership classes. These can be class projects, reflections, infographics describing your leadership styles. Be creative in how you display what you’ve learned about leadership. You can include more work samples, but these are the required elements. Portfolios will be evaluated on professional/creative design, navigability, writing and the quality of the work included. You can build your portfolio using Weebly, Wordpress, Squarespace, or Wix. I’m happy for you to use whichever one of these platforms you are most comfortable using. Most of these offer free templates and are easy to use.

**IMPORTANT NOTE:** If you already did a portfolio for another class, please add to this. You do not need to start over. Our goal for you is to build your portfolio throughout our program.

**Weekly Work**

Students will be asked at various times throughout the semester to engage in discussion with classmates about readings and other course materials. These opportunities are intended to help you learn from each other. You will have assignments each week that correspond to what we’re covering that week. Instructions will be given for each assignment in Canvas. All assignments will be graded for content and writing quality. Weekly work assignments will take different forms throughout the semester. Some will be written. Some will be videos. Some will involve visual presentations, using the technology you’ve learned about in other classes.
POLICIES & GUIDELINES FOR SUCCESS IN THIS CLASS

Grade Discrepancies
If you have a question about a grade you receive on any of the course components, you must contact me within one week of getting the assignment back. After that, grades will not be discussed or modified.

Accommodations
If you know of any type of disability or barrier to your success in this class, please let me know as soon as possible. I want you to be successful and I am happy to work with you. Please note, 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.

Professionalism
The reality of this field is that people judge you by how you present yourself. Your use of language, the clarity of your speaking and your general appearance (even online) and professional bearing will shape the opinions of those who are listening to you. If you deliver a poor, unprofessional presentation, your grade will suffer. I will also grade you on the basis of the facts you assemble, the astuteness of your analysis of the problem, and the soundness of your recommendations.

Writing
To be successful in today’s world, it is critical that you write well. As such, your grade for each aspect of this course will be based on the quality of your thinking and writing. All assignments should be free of inaccuracies, weak thinking, typos, spelling errors and grammatical problems. Never turn in a first draft.

AEC Expectations for Writing:
In all courses in the Department of Agricultural Education and Communication’s Communication and Leadership Development (CLD) specialization, the following writing standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
  - Not using “tweet-talk” in your assignments.
  - Making sure that your sentences have a subject, verb, and (when needed) an object.
  - Not having sentence fragments.
  - And anything else that would pertain to “proper sentence structure.”
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- NO use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.
• For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.

AEC Expectations for Design:
In all courses in the Department of Agricultural Education and Communication’s Communication and Leadership Development (CLD) specialization, the following design standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these design standards will result in substantially lower grades on design-related assignments.
• Use the proper photographic settings for the assignment (300 ppi for printed photos; 72 ppi for Web). Pixelated photos will result in lower grades.
• Students should not use copyrighted materials for design assignments. For example you may not “borrow” a graphic or design. Commercial artwork that is purchased may be used for assignments. Similarly, you may use ideas for a graphic/design assignment, but the use of the actual graphic/design is not acceptable.
• The following minimal design skills are expected to be demonstrated on all design assignments. The ability to resize an image, create documents in multiple columns, insert a graphic on a page, insert text with a graphic, alter the color of text and/or graphics. Additionally, the student should have moderate ability with the following software in order to complete design assignments:
  • Microsoft PowerPoint
  • Microsoft Word
  • Adobe Photoshop (photographs)
  • Adobe InDesign (print layout)

Deadlines
Deadlines will be given for all work; these deadlines will not be extended. Meeting deadlines is essential to be successful in this course and in our field. Your work must be completed and handed in by the specified date and time. Incomplete work turned in by the deadline will receive partial credit. If you miss a deadline without having a valid excuse, you will receive zero points on the late work.

Online Course Evaluation Process
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.blueara.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.
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/secr/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 this class.

In particular, THERE IS ZERO TOLERANCE IN THIS CLASS FOR:
• Giving, accepting or taking unauthorized aid;
• Plagiarizing websites, others' or your own or
• Doubling up on assignments.

ASSIGNMENTS ARE REGULARLY SCANNED FOR PLAGIARISM. ANY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENTS.

Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies

**Final Thought**

I want you to be successful in this class, and I will do my best to help you succeed. I am happy to help you address any challenges you face this semester; please reach out to me at any time to discuss any concerns or challenges.
**WRITING ESSENTIALS**
Writing skills are essential and writing is a skill to be developed in all CLD courses. I will evaluate student writing with consideration for these fundamental writing concepts.

<table>
<thead>
<tr>
<th>WORD CHOICE</th>
<th>The following words are often confused or misused in writing. Make sure you understand the difference:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• accept, except</td>
</tr>
<tr>
<td></td>
<td>• a lot</td>
</tr>
<tr>
<td></td>
<td>• all right</td>
</tr>
<tr>
<td></td>
<td>• affect, effect</td>
</tr>
<tr>
<td></td>
<td>• among, between</td>
</tr>
<tr>
<td></td>
<td>• anxious, eager</td>
</tr>
<tr>
<td></td>
<td>• because, since</td>
</tr>
<tr>
<td></td>
<td>• due to, because of</td>
</tr>
<tr>
<td></td>
<td>• farther, further</td>
</tr>
<tr>
<td></td>
<td>• fewer, less</td>
</tr>
<tr>
<td></td>
<td>• its, it's</td>
</tr>
<tr>
<td></td>
<td>• media (plural), medium (singular)</td>
</tr>
<tr>
<td></td>
<td>• principal, principle</td>
</tr>
<tr>
<td></td>
<td>• stationary, stationery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVE/ PASSIVE VOICE</th>
<th>English sentences have three basic elements: a subject, a verb, and an object. In active voice sentences, the verb is the action element of the sentence, the subject is the &quot;doer&quot; of the action, and the object is the recipient of the action. In passive voice sentences, the subject is not &quot;doer&quot; of the action; the object becomes the &quot;doer&quot; of the action. These sentences flip-flop the subject and the object. In general, active voice sentences are preferred because they focus the reader's attention on the &quot;doer of the action.&quot; Active voice is also more concise because it usually involves fewer words. Although there are situations where passive voice is proper, reliance on passive voice produces a cumbersome text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active:</td>
<td>The executive committee approved the new policy.</td>
</tr>
<tr>
<td>Passive:</td>
<td>The new policy was approved by the executive committee.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANTECEDENT/ PRONOUN AGREEMENT</th>
<th>A pronoun usually refers to something earlier in the text (its antecedent) and must agree in number — singular/plural — with that to which it refers. A pronoun's antecedent may be either a noun or another pronoun, but it must be clear what the antecedent is in either case. A pronoun should have only one possible antecedent. If there is more than one possible antecedent for a personal pronoun in a sentence, make sure that the pronoun refers only to one of them:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorrect:</td>
<td>If a student loses their books, they should go to lost and found.</td>
</tr>
<tr>
<td>Correct:</td>
<td>If students lose their books, they should go to lost and found.</td>
</tr>
<tr>
<td>Incorrect:</td>
<td>Jerry called Steve 12 times while he</td>
</tr>
</tbody>
</table>
Also, please note that countries and organizations are NOT people. In a sentence in which a country or organization is the subject, the second reference is to “it” (singular) and “its” (singular possessive).

**Rationale:** The pronoun "he" could refer either to "Jerry" or to "Steve."

**Incorrect:** McDonald’s cancelled all of their advertising, and they later regretted doing so.

**Correct:** McDonald’s cancelled all of its advertising, and it later regretted doing so.

<table>
<thead>
<tr>
<th>PARALLEL CONSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>An article or a preposition applying to all the members of a series must be used either before the first term or be repeated before each term.</td>
</tr>
<tr>
<td>Correlative expressions (both, and; not, but; not only, but also; either, or; first, second, third; and the like) should be followed by the same grammatical construction.</td>
</tr>
<tr>
<td>When making comparisons, the things you compare should be couched in parallel structures whenever that is possible and appropriate.</td>
</tr>
<tr>
<td><strong>Incorrect:</strong> The French, the Italians, Spanish and Portuguese</td>
</tr>
<tr>
<td><strong>Correct:</strong> The French, the Italians, the Spanish and the Portuguese</td>
</tr>
<tr>
<td><strong>Incorrect:</strong> It was both a long ceremony and very tedious.</td>
</tr>
<tr>
<td><strong>Correct:</strong> The ceremony was both long and tedious.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTRIBUTION/CITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting ideas and phrases from another writer as your own is plagiarism and is unacceptable.</td>
</tr>
<tr>
<td>In journalistic writing, attribution is indicating your source for a piece of information. You must attribute any judgment or opinion statements. You should not attribute known facts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PUNCTUATION OF QUOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commas and periods always go inside quotation marks. Semi-colons and colons do not go inside quotation marks. If a statement</td>
</tr>
<tr>
<td>&quot;I like to go swimming,&quot; she said, &quot;but I am afraid of</td>
</tr>
</tbody>
</table>
ends in a quoted question, allow the question mark within the quotation marks to end the sentence. On the other hand, if a question ends with a quoted statement that is not a question, the question mark will go outside the closing quotation mark.

May asked her daughter, "Who are you going out with tonight?"

Who said, "Fame means when your computer modem is broken, the repair guy comes out to your house a little faster"?

<table>
<thead>
<tr>
<th>SUBJECT/VERB AGREEMENT</th>
<th>Singular subjects need singular verbs; plural subjects need plural verbs. Collective nouns (herd, team, board, faculty, etc.) take singular verbs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My brother is a nutritionist. My sisters are mathematicians.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREPOSITIONS</th>
<th>A preposition describes a relationship between other words in a sentence. Examples are: after, at, beside, between, during, into, on, with, etc. In everyday speech we often use prepositions where they are not necessary. Eliminate unnecessary prepositions, particularly those at the end of sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The book fell off of the desk. Where did they go to? Where is your college at?</td>
<td></td>
</tr>
</tbody>
</table>

For more help with writing style, the following Web sites and books are recommended:


The Online Writing Lab (OWL) at Purdue University - [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)


*Latest edition of* The Associated Press Stylebook and Briefing on Media Law
# AEE 4930 – CLD CAPSTONE – Fall 2019

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Weekly Assignments and Key Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week of August 20</strong></td>
<td>Introduction to course</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week of August 27</strong></td>
<td>Building a professional network</td>
</tr>
<tr>
<td><strong>Week of September 2</strong></td>
<td>Conflict management</td>
</tr>
<tr>
<td><strong>Week of September 9</strong></td>
<td>Intercultural competence</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week of September 16</strong></td>
<td>Knowledge/Awareness of ANR Issues</td>
</tr>
<tr>
<td><strong>Week of September 23</strong></td>
<td>Research</td>
</tr>
<tr>
<td><strong>Week of September 30</strong></td>
<td>Writing</td>
</tr>
<tr>
<td><strong>Week of October 7</strong></td>
<td>Visual Communication</td>
</tr>
<tr>
<td><strong>Week of October 14</strong></td>
<td>Leadership</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week of October 21</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td><strong>Week of October 28</strong></td>
<td>Ethics</td>
</tr>
<tr>
<td><strong>Week of November 4</strong></td>
<td>Adaptability to Change</td>
</tr>
<tr>
<td><strong>Hustle</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week of November 11</strong></td>
<td>Project Management</td>
</tr>
<tr>
<td><strong>Week of November 18</strong></td>
<td>Time Management</td>
</tr>
<tr>
<td><strong>Week of November 25</strong></td>
<td>Good to Great</td>
</tr>
<tr>
<td><strong>Course Wrap-up</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week of December 2</strong></td>
<td>Course Wrap-up</td>
</tr>
</tbody>
</table>
# Cover Sheet: Request 14493

## Gateway to Agroecology

### Info

<table>
<thead>
<tr>
<th>Process</th>
<th>Certificate/New/Ugrad/Proj</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
</tr>
<tr>
<td>Submitter</td>
<td>Sukhwinder Bali <a href="mailto:sukhwinder.bali@ufl.edu">sukhwinder.bali@ufl.edu</a></td>
</tr>
<tr>
<td>Created</td>
<td>12/2/2019 10:19:07 AM</td>
</tr>
<tr>
<td>Updated</td>
<td>12/3/2019 7:08:41 PM</td>
</tr>
<tr>
<td>Description of request</td>
<td>We already submitted similar request 2 years ago on 8/9/2017 and was submitted by Theresa Martin. We would like to obtain approval for the new undergraduate certificate called &quot;Gateway to Agroecology&quot; that would offer students with limited science background the opportunity to obtain foundational knowledge required to enter the UF Agroecology MS Concentration.</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Agronomy 514908000</td>
<td>Diane Rowland</td>
<td></td>
<td>12/3/2019</td>
</tr>
<tr>
<td>Approval for SWS 3022.pdf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12/3/2019</td>
</tr>
<tr>
<td>GatewayCart_RevisedCurriculum.pdf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12/3/2019</td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td>12/3/2019</td>
</tr>
<tr>
<td>No document changes</td>
<td>Office of Institutional Planning and Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td>Associate Provost for Undergraduate Affairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td>University Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td>Office of the Registrar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td>OIPR Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td>Student Academic Support System</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td>Catalog</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td>Academic Assessment Committee Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 33 of 46
<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No document changes
Certificate|New for request 14493

Info

Request: Gateway to Agroecology
Description of request: We already submit similar request 2 years ago on 8/9/2017 and was submitted by Theresa Martin.
We would like to obtain approval for the new undergraduate certificate called "Gateway to Agroecology" that would offer students with limited science background the opportunity to obtain foundational knowledge required to enter the UF Agroecology MS Concentration.
Submitter: Sukhwinder Bali sukhwinder.bali@ufl.edu
Created: 12/2/2019 10:00:51 AM
Form version: 1

Responses
Certificate Name Gateway to Agroecology
Transcript Title Gateway to Agroecology
Credits 9
Level Baccalaureate
CIP Code 01.1102
Degree Program Agronomy
Effective Term Summer
Effective Year 2020
Certificate Description The Gateway to Agroecology certificate (9 credit hours) offers students with limited science background the opportunity to obtain foundational knowledge required to enter the UF Agroecology MS Concentration. Completion of gateway certificate does not ensure admission to UF Agroecology MS Concentration.
Requirements for Admission Students must hold a bachelor's degree from an accredited institution
Requirements for Completion completion of required course work (9 credits)
Two core courses and one elective course
Required Core Courses: PLS 3004C and SWS 3022

Rationale and Place in Curriculum An increasing number of students are expressing interest in continuing their education by pursuing an MS in Agroecology. However, many of these students do not currently hold a degree in a field that would properly prepare them for an Agroecology MS curriculum. This certificate will provide the appropriate courses for these students to transition to our MS Agroecology program, while also generating additional off-book revenue for the department. Furthermore, as Agroecology is an inherently interdisciplinary field with a global perspective, students with diverse educational backgrounds represent an overlooked but potentially highly contributory demographic.
Student Learning Outcomes Student Learning Objectives:
PLS 3004C SLO's
1. Apply the theoretical knowledge covered in the course to production situations and make scientifically sound recommendations.
2. Formulate hypotheses about the processes that impact plant growth and develop and propose experiments that could be developed to test hypotheses based on the scientific method.
3. Communicate in both oral and written forms about key scientific concepts related to plant anatomy, plant genetics, plant physiology, soils and crop production practices to different audiences to inform them about issues of concern related to agricultural production.
4. Assess future agricultural production needs and opportunities to identify potential career paths in the agricultural sciences.
Assessment
1. Four exams consisting of multiple choice, short answer, and essay questions (100 points each), 5 group projects exploring various production systems and scientific research methodologies (100 points each), 5 in-class activities that require students to think critically about current research topics in plant sciences and develop solutions to real-world issues (20 points each)
2. 5 group projects exploring various production systems and scientific research methodologies (100 points each). Students are asked to design research projects or educational programs for each project.
3. Four exams containing detailed essay questions (100 points each), 5 group projects exploring
various production systems and scientific research methodologies (100 points each). Each group project includes communicating their project concept to the course via poster presentations, in-class verbal presentations, or written proposals.

4. 5 in-class activities that require students to think critically about current research topics in plant sciences and develop solutions to real-world issues (20 points each), 5 group projects exploring various production systems and scientific research methodologies (100 points each)

SWS 3022 SLO's
1. Content: Students demonstrate competence in the terminology, concepts, and methodologies used within the discipline
2. Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline.
3. Critical thinking: Students analyze information carefully and logically from multiple perspectives using discipline-specific methods and develop reasoned solutions to problems.

Assessment:
1. Content will be tested using three objective exams, eight multiple choice and True/False quizzes, and 4 written homework assignments incorporating fundamental concept knowledge and computations relevant to course material
2. Communication will occur through discussion during assigned meeting times, web-based discussion posts, and short answer as well as computation-based homework assignments related to soil processes
3. Critical thinking will be assessed through computation, analysis, and application of data/results to issues related to soil management
Re: Approval for SWS3022 Course to "Gateway to Agroecology" certificate

From: Matthew R. White
To: S. Sukhwinder Kaur

Subject: Approval for SWS3022 Course to "Gateway to Agroecology" certificate

Exp: 12/1/2022

Mon 10/22/2019 1:02 PM

Hey Sukhwinder,

Yes - I approve of the use of SWS3022 as a core course.

Thanks,

From: S. Sukhwinder Kaur

Sent: Monday, December 2, 2019 10:42 AM

To: Matthew R. White

Subject: Approval for SWS3022 Course to "Gateway to Agroecology" certificate

Dr. White,

My name is Sukhwinder Ball, Agroecology Program Liaison from Department of Agronomy. We are establishing an undergraduate certificate called "Gateway to Agroecology" in order to offer students with limited science background the opportunity to gain foundational knowledge required to enter the UF Agroecology MS Concentration. This certificate will only have 2 core courses, so we want to include SWS3022 (Introduction to Soils in the Environment) as a core course.

Could you provide your approval for the use of this course please?

Thanks,

Sukhwinder Ball
Proposed curriculum for the Gateway to Agroecology certificate

1. Required Core Courses. All courses are letter-graded (6 credits).

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester Offered</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 3004C</td>
<td>Principles of Plant Science Letter Graded</td>
<td>3</td>
<td>All</td>
<td>None</td>
</tr>
<tr>
<td>SWS 3022</td>
<td>Introduction to Soils in the Environment</td>
<td>3</td>
<td>All</td>
<td>None</td>
</tr>
</tbody>
</table>

2. Chose one elective based on what major you are targeting. All courses are letter-graded (3 credits).

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester Offered</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENY 3005 + L</td>
<td>Principles of Entomology + Lab</td>
<td>2+1</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>SWS 4116</td>
<td>Environmental Nutrient Management</td>
<td>3</td>
<td>Fall + Spring</td>
<td>SWS 3022</td>
</tr>
<tr>
<td>AGR 4212</td>
<td>Alternative Cropping Systems</td>
<td>3</td>
<td>Spring</td>
<td>PLS 3004C</td>
</tr>
<tr>
<td>ABE 3000C</td>
<td>Application in Biological Engineering</td>
<td>3</td>
<td>Spring</td>
<td>Bio I</td>
</tr>
</tbody>
</table>
## Cover Sheet: Request 14437

### Change to AEC-CLD Capstone Course Requirement

<table>
<thead>
<tr>
<th>Info</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
<td>Specialization/New/Modify/Close/Ugrad</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
</tr>
<tr>
<td><strong>Submitter</strong></td>
<td>Lisa Lundy <a href="mailto:lisalundy@ufl.edu">lisalundy@ufl.edu</a></td>
</tr>
<tr>
<td><strong>Created</strong></td>
<td>11/8/2019 3:15:47 PM</td>
</tr>
<tr>
<td><strong>Updated</strong></td>
<td>11/8/2019 3:35:34 PM</td>
</tr>
</tbody>
</table>

**Description of request**
- Proposed changes to CLD Curriculum:
  1. Drop AEC 4052 (Communication Campaign Strategies in Agricultural and Life Sciences) as a requirement from our curriculum.
  2. Add AEC 4930 (Communication and Leadership Capstone Experience) as a requirement to our curriculum.
  3. Change student learning outcome assessment direct measure for CLD program from 4052 to 4930, focusing on the portfolio assessment (with evaluation by a committee of faculty and AEC alumni).

<table>
<thead>
<tr>
<th>Actions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step</strong></td>
<td><strong>Status</strong></td>
</tr>
<tr>
<td>Department</td>
<td>Approved</td>
</tr>
</tbody>
</table>

No document changes

College | Pending | CALS - College of Agricultural and Life Sciences | 11/8/2019 |

No document changes

Associate Provost for Undergraduate Affairs

No document changes

University Curriculum Committee

No document changes

Office of the Registrar

No document changes

Student Academic Support System

No document changes

Catalog

No document changes

College Notified
Specialization | Modify for request 14437

Info
Request: Change to AEC-CLD Capstone Course Requirement
Description of request: Proposed changes to CLD Curriculum:
1. Drop AEC 4052 (Communication Campaign Strategies in Agricultural and Life Sciences) as a requirement from our curriculum.
2. Add AEC 4930 (Communication and Leadership Capstone Experience) as a requirement to our curriculum.
3. Change student learning outcome assessment direct measure for CLD program from 4052 to 4930, focusing on the portfolio assessment (with evaluation by a committee of faculty and AEC alumni).

Submitter: Lisa Lundy lisalundy@ufl.edu
Created: 11/8/2019 3:03:40 PM
Form version: 1

Responses
Specialization Name Communication and Leadership Development
Specialization Code CLD
Effective Term Earliest Available
Effective Year Earliest Available
Is this an Undergraduate Innovation Academy Program Yes
Current Curriculum for Specialization AEC 3065 / Issues in Agricultural and Life Sciences (ALS)

AEC 3070C / Digital Media Production in ALS
AEC 3073 / Intercultural Communication
AEC 3413 / Working with People: Interpersonal Leadership
AEC 3414 / Leadership Development
AEC 4031 / The Communication Process in ALS
AEC 4035 / Communication Practices for ALS
AEC 4943 or 4948 / Internship or Approved Elective
AEC 4434 / Comm and Leadership in Groups and Teams
AEC 4052 / Communication Campaign Strategies in ALS

Choose three classes from the following:
AEC 3209 / Instructional and Event Planning in ALS
AEC 4036 / Advanced Ag Comm Production
AEC 4417 / Leadership for Personal & Organizational Change
AEC 4465 / Global Leadership
FYC 4408 / Organizational Leadership for Nonprofits
PUR 3000 / Principles of Public Relations
AEC 3071 / Social Media Strategy & Leadership for ALS

Two ANR Electives

Concentration - 12 hours in approved area of concentration
Proposed Changes Drop AEC 4052 / Communication Campaign Strategies in ALS as a requirement for the program

Replace with AEC 4930 / Communication and Leadership Capstone Experience
A separate proposal will be submitted to convert AEC 4930 / Communication and Leadership Capstone Experience from a 3-credit class to a 1-credit class. This change will allow students more flexibility in their curriculum to take another two credits of electives, research hours, honors theses, independent studies, internships, study abroad or teaching assistant credits.

The capstone will also provide students with professional preparation for the opportunities they'll pursue after graduation.

**UF Online curriculum change No**

**Pedagogical Rationale/Justification** CLD students are a diverse group. They have a lot of different career/grad school interests. They matriculate through the program through a variety of paths (Gainesville, Plant City, freshmen, transfers, PACE, Innovation Academy, change of majors, etc.). This change will allow students more flexibility in their curriculum to take another two credits of electives, research hours, honors theses, independent studies, internships, study abroad or teaching assistant credits.

**Impact on Other Programs** Students will take an additional two credits of electives, research hours, honors theses, independent studies, internships, study abroad or teaching assistant credits. They will work with our academic advisor to determine the best use of these two credits for their program.

**Assessment Data Review** Program data demonstrates that CLD students are a diverse group. They have a lot of different career/grad school interests. They matriculate through the program through a variety of paths (Gainesville, Plant City, freshmen, transfers, PACE, Innovation Academy, change of majors, etc.). There is a greater need for flexibility in their capstone experience to reflect their individual goals. In short, Communication Campaign Strategies was not an appropriate capstone experience for a majority of our students.

**Academic Learning Compact and Academic Assessment Plan** Because our SLOs for CLD are tied to AEC 4052 for a direct measure, we will change student learning outcome assessment direct measure for CLD program from 4052 to 4930, focusing on the portfolio assessment (with evaluation by a committee of faculty and AEC alumni).

**Catalog Copy** Yes
## Cover Sheet: Request 14445

### Update SLO method for SLO4

<table>
<thead>
<tr>
<th>Info</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>AAPs/SLO</td>
</tr>
<tr>
<td>Status</td>
<td>Pending at CALS - College of Agricultural and Life Sciences</td>
</tr>
<tr>
<td>Submitter</td>
<td>Sandra Houdre <a href="mailto:shoudre@ufl.edu">shoudre@ufl.edu</a></td>
</tr>
<tr>
<td>Created</td>
<td>11/13/2019 9:06:41 AM</td>
</tr>
<tr>
<td>Updated</td>
<td>11/13/2019 1:56:57 PM</td>
</tr>
<tr>
<td>Description of request</td>
<td>As opposed to using the comprehensive Final Quiz to measure SLO4 we believe better measures of this outcome are the three project reports for obtaining and analyzing airborne and ground control methods (Static GNSS, RTK GNSS, and INS/GNSS).</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Forest Resources and Conservation 54946000</td>
<td>Terrell Baker III</td>
<td></td>
<td>11/13/2019</td>
</tr>
<tr>
<td>College</td>
<td>Pending</td>
<td>CALS - College of Agricultural and Life Sciences</td>
<td></td>
<td></td>
<td>11/13/2019</td>
</tr>
<tr>
<td>Academic Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No document changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 42 of 46
SLO-AAP | Modify for request 14445

Info
Request: Update SLO method for SLO4
Description of request: As opposed to using the comprehensive Final Quiz to measure SLO4 we believe better measures of this outcome are the three project reports for obtaining and analyzing airborne and ground control methods (Static GNSS, RTK GNSS, and INS/GNSS).
Submitter: Sandra Houder shoulder@ufl.edu
Created: 11/13/2019 8:53:37 AM
Form version: 1

Responses
Name of Major Graduate Certificate Program: Mapping with Unmanned Aerial Systems
College Agricultural and Life Sciences
Effective Term Earliest Available
Effective Year Earliest Available
Request Type Modify Certificate Academic Assessment Plan
Course Prefix, Number, and Name SUR6502C Foundations of UAS Mapping
Academic Assessment Plan Modifications Methods and Procedures
ALC Modifications Does not apply
SLO Modifications Does not apply
What Types of Assessments Are or Will Be Used? Final Paper/Project/Presentation, Course Assessments/Assignments

What Assessment Methods Will Be Used? Other
Describe the Other Assessment Method: As opposed to using the comprehensive Final Quiz to measure SLO4 we believe better measures of this outcome are the three project reports for obtaining and analyzing airborne and ground control methods (Static GNSS, RTK GNSS, and INS/GNSS). Assignment grades on these particular assignments will be used to assess SLO4.
Who Applies the Assessment Method? Does not apply
Individual Student Assessments Certificate faculty leads are requesting to change the assessment method for SLO4. "As opposed to using the comprehensive Final Quiz to measure SLO4 we believe better measures of this outcome are the three project reports for obtaining and analyzing airborne and ground control methods (Static GNSS, RTK GNSS, and INS/GNSS)." Assignment grades for these particular SLO-aligned assignments will be used for assessment.

No other changes to the assessment method for the other SLOs.
Description and Rationale In the 2018 - 2019 AAP/SLO Report, 1/3 (33%) students met the threshold for SLO4: "Calculate, test, assess, and report airborne and ground control methods used in geospatial applications of UAS." Based on instructor observations, and student response to a self-reflection survey (3/3 students reported increased confidence in SLO4), we believe student learning is satisfying this outcome, and that a better assessment method should be used. As opposed to using the comprehensive Final Quiz to measure SLO4 we believe better measures of this outcome are the three project reports for obtaining and analyzing airborne and ground control methods (Static GNSS, RTK GNSS, and INS/GNSS). The students all met the 80% threshold for these assignments, which is commensurate with expectation of graduate students (average within-major grade of B or better). We will begin using these projects to assess SLO4.
**Cover Sheet: Request 14446**

**Update SLO assessment method for SLO4 and SLO5**

<table>
<thead>
<tr>
<th>Info</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
</tr>
<tr>
<td><strong>Status</strong></td>
</tr>
<tr>
<td><strong>Submitter</strong></td>
</tr>
<tr>
<td><strong>Created</strong></td>
</tr>
<tr>
<td><strong>Updated</strong></td>
</tr>
</tbody>
</table>

**Description of request**

As opposed to using the comprehensive Final Quiz to measure SLO4 we believe better measures of this outcome are the three project reports for obtaining and analyzing airborne and ground control methods (Proj. 4: Static GNSS, Proj. 5: RTK GNSS, and Proj. 6: INS/GNSS). Secondly, we will decrease the assignment threshold from 80% to a more appropriate 73%, which is commensurate with the required undergraduate Geomatics major course requirements (grade of C or better).

As with SLO4, we will decrease the SLO5 assignment threshold from 80% to a more appropriate 73%, which is commensurate with the required undergraduate Geomatics major course requirements and a better threshold for measuring the desired outcome.

**Actions**

<table>
<thead>
<tr>
<th>Step</th>
<th>Status</th>
<th>Group</th>
<th>User</th>
<th>Comment</th>
<th>Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Approved</td>
<td>CALS - Forest Resources and Conservation 514946000</td>
<td>Terrell Baker III</td>
<td></td>
<td>11/13/2019</td>
</tr>
</tbody>
</table>

No document changes

| College | Pending | CALS - College of Agricultural and Life Sciences | | 11/13/2019 |

No document changes

| Academic Assessment Committee | |

No document changes
SLO-AAP|Modify for request 14446

Info

Request: Update SLO assessment method for SLO4 and SLO5

Description of request: As opposed to using the comprehensive Final Quiz to measure SLO4 we believe better measures of this outcome are the three project reports for obtaining and analyzing airborne and ground control methods (Proj. 4: Static GNSS, Proj. 5: RTK GNSS, and Proj. 6: INS/GNSS). Secondly, we will decrease the assignment threshold from 80% to a more appropriate 73%, which is commensurate with the required undergraduate Geomatics major course requirements (grade of C or better).

As with SLO4, we will decrease the SLO5 assignment threshold from 80% to a more appropriate 73%, which is commensurate with the required undergraduate Geomatics major course requirements and a better threshold for measuring the desired outcome.

Submitter: Sandra Houder shouder@ufl.edu
Created: 11/13/2019 9:11:30 AM
Form version: 1

Responses

Name of Major Undergraduate Certificate in Mapping with Small Unmanned Aerial Systems
College Agricultural and Life Sciences
Effective Term Earliest Available
Effective Year Earliest Available
Request Type Modify Certificate Academic Assessment Plan
Course Prefix, Number, and Name SUR 4501C Foundations in UAS Mapping
Academic Assessment Plan Modifications Methods and Procedures
ALC Modifications Does not apply
SLO Modifications Does not apply
What Types of Assessments Are or Will Be Used? Final Paper/Project/Presentation, Course Assessments/Assignments

What Assessment Methods Will Be Used? Other
Describe the Other Assessment Method: Rubric or SLO-aligned assignment grades, depending on SLO/assignment.

Who Applies the Assessment Method? Does not apply
Individual Student Assessments Certificate faculty leads are requesting modifications to the assessment method for SLO4 and SLO5.

SLO4: As opposed to using the comprehensive Final Quiz to measure SLO4 we believe better measures of this outcome are the three project reports for obtaining and analyzing airborne and ground control methods (Proj. 4: Static GNSS, Proj. 5: RTK GNSS, and Proj. 6: INS/GNSS). Secondly, we will decrease the assignment threshold from 80% to a more appropriate 73%, which is commensurate with the required undergraduate Geomatics major course requirements (grade of C or better).

SLO5: We will keep the same assessments (Final Presentation in SUR4940C and Processing Project Report SUR4501C). However, as with SLO4, we will decrease the SLO5 assignment threshold from 80% to a more appropriate 73%, which is commensurate with the required undergraduate Geomatics major course requirements and a better threshold for measuring the desired outcome.

Description and Rationale In the 2018 - 2019 AAP/SLO Report, 4/6 (67%) students met the threshold for SLO4: “Calculate, test, assess, and report airborne and ground control methods used in geospatial applications of UAS.” Based on instructor observations during the associated class, we believe student learning is satisfying this outcome, and propose to address the discrepancy between this and the reported measures in two ways. As opposed to using the comprehensive Final Quiz to measure SLO4 we believe better measures of this outcome are the three project reports for obtaining and analyzing airborne and ground control methods (Proj. 4: Static GNSS, Proj. 5: RTK GNSS, and Proj. 6: INS/GNSS). We will begin using these projects instead of the Final Quiz to assess SLO4. Secondly, we will decrease the assignment threshold from 80% to a more appropriate 73%, which is commensurate with the required undergraduate Geomatics major course requirements (grade of C or
better).

We have also observed that student learning is satisfying SLO5. We will keep the same assessments (Final Presentation in SUR4940C and Processing Project Report SUR4501C. However, as with SLO4, we will decrease the SLO5 assignment threshold from 80% to a more appropriate 73%, which is commensurate with the required undergraduate Geomatics major course requirements and a better threshold for measuring the desired outcome.