

CALS Curriculum Committee Meeting
February 16, 2024
McCarty Hall D Rm. 1044/1045
1:00 p.m.

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

Members: S. Ahn, D. Coenen (Chair), J. Czipulis, T. Easterly, K. Fogarty, D. Gabriel, V. Hull, P. Inglett, B. Kassas, R. Koenig J. Larkin, T. Martin, A. Mathews, H. McAuslane, G. Nunez, A. Orr, J. Scheffler, B. Schutzman, A. Watson, J. Weeks, A. Wysocki

Agenda and Index for Materials

Approve Minutes from the January 19, 2024 meeting

Dr. Mathews: Update from UCC

Graduate New Course Proposal

1. WIS 6XXX – Stakeholder Engagement in Natural Resources (req. #19467)

Undergraduate Course Change Proposal

2. VEC 3221C – Vegetable Production (req. #19501)

Curriculum

3. Proposed Update to the Curriculum Map for FRE specialization Food and Agribusiness Marketing and Management (req. #19136)

4. Proposed Update to the Academic Learning Compact for FRE specialization International Food and Resource Economics (req. #19135)

5. Proposed Change to the Animal Sciences specialization Integrative Animal Sciences (req. #19468)

Recycled Item

6. SWS 6722 – Soil-Landscape Modeling (req. #18500)

Previous comments from 8/25/23: **Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Coenen to recycle this item back to the submitter for required updates and resubmission. The motion was approved. The course objectives need to be written out separately with a specific learning verb applied to each. For assistance with course objectives please see:

https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf.

Any other course goals can be included in a separate entry. The points in the grading system need to include decimal points to avoid any issue with rounding up.

Discussion Items

7. Campus Resources Boilerplate language on syllabus
8. Syllabus template

**CALS Curriculum Committee Meeting
Minutes from January 19, 2024
Submitted by James Fant**

Members Present: S. Ahn, D. Coenen, J. Czipulis, T. Easterly, K. Fogarty, D. Gabriel, V. Hull, P. Inglett, B. Kassas, R. Koenig, J. Larkin, T. Martin, A. Mathews, H. McAuslane, G. Nunez, A. Orr, J. Scheffler, B. Schutzman, A. Watson, J. Weeks

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met in McCarty Hall D Rm. 1044/1045 on January 19, 2024. Dr. Coenen called the meeting to order at 1:05 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/>

Approval of Minutes: A motion was made to approve the minutes from the December 15, 2023, meeting of the CALS CC. The motion was approved.

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

Links: Grades – <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>
For Graduate Grades – <https://catalog.ufl.edu/graduate/regulations/#text>
Syllabus Statements – 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>
Writing Learning Objectives - https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf.

Update from UCC:

Updates include items from the January 16, 2024, meeting of the UCC.

ITEMS APPROVED:

1. #19009 - Modification to the Leadership/UFO Minor Curriculum
2. #18862 - ENY4202 Ecology of Vector-Borne Disease credit increase from 2 to 3 credit hours
3. #18858 - ENY4230 Course title change to Urban Integrated Pest Management Internship

ITEMS CONDITIONALLY APPROVED:

1. #18970 - Revision to BS in Microbiology and Cell Science Curriculum for non-prehealth students
 - a. Upload track changes document for the catalog
 - b. Check/add common prerequisites.
2. #18436 - HUN2XXX Feeding the Planet

- a. Errors in Title on submission form
- b. Course description needs to match catalog submission.
3. #18574 - WIS 4501: Intro to Wildlife Population Ecology prerequisite update
 - a. Prerequisite change approved, but catalog does to match course description.

OTHER UPDATES:

1. University wide Undergraduate Coordinator Listserv has been established and is moderated in the Provost's Office
2. Prehealth track identification. Students on any prehealth track will be encouraged to "check" this in SIS and update throughout career at UF. All licensed health care positions can be checked or a general prehealth indication. Improve tracking/advising.

Proposed Curriculum Changes

1. Proposed BSGEM: Geomatics – Geospatial Analysis Curriculum Change (req. #19361)

This item was reviewed with item #2. All comments apply to both items unless otherwise stated. A motion was made by Dr. Koenig to approve these items with a change required. The motion was approved. In semester 5 of the proposed syllabus remove the first #3 across from "Select one." This is confusing due to the second #3 directly below.
2. Proposed BSGEM: Geomatics – Surveying and Mapping Curriculum Change (req. #19423)

See item #1.

Recycled Item

3. AOM 3734 – Irrigation Principles and Practices in Florida (req. #18552)

Previous comments: A motion was made by Dr. Watson to recycle this item back to the submitter for required updates and resubmission. The submission requires a new syllabus and a CALS checklist.

A motion was made by Dr. Martin to approve this item as submitted. The motion was approved.

Discussion Topics

4. Campus Resources Tab in Canvas: Should a statement referring students to this tab replace the CALS boilerplate? The committee was supportive of this idea. There were suggestions made such as adding a direct link in the syllabus to the Whole Gator app and inclusion of a QR code. Dr. Mathews will make edits to the proposal and present the item at the next meeting.
5. Provide feedback regarding a draft syllabus template (optional) for CALS UFO courses that meets QM requirements. The template could be provided as a guide for all CALS courses. This is a non-voting item. Suggestions were made by the committee. Dr. Mathews will discuss these suggestions with COLT. The committee will review the item again at the next meeting.

The meeting was adjourned at **1:58** p.m.

Cover Sheet: Request 19467

WIS6934- Stakeholder Engagement in Natural Resources

Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Nia Morales n.morales@ufl.edu
Created	1/24/2024 3:20:41 PM
Updated	2/5/2024 3:11:39 PM
Description of request	This request is for a permanent course number for WIS6934, Stakeholder engagement in natural resources. This course exposes students to the importance of engaging with diverse stakeholders and communities in the context of natural resource decision-making. The course will enhance skills in planning and implementing stakeholder engagement processes and in monitoring and evaluation of these processes.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Wildlife Ecology and Conservation 60470000	Eric Hellgren		1/25/2024
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			1/25/2024
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 19467

Info

Request: WIS6934- Stakeholder Engagement in Natural Resources

Description of request: This request is for a permanent course number for WIS6934, Stakeholder engagement in natural resources. This course exposes students to the importance of engaging with diverse stakeholders and communities in the context of natural resource decision-making. The course will enhance skills in planning and implementing stakeholder engagement processes and in monitoring and evaluation of these processes.

Submitter: Nia Morales n.morales@ufl.edu

Created: 2/5/2024 3:10:24 PM

Form version: 3

Responses

Recommended Prefix WIS

Course Level 6

Course Number xxx

Lab Code None

Category of Instruction Intermediate

Course Title Stakeholder Engagement in Natural Resources

Transcript Title Stakeholder Engagement in NR

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Fall

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description This course introduces the concept of stakeholders and builds understanding of diverse perspectives of people that affect or are affected by natural resource decisions. The course also provides students with a variety of tools to engage with communities/groups for effective decision-making.

Prerequisites none

Rationale and Placement in Curriculum Over the course of a conservation professional's career, they will likely have to interact with stakeholders and others who are directly or indirectly impacted by natural resource decision-making. This course exposes graduate students to the concepts related to engagement with diverse stakeholders, the importance of understanding these various groups' positions, interests, and needs, and gives them skills and techniques to effectively engage with communities. Currently, in the wildlife department, there are no other courses that focus specifically on stakeholder and community engagement.

Course Objectives In this course students will:

- Define stakeholders and assess the importance of engaging with communities for natural resource decision-making
- Interpret positions, interests, and needs of diverse stakeholders in order to develop effective and appropriate methods of engagement

- Be able to effectively use a variety of tools to engage with stakeholders and be able to identify when to use these tools

- Be able to evaluate the success of stakeholder engagement using appropriate techniques

Course Textbook(s) and/or Other Assigned Reading - Sharfstein, J.M. 2016. Banishing "Stakeholders". *The Millbank Quarterly*, 94(3) 476-479

- Leong, K.M., Decker, D., and Luaber, B. 2012. Chapter 3: Stakeholders as beneficiaries of wildlife management in *Human Dimensions of Wildlife Management*.

- Sterling, E. et al. 2017. Assessing the evidence for stakeholder engagement in biodiversity conservation. *Biological Conservation*, 209, 159-171

- Reed, M. 2008. Stakeholder participation for environmental management: A literature review. *Biological Conservation*, 141, 2417-2431

- Grimble, R. 1998. *Stakeholder Methodologies in Natural Resource Management*. Natural Resources Institute

- Haddaway, N.R., et al. 2017. A framework for stakeholder engagement during systematic reviews and maps in environmental management. *Environmental Evidence*, 6 (11).

- The MSP Guide. 2016. Practical Action Publishing. ISBN 978-1-85339-965-7

- National Audubon Society. 2011. *Tools of Engagement: A Toolkit for Engaging People in Conservation*

- Talley, J.L., Schneider, J., and Lindquist, E. 2016. A simplified approach to stakeholder engagement in natural resource management: The five-feature framework. *Ecology and Society*, 21(4).

- Arnold, J. and Bartels, W.L. Ch 12: Participatory methods for measuring and monitoring governance.

- Kaner. Ch 9: Alternatives to open discussion in *Facilitator's Guide to Participatory Decision-Making*.

- Bhattacharjee, A. 2012. *Social Science Research: Principles, methods, and practices*. University of South Florida

- Coleman, E., et al. 2019. Stakeholder engagement increases transparency, satisfaction, and civic action. *PNAS* 116(49)

- Ford, J. et al. 2020. Factors affecting trust among natural resource stakeholders, partners, and strategic alliance members: A meta-analytic investigation. *Frontiers in Communication*, 5(9)

- Fisher, R and Ury, W. 1981. *Getting to Yes*

- Cooke, S. et al. 2017. Considerations for effective science communication. *FACETS* 2, 233-248

- Pettigrew, T. 2021. Advancing intergroup contact theory. *Society for the Psychological Study of Social Issues*, 77, 258-273

- Iyengar, S. and Massey, D. 2019. Scientific Communication in a Post-truth Society. *PNAS*, 116(16)

- Cvitanovic, et al. 2021. Strategies for building and managing trust to enable knowledge exchange at the interface of environmental science and policy. *Environmental Science and Policy*, 123

- Turner, R. et al. Trust, confidence, and equity affect the legitimacy of natural resource governance. 2016. *Ecology and Society*. 21(3)

- *BiodivERsA Stakeholder Engagement Handbook*. 2014.

Weekly Schedule of Topics Week 1 (8/24): What are Stakeholders?

Week 2 (8/29 & 8/31): Understanding Stakeholders

Week 3 (9/5 & 9/7): Frameworks for SH engagement

Week 4 (9/12 & 9/14): Methods and tools of engagement Pt I (Engagement Methods)

Week 5 (9/19 & 9/21): Methods and tools of engagement Pt II (Social Science Methods)

Week 6 (9/26 & 9/28): Stakeholder Engagement Case Study

Week 7 (10/3 & 10/5): Negotiation & Conflict

Week 8 (10/10 & 10/12): Negotiation Case Study

Week 9 (10/17 & 10/19): Science Communication

Week 10 (10/24 & 10/26): Science Communication II

Week 11 (10/31 & 11/2): Trust, Power, and Equity SH engagement

Week 12 (11/7 & 11/9): Trust, Power, and Equity SH engagement II

Week 13 (11/14 & 11/16): Evaluation of SH engagement

Week 15 (11/28 & 11/30): Presentations

Grading Scheme Concept Map 1; 10 pts; In class, create a concept map of your understanding of stakeholder engagement in natural resource conservation

Stakeholder Matrix; 10 pts; Fill out a stakeholder matrix based on the video watched in class

Semester Project Pt I: 100 pts; Issue and background. See Canvas for detailed instructions.

Wolf Case Study: 20 pts; Participation & debrief

Semester Project Pt II: 100 pts; Literature review and methods. See Canvas for detailed instructions.

Harvard Negotiation: 20 pts; Participation & debrief

Semester Project Pt III: 100 pts; Expanded methodology. See Canvas for detailed instructions.

Semester Project Presentation: 100pts; 5 minute presentation of your stakeholder engagement plan

Presentation Peer Review: 20 pts; peer review of your presentation

Concept Map II: 10 pts; In class, create a concept map of your understanding of stakeholder engagement in natural resource conservation

Overall Participation: 10 pts; 10 pts for consistent engagement and participation in class, 5 pts for partial engagement, 0 pts for consistent absence or lack of engagement

Instructor(s) Nia Morales

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

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

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

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

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

You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

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

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

The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

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

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

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

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

X Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

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

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

X The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

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

WIS6934: Stakeholder Engagement in Natural Resources

3 credits

I. Course Information

Fall 2023

Meeting Day/Time: Tuesday: Period 4 (10:40am-11:30 am) & Thursday Period 4-5 (10:40am-12:35pm)

Location: Tuesday NZH 0219, Thursday NZH 0222

Instructor

Nia Morales, Assistant Professor of Human Dimensions

Email: n.morales@ufl.edu

Office location: 316 Newins-Ziegler Hall

Office hours: TBA (and by appointment)

Phone: (352) 846-0630

Course Description

This course introduces the concept of stakeholders and builds understanding of diverse perspectives of people that affect or are affected by natural resource decisions. The course also provides students with a variety of tools to engage with communities/groups for effective decision-making.

Learning Objectives

In this course students will:

- Define stakeholders and assess the importance of engaging with communities for natural resource decision-making
- Interpret positions, interests, and needs of diverse stakeholders in order to develop effective and appropriate methods of engagement
- Be able to effectively use a variety of tools to engage with stakeholders and be able to identify when to use these tools
- Be able to evaluate the success of stakeholder engagement using appropriate techniques

Required Textbook

None. Readings will be posted on Canvas

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Requirements	Due Date	Points
Concept Map 1	In class, create a concept map of your understanding of stakeholder engagement in natural resource conservation	Submit map at end of class	8/24	10
Stakeholder Matrix	Fill out a stakeholder matrix based on the video watched in class	Submit to Canvas	9/10	10
Semester Project Pt I	Issue and background. See Canvas for detailed instructions.	Submit to Canvas	9/24	100
Wolf Case Study	Participation & debrief	Peer review and debrief submitted to Canvas	10/15	20
Semester Project Pt II	Literature review and methods. See Canvas for detailed instructions.	Submit to Canvas	10/22	100
Harvard Negotiation	Participation & debrief	Peer review and debrief submitted to Canvas	10/29	20
Semester Project Pt III	Expanded methodology. See Canvas for detailed instructions.	Submit to Canvas	11/12	100
Semester Project Presentation	Upload presentation. See Canvas for detailed instructions.	Submit to Canvas	11/26	100
Presentation Peer Review	See Canvas for detailed instructions.	Submit to Canvas	12/5	20
Concept Map II	Create a concept map of your understanding of stakeholder engagement in natural resource conservation	Due at end of class	12/5	10
Overall Participation				10
			Total	500

2. Weekly Course Schedule

Date	Topic	Assigned Work Due
Week 1 (8/24): What are Stakeholders?		
Readings	Decker ch 3	Concept map I (turn in at end of class 8/24)
Activities		
Week 2 (8/29 & 8/31): Understanding Stakeholders		
Readings	Reed 2008 & Sterling 2017	
Activities		
Week 3 (9/5 & 9/7): Frameworks for SH engagement		
Readings	Choose a framework and browse the document	Stakeholder matrix from week 2 video due 9/10
Activities		
Week 4 (9/12 & 9/14): Methods and tools of engagement Pt I (Engagement Methods)		
Readings	Arnold and Bartels Ch12 & Kaner Ch9	
Activities	9/14- Guest Lecture, Wendy-Lin Bartels	
Week 5 (9/19 & 9/21): Methods and tools of engagement Pt II (Social Science Methods)		
Readings	Bhattacharjee 2012 Ch 9 & 11 Jacobson Ch 5	Part I of semester project due 9/24
Activities	Roles assigned for next week	
Week 6 (9/26 & 9/28): Stakeholder Engagement Case Study		
Readings	Background and supplemental info for your roles	Please read your supplemental materials before class on Tuesday!
Activities	Wolf Case Study	
Week 7 (10/3 & 10/5): Negotiation & Conflict		
Readings	Getting to Yes (skim)	
Activities	Roles assigned for next week	
Week 8 (10/10 & 10/12): Negotiation Case Study		
Readings	Background info for your roles	Wolf Case Study Debrief due 10/15
Activities		

Week 9 (10/17 & 10/19): Science Communication		
Readings	Cooke 2017 and Bourne 2016	Part II of semester project due 10/22
Activities		
Week 10 (10/24 & 10/26): Science Communication II		
Readings	TBD	Negotiation Debrief due 10/29
Activities	10/24- Guest Lecture: Jamie Loizzo	
Week 11 (10/31 & 11/2): Trust, Power, and Equity SH engagement		
Readings	Ford et al. 2020	
Activities		
Week 12 (11/7 & 11/9) Env & Social Justice		
Readings	TBD	Part III of semester project due 11/12
Activities		
Week 13 (11/14 & 11/16): Evaluation of SH engagement		
Readings	Jacobson Ch 11	
Activities		
Week 14 (11/21 & 11/23): No Class this Week- Thanksgiving		
Readings	None	Upload presentation by 11/26
Activities	None	
Week 15 (11/28 & 11/30): Presentations		
Readings	None	
Activities	Present semester projects	
Week 16 (12/4): Presentations & Course Evaluation		
Readings	None	Concept map II due at end of class Peer reviews due at end of class
Activities		

3. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Attendance: will be taken daily and recorded. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.

Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below.

NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

4. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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

IV. Required Policies

5. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

6. UF Evaluations 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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

7. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

8. Campus Resources

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints

Residential Course:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Online Course:

<http://www.distance.ufl.edu/student-complaint-proces>

9. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Cover Sheet: Request 19501

VEC3221C - Vegetable Production

Info

Process	Course Modify Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Gerardo Nunez Villegas g.nunez@ufl.edu
Created	1/31/2024 6:37:09 PM
Updated	1/31/2024 8:11:26 PM
Description of request	We request to change the number of credits from 4 to 3 and to change the course pre-requisites.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Horticultural Sciences 60230000	Christopher Gunter		1/31/2024
CALS CC Checklist.pdf Petition_to_CALSCurriculumCommittee.pdf Current syllabus - VEC3221C.pdf Proposed syllabus - VEC 3221.pdf					1/31/2024 1/31/2024 1/31/2024 1/31/2024
College	Pending	CALS - College of Agricultural and Life Sciences			1/31/2024
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Course|Modify for request 19501

Info

Request: VEC3221C - Vegetable Production

Description of request: We request to change the number of credits from 4 to 3 and to change the course pre-requisites.

Submitter: Gerardo Nunez Villegas g.nunez@ufl.edu

Created: 1/31/2024 6:29:58 PM

Form version: 1

Responses

Current Prefix VEC

Course Level 3

Lab Code C

Number 221

Course Title Vegetable Production

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 4

Proposed Credit Hours 3

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Multiple Offerings in a Single Semester No

Change Course Description? No

Change Course Objectives No

Change Prerequisites? Yes

Current Prerequisites None

Proposed Prerequisites BOT2010C or

BSC2010C & BSC2010L or

BSC2011 & BSC2011L

Change Co-requisites? No

Rationale Modifications in this course so that the course can reduce redundancy in the curriculum, and better fit with elective requirements for the Plant Science Curriculum.

1) Reduction in lectures and reduction in the number of credits from 4 credits to 3 credits.

The course covers topics relevant to vegetable crop production and certain lecture topics on seed technology, soils, pest and disease management, and hydroponic production were reduced in the revised syllabus so that some introductory details previously taught in other courses need not be repeated. Accordingly the number of credits are reduced from 4 to 3 credits.

2. Addition of pre-requisite courses.

I would like to change the pre-requisite for this course from 'none' to BOT2010C or BSC2010 and 2010L or BSC2011 and 2011L. Historically VEC3221C was attended by many non-majors and Agricultural Education students. However, enrollment records from recent years show a significant reduction in non-major enrollment. Inclusion of Biology pre-requisite courses will streamline this course toward those who aim to major in this area and meet the Plant Science curriculum requirement better.

CALS Curriculum Committee

Submission Checklist

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

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

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

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

GN You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

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

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

GN The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

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

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

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

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

_GN__ Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable.

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

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

_GN__ The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

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

Oct 31, 2023

Chair,
UF CALS Curriculum Committee,
University of Florida, Gainesville, FL 32611

Dear Colleagues,

I am writing this to request a modification in an undergraduate course VEC3221C Commercial Vegetable Crop Production.

I have been teaching this 4-credit course during Fall semesters and the course has been serving as an elective for majors in the Horticultural Sciences undergraduate program. I would like to request modifications in this course so that the course can reduce redundancy in the curriculum, and better fit with elective requirements for the Plant Science Curriculum, as Horticultural Sciences teaching program will merge into Plant Science.

I have listed below the changes made in the proposed new syllabus along with the rationales. Both the current syllabus and the proposed new syllabus pdf files are enclosed.

1. Reduction in lectures and reduction in the number of credits from 4 credits to 3 credits.

The course covers topics relevant to vegetable crop production and certain lecture topics on seed technology, soils, pest and disease management, and hydroponic production were reduced in the revised syllabus so that some introductory details previously taught in other courses need not be repeated. Accordingly the number of credits are reduced from 4 to 3 credits.

2. Addition of pre-requisite courses.

I would like to change the pre-requisite for this course from 'none' to BOT2010C or BSC2010 and 2010L or BSC2011 and 2011L. Historically VEC3221C was attended by many non-majors and Agricultural Education students. However, enrollment records from recent years show a significant reduction in non-major enrollment. Inclusion of Biology pre-requisite courses will streamline this course toward those who aim to major in this area and meet the Plant Science curriculum requirement better.

3. Change in class times.

VEC3221C was taught Mon-Wed-Friday cycle, and the lab is on Friday evenings. Reducing this course to 3 credits, now I propose to teach it with Wed and Thu schedule as listed in the revised syllabus, field labs being on Thu evenings.

I hope that with the proposed changes will help more students benefit from this hands-on course. None of the laboratory section exercises were changed between the current and the proposed new syllabus.

Plant Science major students typically take 3 credits of electives in semester 5 and 6 credits of electives in semester 6. The proposed course will best fit with that requirement.

Please reach me if you need additional information.

Sincerely,

A handwritten signature in black ink, reading "B. Rathinasabapathi". The signature is written in a cursive style and is positioned above the typed name.

Bala Rathinasabapathi, Professor, Horticultural Sciences
Instructor, VEC3221C Commercial Vegetable Production

UNIVERSITY OF FLORIDA
Horticultural Sciences Department
VEC 3221C Fall 2023 Section 1172 Class 18154

Commercial Vegetable Production

Instructor: Bala Rathinasabapathi, Ph.D.
Room 2247, Fifield Hall
Phone 352-273-4847
Cell: 352-339-4269

Lecture: Mon, Wed and Fri 7th Period (1:55 pm – 2:45 pm) 2316 Fifield Hall
Lab Fri 8th – 9th period (3:00 pm – 4:55 pm).
Student vegetable gardens, Hull Road, Across from Fifield Hall

Office hours: By Appointment; e-mail brath@ufl.edu
Course Homepage: Connect via Canvas

Optional Textbook:

Producing Vegetable Crops by Swiader JM and Ware GW., Interstate Publishers Inc., Danville, Illinois, 5th Edition, 2002. ISBN 0-8134-3203-0.

Other Optional References:

Vegetable Production Handbook For Florida 2022-2023, by Dittmar, PJ, Agehara, S., Dufault, N (Eds.), University of Florida, IFAS Extension. 670 pp. (For a Free download: <https://edis.ifas.ufl.edu/publication/CV292>)

Articles from Florida Cooperative Extension Service, Journal of the American Society of Horticultural Science, Hortscience and American Vegetable Grower. Available via Canvas.

Objective:

The principles and practices of successful commercial vegetable production will be presented. Crop requirements, growth patterns and production techniques are emphasized along with discussion of consumption/marketing patterns in the U.S. and Florida production areas. The laboratory involves field trips to farming operations and guest lectures from individuals in the vegetable production industry. Each member of the class will also develop a vegetable garden with different crops suitable for Fall production and participate in vegetable crop production activities.

General Syllabus:

Lecture information and laboratory experiences will instruct the student in the specific production practices and technology, as well as other important information required to successfully grow various vegetable crops.

Current syllabus

For each crop grouping, the student will learn:

1. The botanical classification, horticultural types, origin, and history of each crop.
2. The scope and importance of production in the US, including where the crop is grown, commercial acreage, value and average yields.
3. Important aspects of vegetable growth and development, especially in relation to plant response to environmental factors and how they may affect production practices.
4. Specific climatic and cultural requirements of each crop.
5. Methods of planting, plant spacing and populations, and specialized procedures such as seed treatments.
6. Standard and evolving production practices and requirements necessary for successful production.
7. Leading cultivars and their important characteristics and new developments in breeding of specific crops.
8. Pests and significant physiological disorders.
9. Harvesting procedures, post-harvest handling of crops and food safety issues.

Format:

4-credit course for majors and non-majors. No pre-requisites.

Evaluation:

Students will be evaluated based on the following:

Class attendance & participation	50 points
Lab reports & field trip reports	100 points
Research project	100 points
Class presentation	100 points
Tests	100 points
Final Exam	50 points
TOTAL	500 points

* Letter grades for the course will be assigned according to the chart below:

90-100 = A; 87-89 = A-; 84-86 = B+; 80-83 = B; 77-79 = B-; 74-76 = C+; 70-73 = C; 67-69 C-; 64-66 = D+; 60-63 = D; 57-59 = D-; 56-below = E.

* Class attendance will be marked each day either at the beginning or end or middle of the class period.

Learning Outcomes:

By the completion of this course, the conscientious student should be able to

- Explain production details for major vegetables.
- Diagnose problems related to soil fertility, irrigation and pests of major vegetables.
- Find sustainable solutions to problems related to soil fertility, irrigation and pests of major vegetables.
- Choose vegetable cultivars suitable for a given region or production system.
- Enumerate advantages and disadvantages of various production systems.
- Propagate and cultivate a vegetable garden
- Critically analyze production and marketing data and
- Estimate cost of production for major vegetables.

Lab and field trip reports, Written assignment and Class presentations:

(1) Transplant Production (10 points). Each student will generate vegetable transplants of at least 2 vegetable crops. Instructions, seeds and greenhouse space will be provided. Quality of the transplants and a report of this activity will be evaluated. This report should include at least one photo each of (a) seeds, (b) early seedling and (c) the final transplant for two vegetable crops and (d) a description of key factors that influence the quality of the transplants.

(2) Field Production of Vegetables (40 points). The students will cultivate five different vegetable crops as part of their laboratory. The student will keep a field notebook for weekly observations and write a final report for evaluation. The final report should contain information about the crops and their varieties, crop stand, weather, irrigation, soil fertility management, insect pests, diseases and weeds encountered and notes on how the problems were handled and the quality and quantity of vegetables harvested. Irrigation will be managed by the staff.

(3) Container gardens (20 points). Facilities to set up container gardens of vegetables, greenhouse space, materials and instruction will be provided. Each student will grow different vegetable crops for this exercise. The quality of the crop and the final write up will be evaluated.

(4) Hydroponics (10 points). Facilities to set up hydroponics will be provided. Students will grow a crop of lettuce. This will be a demonstration by the instructor. The students will make observations, and photograph developing plants once a week. Students will submit a final write up at the end of the period.

(5) Field trip report (10 points). This will be a field trip to a farm. Students will take notes and photograph the farm facility and write a report on what they have learned from the trip.

(6) Sprayer Calibration (10 points): Students will fill sprayers with water and calculate

the output from the sprayers. They will be given a set of problems to solve on pesticide dilution and application.



(7) Research project (100 points). Students will work as a group on a project focused on purple sweet potatoes. Each student will be responsible for collecting qualitative and quantitative data on different varieties of purple sweet potatoes grown in the teaching garden. We will use a descriptor tool available here:

https://cipotato.org/genebankcip/wp-content/uploads/sites/3/2017/05/Descriptors_for_sweet_potato_Descripteurs_pour_la_patate_douce_Descriptores_de_la_batata_263.pdf

Data collection will follow the instructions in this manual between pages 16 to 34. Each participant will submit a draft report and feedback will be provided to improve your report prior to final submission for grade.

(8) Class presentation (100 points). Each student will prepare a cost of production analysis for one vegetable crop and make a Power Point presentation about the production, cost analysis and expected profits in a 5-acre farm.

Course policies and procedures

- (a) During Friday lab/field sessions, students should bring their own bottled water, sun protection and should wear closed toe-shoes. If there is a light rain, students will stay at the breeze-way of building 1400 and resume activities when safe. On days when there is heavy rainfall or lightning, the class will NOT continue that day and the students will be updated at the next class meeting about make-up of activities. Make up classes will be arranged based on the most convenient class period for most students in the class.
- (b) **Friday afternoon lab/field meetings:** All the meetings will be in front of building 1400, in the Student Vegetable Garden on Hull Road, across from Fifield Hall, unless instructed otherwise.
- (c) Grades and Grade Points: For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
- (d) Attendance and Make-Up Work: Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Reports are due on the dates indicated in the instructions for each activity. Late homework will be accepted with a 20% penalty for each day after the due date. If you are having trouble with homework or class, please see me immediately. Test

- makeups will be arranged only in the case of an emergency and not for absences for any other reasons.
- (e) Safety: Follow all safety regulations in and out of the classroom. Personal safety is individual responsibility although we will facilitate it in and outside the classroom.
- (f) Privacy statements regarding online part of the course: Though this is a face-to-face class, some opportunities may be provided for students to join virtually. Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.
- (g) Online Course Evaluation Process: Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two 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>.
- (h) Academic Honesty: 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”*.
- (i) It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the

Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>. Do not use ChatGPT or other AI tools to write your reports unless you are asked to do so.

- (j) 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.

- (k) 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: <https://disability.ufl.edu>

- (l) Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/ Counseling services, groups and workshops, outreach and consultation, self-help library and wellbeing coaching. U Matter We Care, www.umatter.ufl.edu/ Career Resource Center, First Floor JWRU, 392-1601 <https://career.ufl.edu>

Schedule:

Week 1

- 23 Aug 2023 Wed Introduction, Syllabus, Guidelines and Canvas resources.
- 25 Aug 2023 Fri Importance of Vegetables
- 25 Aug 2023 Fri Vegetable Seed Sources & Transplant Production
- 25 Aug 2023 Fri Lab 1 Vegetable Seed Sources

Week 2

- 28 Aug 2023 Mon Major vegetables and their production statistics & resources
- 29 Aug 2023 Tue Last day for Drop/Add
- 30 Aug 2023 Wed Sustainable production of vegetables

01 Sep 2023 Fri “Building Better Peppers – A project in plant breeding”
 01 Sep 2023 Fri Lab 2 Transplant production

Week 3

04 Sep 2023 Mon **Labor Day. No class.**
 06 Sep 2023 Wed Vegetable production in Alachua County – production cycles
 08 Sep 2023 Fri Row crops – bed formation, tillage and spacing
 Details of the research project on Purple Sweet Potatoes.
 08 Sep 2023 Fri Lab 3 Planting a Fall vegetable garden 1.

Week 4

11 Sep 2023 Mon Vegetable varieties – Plant Breeding 2
 13 Sep 2023 Wed GM vegetable crops
 15 Sep 2023 Fri Plant nutrition
 15 Sep 2023 Fri Lab 4 Setting up a container garden of vegetables.
 Field garden: Planting continued. Weeding

Week 5

18 Sep 2023 Mon Plant Nutrition
 20 Sep 2023 Wed Hydroponics
 22 Sep 2023 Fri Nature and properties of soils I
 22 Sep 2023 Fri Lab 5. Setting up a Hydroponic system to grow lettuce
 Field garden: Weeding, fertilizer application and pest control

Week 6

25 Sep 2023 Mon Nature and properties of soils II
 27 Sep 2023 Wed Soil fertility management
 29 Sep 2023 Fri Mulching
 29 Sep 2023 Fri Lab 5 continued. Add new nutrient stocks to hydroponics.
 Field garden: Weeding, support tomatoes, fertilizer application

Week 7

02 Oct 2023 Mon Irrigation 1. Water quality and irrigation & fertilizer appln.
 04 Oct 2023 Wed Irrigation 2. Drip irrigation
 06 Oct 2023 Fri **Homecoming – No class**

Week 8

09 Oct 2023 Mon **Test 1**
 11 Oct 2023 Wed Insect pests on vegetable crops
 13 Oct 2023 Fri Insecticides
 13 Oct 2023 Fri Lab 6 Calculations on fertilizer requirements

Week 9

16 Oct 2023 Mon Crop diseases
 18 Oct 2023 Wed Crop diseases
 20 Oct 2023 Fri Fungicides
 20 Oct 2023 Fri Lab 7 Identification of insect pests

Current syllabus

Week 10

23 Oct 2023 Mon	Weeds and Herbicides
25 Oct 2023 Wed	Weeds and Herbicides
27 Oct 2023 Fri	Harvesting and yield potential of vegetables
27 Oct 2023 Fri	How to calculate the cost of production and estimated profits for vegetable crops?

Week 11

30 Oct 2023 Mon	Pesticide applicator training and certification
01 Nov 2023 Wed	Test 2.
03 Nov 2023 Fri	Lab 8 Identification of weeds and diseases

Week 12

06 Nov 2023 Mon	Postharvest handling of vegetables
08 Nov 2023: Wed	Food safety issues
10 Nov 2023 Fri	Veterans day. No class.

Week 13

13 Nov 2023 Mon	Student presentation
15 Nov 2023 Wed	Student presentation
17 Nov 2023 Fri	Student presentation
17 Nov 2023 Fri	Harvest vegetables and document yield

Week 14

20 Nov 2023 Mon	Project Presentation
22 Nov 2023 Wed	No Class Thanksgiving break
24 Nov 2023 Fri	No class Thanksgiving break

Week 15

27 Nov 2023 Mon	Student presentations
29 Nov 2023 Wed	Final exam
01 Dec 2023 Fri	Student presentation
01 Dec 2023	Clean up of the garden and greenhouse

Week 16

04 Dec 2023	Celebration of harvest. A demo at the teaching garden
06 Dec 2023	Discussions on vegetable production course



**HORTICULTURAL
SCIENCES**

Commercial Vegetable Production

VEC 3221C - 3 CREDITS

Fall 2024

Prerequisites: BOT2010C or

BSC2010C and BSC2010L or

BSC2011 and BSC2011L

Lecture: Wed and Thu 7th Period (1:55 pm – 2:45 pm) 2316 Fifield Hall
Lab: Thu 8th – 9th period (3:00 pm – 4:55 pm) Horticultural Sciences Teaching Garden

INSTRUCTOR

Bala Rathinasabapathi, Ph.D.

brath@ufl.edu

Fifield Hall 2247

Phone: (352) 273 – 4765

Cell: (352) 339 – 4269

Office hours: Wed 4:00 PM to 5:00 PM or by appointment

COURSE DESCRIPTION

The principles and practices of successful commercial vegetable production will be presented. Crop requirements, growth patterns and production techniques are emphasized along with discussion of consumption/marketing patterns in the U.S. and Florida production areas.

COURSE FORMAT

The laboratory involves field trips to farming operations and guest lectures from individuals in the vegetable production industry. Each member of the class will also develop a vegetable garden with different crops suitable for Fall production and participate in vegetable crop production activities.

LEARNING OBJECTIVES

By the completion of this course, the conscientious student should be able to

- Explain production details for major vegetables.
- Diagnose problems related to soil fertility, irrigation and pests of major vegetables.
- Find sustainable solutions to problems related to soil fertility, irrigation and pests of major vegetables.
- Choose vegetable cultivars suitable for a given region or production system.
- Enumerate advantages and disadvantages of various production systems.
- Propagate vegetable crops and cultivate a vegetable farm

Proposed syllabus

- Critically analyze production and marketing data and
- Estimate cost of production for major vegetables.

COURSE MATERIALS

Optional Textbook

Producing Vegetable Crops by Swiader JM and Ware GW., Interstate Publishers Inc., Danville, Illinois, 5th Edition, 2002. ISBN 0-8134-3203-0.

Other Optional References

Vegetable Production Handbook For Florida 2022-2023, by Dittmar, PJ, Agehara, S., Dufault, N (Eds.), University of Florida, IFAS Extension. 670 pp. (For a Free download: <https://edis.ifas.ufl.edu/publication/CV292>)

Articles from Florida Cooperative Extension Service, Journal of the American Society of Horticultural Science, Hortscience and American Vegetable Grower. Available via Canvas.

Course Website

This course has a comprehensive mini-site in Canvas. Take time to familiarize yourself with the course site. Digital copies of this syllabus, and other learning materials can be found there.

- *E-Learning in Canvas*, www.elearning.ufl.edu

COURSE GRADE

Students will be evaluated based on the following:

Class attendance & participation	50 points
Lab reports & field trip reports	100 points
Research and demonstration project	100 points
Class presentation	100 points
Tests	100 points
Final Exam	<u>50 points</u>
TOTAL	500 points

1. Class attendance

Class attendance will be marked each day either at the beginning or end or middle of the class period.

2. Lab and field trip reports

- (a) Transplant Production (10 points). Each student will generate vegetable transplants of at least 2 vegetable crops. Instructions, seeds and greenhouse space will be provided. Quality of the transplants and a report of this activity will be evaluated. This report should include at least one photo each of (a) seeds, (b) early seedling and (c) the final transplant for two vegetable crops and (d) a description of key factors that influence the quality of the transplants.
- (b) Field Production of Vegetables (40 points). The students will cultivate five different vegetable crops as part of their laboratory. The student will keep a field notebook for weekly observations and write a final report for evaluation. The final report should contain information about the crops and their varieties, crop stand, weather, irrigation, soil fertility management, insect pests, diseases and weeds encountered and notes on how the problems were handled and the quality and quantity of vegetables harvested. Irrigation will be managed by the staff.
- (c) Container gardens (20 points). Facilities to set up container gardens of vegetables, greenhouse space, materials and instruction will be provided. Each student will grow different vegetable crops for this exercise. The quality of the crop and the final write up will be evaluated.
- (d) Hydroponics (10 points). Facilities to set up hydroponics will be provided. Students will grow a crop of lettuce. This will be a demonstration by the instructor. The students will make observations, and photograph developing plants once a week. Students will submit a final write up at the end of the period.
- (e) Field trip report (10 points). This will be a field trip to a farm. Students will take notes and photograph the farm facility and write a report on what they have learned from the trip.
- (f) Sprayer Calibration (10 points): Students will fill sprayers with water and calculate the output from the sprayers. They will be given a set of problems to solve on pesticide dilution and application.

3. Research project and demonstration project

Students will work as a group on a project focused on purple sweet potatoes. Each student will be responsible for collecting qualitative and quantitative data on different varieties of purple sweet potatoes grown in the teaching garden. We will use a descriptor tool available here:

https://cipotato.org/genebankcip/wpcontent/uploads/sites/3/2017/05/Descriptors_for_sweet_potato_Descripteurs_pour_la_patate_douce_Descriptores_de_la_batata_263.pdf Data collection will follow the instructions in this manual between pages 16 to 34. Each participant will submit a draft report and feedback will be provided to improve your report prior to final submission for grade.

4. Class presentation

Each student will prepare a cost of production analysis for one vegetable crop and make a Power Point presentation about the production, cost analysis and expected profits in a 5-acre farm.

5. Tests and final exam

Each student will be evaluated through a combination of short-essay and multiple-choice questions. Exams will take place in the dates indicated in the course weekly schedule.

GRADING SCALE

A	=	90 – 100 points	C	=	< 74 - 70 points
A-	=	< 90 - 87 points	C-	=	< 70 - 67 points
B+	=	< 87 - 84 points	D+	=	< 67 - 64 points
B	=	< 84 - 80 points	D	=	< 64 - 60 points
B-	=	< 80 - 77 points	D-	=	< 60 - 57 points
C+	=	< 77 - 74 points	E	=	< 57 points

COURSE POLICIES

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Attendance and late work

Attendance and Make-Up Work Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Late homework will be accepted with a 20% penalty for each day after the due date.

Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>.

Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

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.

Services for Students with Disabilities

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

0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Campus Resources

Students experiencing crises or personal problems that interfere with their general wellbeing 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.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
- Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

Student Complaints

You can file and resolve any complaints about your experience in this course in the following site:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>

In-class Recording

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

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

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

Schedule of Topics - Fall 2024

Proposed syllabus

Week 1

22 Aug 2024 Thu Introduction, Syllabus, Guidelines and Canvas resources.
23 Aug 2024 Fri Last day to drop/add

Week 2

28 Aug 2024 Wed Importance of Vegetables
29 Aug 2024 Thu Vegetable Seed Sources & Transplant Production
29 Aug 2024 Thu Lab 1 Vegetable Seed Sources

Week 3

04 Sep 2024 Wed Major vegetables and their production statistics & resources
05 Sep 2024 Thu Sustainable production of vegetables
05 Sep 2024 Thu Lab 2 Transplant production

Week 4

11 Sep 2024 Wed Vegetable production in Alachua County – production cycles
12 Sep 2024 Thu Row crops – bed formation, tillage and spacing
Details of the research project on Purple Sweet Potatoes.
12 Sep 2024 Thu Lab 3 Planting a Fall vegetable garden 1.

Week 5

18 Sep 2024 Wed Vegetable varieties – Plant Breeding
19 Sep 2024 Thu GM vegetable crops
19 Sep 2024 Thu Lab 4 Setting up a container garden of vegetables.
Field garden: Planting continued. Weeding

Week 6

25 Sep 2024 Wed Plant Nutrition
26 Sep 2024 Thu Hydroponics
26 Sep 2023 Thu Lab 5. Setting up a Hydroponic system to grow lettuce
Field garden: Weeding, fertilizer application and pest control

Week 7

02 Oct 2024 Wed Nature and properties of soils
03 Oct 2024 Thu Soil fertility management Mulching
03 Oct 2024 Thu Lab 5 continued. Add new nutrient stocks to hydroponics.
Field garden: Weeding, support tomatoes, fertilizer application

Proposed syllabus

Week 8

09 Oct 2024 Wed	Irrigation 1. Water quality and irrigation & fertilizer appln.
10 Oct 2024 Thu	Irrigation 2. Drip irrigation
10 Oct 2024 Thu	Lab 6 Calculations on fertilizer requirements

Week 9

16 Oct 2024 Wed	Test 1
17 Oct 2024 Thu	Insect pests on vegetable crops
17 Oct 2024 Thu	Lab 7 Identification of insect pests

Week 10

23 Oct 2024 Wed	Crop diseases
24 Oct 2024 Thu	Fungicides
24 Oct 2024 Thu	Lab 8 Calibration of a knapsack sprayer.

Week 11

30 Oct 2024 Wed	Weeds and Herbicides
31 Oct 2024 Thu	Harvesting and yield potential of vegetables.
31 Oct 2024 Thu	Lab 9. Identification of weeds Harvesting and yield potential of vegetables

Week 12

06 Nov 2024 Wed	Pesticide applicator training and certification
07 Nov 2024 Thu	Test 2.
07 Nov 2024 Thu	Lab 10 Identification of vegetable crop diseases

Week 13

13 Nov 2024 Wed	Postharvest handling of vegetables
14 Nov 2024 Thu	How to calculate the cost of production and estimated profits for vegetable crops?
14 Nov 2024 Thu	Lab 11, Harvest vegetables and document yield

Week 14

20 Nov 2024 Wed	Student presentation
21 Nov 2024 Thu	Student presentation
21 Nov 2024 Thu	Celebration of harvest. A demo at the teaching garden

Week 15

27 Nov 2024 Wed	No Class Thanksgiving break
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28 Nov 2024 Thu

No class Thanksgiving break

Week 16

04 Dec 2024 Wed

Student presentations

Proposed syllabus

Cover Sheet: Request 19136

FAMM Curriculum Map

Info

Process	ALC/SLO New/Change Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Misti Sharp mistisharp@ufl.edu
Created	11/28/2023 9:40:06 AM
Updated	2/7/2024 9:58:26 AM
Description of request	We are updating the curriculum map for our specializations as they were out of date.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		1/31/2024
Overview Academic Learning Compact NoChanges.docx					11/28/2023
College	Pending	CALS - College of Agricultural and Life Sciences			1/31/2024
No document changes					
Academic Assessment Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

SLO-AAP|Modify for request 19136

Info

Request: FAMM Curriculum Map

Description of request: We are updating the curriculum map for our specializations as they were out of date.

Submitter: Misti Sharp mistisharp@ufl.edu

Created: 11/28/2023 9:38:06 AM

Form version: 1

Responses

Name of Major Food and Agribusiness Marketing and Management

College Agricultural and Life Sciences

Effective Term Earliest Available

Effective Year Earliest Available

Request Type Modify Undergraduate Academic Assessment Plan

Plan Component Modify Academic Learning Compact (ALC)

Academic Assessment Plan Modifications Curriculum Map

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? Rubric

Who Applies the Assessment Method? Single Faculty Member

Individual Student Assessments These will not be changed.

Description and Rationale We are updating our curriculum map as it was out of date.

Overview

Graduates choose from a vast number of career opportunities, including sales, marketing, management, environmental policy, international trade, international marketing, economic analysis, natural resource management and human resource managements.

Students who have completed 30 credits but fewer than 60 are required to complete mathematics through precalculus ([MAC 1147](#) or equivalent) before admission to the college.

Students who have completed 60 or more credits are required to have completed calculus ([MAC 2233](#) or equivalent), statistics ([STA 2023](#) or equivalent), financial accounting ([ACG 2021](#) or equivalent) and macroeconomics ([ECO 2013](#) or equivalent) with minimum grades of C before admission to the college.

Students should consult an advisor for approval of electives.

Academic Learning Compact

Students will learn to apply a conceptual framework using economic reasoning and generally accepted economic principles to problem solving. They will also learn to analyze and interpret economic data, and to critically evaluate economic information in media and politics.

BEFORE GRADUATING STUDENTS MUST

- Complete [AEB 4325](#) for the food and agribusiness management and marketing specialization, or Complete [AEB 4343](#) for the international food and resource economics specialization
- Achieve minimum grades of C in [AEC 3030C](#) and [AEC 3033C](#). These courses are graded using rubrics developed by a faculty team.
- Complete requirements for the baccalaureate degree, as determined by faculty.

STUDENTS IN THE MAJOR WILL LEARN TO

Student Learning Outcomes | SLOs

Content

1. Describe fundamental micro- and macroeconomic principles.
2. Explain the basic role of marketing, management, and finance in firm-level decision making.

Critical Thinking

3. Analyze and interpret economic data, critically evaluating economic information and economic policies.
4. Develop a business plan, based on a projected marketing strategy, assessing historic financial statements and projecting cash flows.

Communication

5. Communicate effectively in written form in a manner appropriate in economics and business.
6. Communicate orally (including visual aids) in an effective manner appropriate in economics and business.

Curriculum Map

I = Introduced; R = Reinforced; A = Assessed

Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
<u>AEB 3103</u>			I			
<u>AEB 3133</u>	R	R	R	I		
<u>AEB 3144</u>		R		R		
<u>AEB 3300</u>	I	I	I			
<u>AEB 4138</u>				A	R	A
<u>AEB 4242</u>	A		R			R
<u>AEB 4325</u>	R			R	R	
<u>AEB 4342</u>		A	A		A	
<u>AEC 3030C</u>						I
<u>AEC 3033C</u>					I	

Academic Learning Compact 6

ASSESSMENT TYPES

- Case studies
- Presentations

- Exams

Overview

Graduates choose from a vast number of career opportunities, including sales, marketing, management, environmental policy, international trade, international marketing, economic analysis, natural resource management and human resource managements.

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BEFORE GRADUATING STUDENTS MUST

- Complete [AEB 4325](#) for the food and agribusiness ~~management-marketing~~ and ~~marketing-management~~ specialization, or Complete [AEB 4343](#) for the international food and resource economics specialization
- ~~Achieve minimum grades of C in [AEC 3030C](#) and [AEC 3033C](#). These courses are graded using rubrics developed by a faculty team.~~
- Complete requirements for the baccalaureate degree, as determined by faculty.

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STUDENTS IN THE MAJOR WILL LEARN TO

Student Learning Outcomes | SLOs

Content

1. Describe fundamental micro- and macroeconomic principles.
2. Explain the basic role of marketing, management, and finance in firm-level decision making.

Critical Thinking

- Analyze and interpret economic data, critically evaluating economic information and economic policies.
- Develop a business plan, based on a projected marketing strategy, assessing historic financial statements and projecting cash flows.

Communication

- Communicate effectively in written form in a manner appropriate in economics and business.
- Communicate orally (including visual aids) in an effective manner appropriate in economics and business.

Curriculum Map

I = Introduced; R = Reinforced; A = Assessed

Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
AEB 3103	I		I			
AEB 3133	R	R	R	I		
AEB 3144		R		R		
AEB 3300	I	I	I			
AEB 4138				<u>R,A</u>	<u>R,A</u>	<u>R,A</u>
AEB 4242	A		<u>RA</u>		<u>A</u>	<u>R</u>
AEB 4325	<u>R,A</u>	<u>R,A</u>	<u>R,A</u>	<u>R,A</u>	<u>R,A</u>	
AEB4343AEB-4342		A	A	<u>A</u>	A	<u>R,A</u>
AEC 3030C						I
AEC 3033C					I	
Academic Learning Compact 6						

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ASSESSMENT TYPES

- Case studies
- Presentations

- Exams

Cover Sheet: Request 19135

IFRE Academic Compact

Info

Process	ALC/SLO New/Change Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Misti Sharp mistisharp@ufl.edu
Created	11/28/2023 9:36:02 AM
Updated	2/7/2024 9:59:12 AM
Description of request	We have to update our academic compact as it was out of date.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		1/31/2024
Overview_AcademicLearning Compact_NoChanges.docx					11/28/2023
College	Pending	CALS - College of Agricultural and Life Sciences			1/31/2024
No document changes					
Academic Assessment Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

SLO-AAP|Modify for request 19135

Info

Request: IFRE Academic Compact

Description of request: We have to update our academic compact as it was out of date.

Submitter: Misti Sharp mistisharp@ufl.edu

Created: 11/28/2023 9:32:17 AM

Form version: 1

Responses

Name of Major International Food and Resource Economics

College Agricultural and Life Sciences

Effective Term Earliest Available

Effective Year Earliest Available

Request Type Modify Undergraduate Academic Assessment Plan

Plan Component Modify Academic Learning Compact (ALC)

Academic Assessment Plan Modifications Curriculum Map

ALC Modifications Does not apply

SLO Modifications Does not apply

What Types of Assessments Are or Will Be Used? Course-related Exam, Final Paper/Project/Presentation, Course Assessments/Assignments

What Assessment Methods Will Be Used? Rubric

Who Applies the Assessment Method? Single Faculty Member

Individual Student Assessments Same as before without changes

Description and Rationale Same as before without changes

Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
<u>AEB 3103</u>			I			
<u>AEB 3133</u>	R	R	R	I		
<u>AEB 3144</u>		R		R		
<u>AEB 3300</u>	I	I	I			
<u>AEB 4138</u>				A	R	A
<u>AEB 4242</u>	A		R			R
<u>AEB 4325</u>	R			R	R	
<u>AEB 4342</u>		A	A		A	
<u>AEC 3030C</u>						I
<u>AEC 3033C</u>					I	
Academic Learning Compact 6						

ASSESSMENT TYPES

- Case studies
- Presentations
- Exams