CALS Curriculum Committee Meeting
September 19, 2025
McCarty Hall D Rm. 1044/1045
1:00 p.m.

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

Members: K. Braggs, D. Coenen, T. Easterly, B. Gankofskie, C. Haxton, E. Hellgren, P. Inglett, T. Johns, M. Jones, G. MacDonald, T. Martin, A. Mathews, H. McAuslane, G. Nunez, J. Scheffler (Chair), B. Schutzman, M. Smith, P. Ward, A. Watson, J. Weeks, A. Wysocki

Agenda and Index for Materials

Approve Minutes from the August 29, 2025 meeting

Dr. Mathews: Update from UCC

Graduate New Course Proposals

1. AEB 6XXX – Agricultural and Rural Entrepreneurship (req. #21874)

2. AEB 6XXX – Agribusiness Enterprise Development (req. #21876)

3. FNR 6XXX – Social Science Research Methods for Natural Resource Management (req. #21726)

4. MCB 5XXX – Clinical Virology (req. #21799)

5. SUR 6XXX – Principles and Applications of Radar Interferometry (req. #21681)

Graduate Course Modification Proposal

6. ALS 6931 – Plant Medicine Program Seminar (req. #21794)

Undergraduate New Course Proposals

7. AEB 4XXX – Agricultural and Rural Entrepreneurship (req. #21873)

8. AEB 4XXX – Agribusiness Enterprise Development (req. #21875)

Certificates

9. Proposed Modifications to the Clinical Laboratory Management Graduate Certificate (req. #21857)

10. Proposed modifications to the Soil, Water, and Public Health Graduate Certificate (req. #21855)

11. Proposed Closer of the Plant Pest Risk Assessment and Management Graduate Certificate (req. #21790)

Minors

12. Proposed Minor in Agricultural and Rural Entrepreneurship (req. #21877)

Next month will be Dr. Scheffler's final CALS CC meeting as Chair. Dr. Weeks will take over the Chair duties once the October meeting concludes. There will be a selection of the new Chair-Elect at the end of the October meeting. Please consider volunteering for the position or making a nomination.

CALS Curriculum Committee Meeting
Minutes from August 29, 2025
Submitted by James Fant

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

Visitors: Justin Callaham, Leandro Teixeira

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met via Zoom on August 29, 2025. Dr. Scheffler called the meeting to order at 1:00 p.m.

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

Approval of Minutes: A motion was made by Dr. Weeks to approve the minutes from the April 25, 2025 meeting of the CALS CC. The motion was approved.

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

Links: Grades – https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/
For Graduate Grades – https://catalog.ufl.edu/graduate/regulations/#text
Committee Website - https://cals.ufl.edu/faculty-staff/cals-committees/
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.

Dr. Mathews – Update from UCC:
1. Quest 3 workshop, Sept 11th at 1pm in CSE 333 or on Zoom. This will be focused incorporating Quest 3 into 8 semester plan and overview of expectations of Quest 3 courses.
2. Syllabus template available on CALS Curriculum Committee website that is both accessible and contains required simplified "boilerplate" language on campus resources with links to website.
3. General Education. Courses seeking to obtain Gen Ed designation need to be reviewed by the University Curriculum Committee by February 2026 to be included as Gen Ed in the 2027-2028 catalog. Please submit those through department asap to ensure making the February deadline.
4. Catalog/Audit errors. Notify Anne if there are errors regarding general education designation in catalog or degree audit. With the huge volume of changes that were made last year, errors are understandable. We have found a few and can get additional errors corrected asap.

5. Streamlining Academic Management (SAM) process update. UF is replacing several software systems over the next 1-2 years. The academic approval system will move into a system called CourseDog. This is the first system to migrate. If this continues on track, the current academic approval system will not accept new submissions approximately mid-Dec. The new system will open for new submissions in January. Training to occur in November if on track. This transition will be delayed by a semester if not on track.
6. Matt Jacobs, Phd – new Interim Associate Provost for Undergraduate Education and Student Success.
7. CALS CC minutes. As decided by our committee, minutes from meetings more than 2 years in the past have been moved to our Curriculum TEAM. Minutes from the most recent 2 years will remain on the website.
8. CALS CC review process. Brief orientation/review to our committee's process of preview and feedback.
9. Clinical Laboratory Microbiologist Graduate Certificate has been fully approved.
10. Concentration in Animal Molecular and Cellular Biology (M.S.) has been fully approved.

Graduate New Course Proposal

1. MCB 5XXX – Clinical Mycology (req. #21764)
    Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Martin to approve this item with edits required. The motion was approved. All course objectives need to be rewritten. The learning verb for each should be the objective. Then summarize how the student will meet the objective. Refer to the following for assistance: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf. Remove the prerequisites from the UCC form and the syllabus. Graduate courses should not have prerequisites. Previous course expectations can be discussed during the initial class meeting. The proposed course schedule needs to include dates. The final exam needs to be listed during exam week. Below are the comments from Teams:

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
GRADUATE COURSES			
21764	**MCB5xxx – Clinical Mycology**	**Tim Martin**, Gerardo Nunez, Tre Easterly, Kayla Braggs, Melissa Jones, Heather McAuslane	Leandro Dia Teixeira
Form Edits/Comments	"It reviews traditional and current lab techniques for pathogen isolation, identification, and susceptibility testing, along with integrating lab results with clinical observations to improve patient care". Suggest removing it or adding "course". HJM Prerequisites – these are generally not		**Submitter Response:** **"it" was replaced by "this course"** **Prerequisites changed to** Applicants must hold a bachelor's degree in

	allowable for graduate courses. Also, if the student has not done their undergraduate degree in Florida, they may not have these specific courses. In the syllabus, you could put the recommended prerequisite knowledge and leave this section of the UF Approvals form blank. - HJM	microbiology, Biology, or a closely related life science discipline.
Syllabus Edits/Comments	For prerequisites, are there any non-formal education experiences or industry work that can qualify to audit or take the class with departmental permission?- KB I believe the course is asynchronous, go ahead and add that qualifier to the "100% online" TM Suggest removing "What you will know at the end of this course…." As the course objectives section has 8 clearly measurable objectives - HJM Pre-requisite – a graduate of another undergraduate microbiology program might not have MCB 3020 or 3023. Can you provide a more generic statement of prerequisite knowledge. Is it necessary to tell students about different sections? They should only see their own section, so they don't need to know that there are other sections. You can keep the wording that they are responsible for reading the Announcements and Mail in Canvas. "Have a Question? Please come see us - we are here to help!" As the course Is 100% online, is this the best way to let students know that they can make a Zoom meeting with you when necessary? " At the end of the semester, students will record a presentation regarding to Public Health issues caused by bacteria" – the course is about fungi so I assume the public health issue should be due to a fungus? HJM Final exam (p. 6) – says 30% (150 points) in the title and then 200 points in the paragraph. HJM	**Submitter Response:** "This is an asynchronous that course will be taught 100%..." was added "What you will know at the end..." was removed. **Prerequisites changed to** Applicants must hold a bachelor's degree in microbiology, Biology, or a closely related life science discipline. Information about knowing their sections was removed. Have a question updated to " Have a Question? Please email us to schedule an online meeting. We are here to help!" Bacteria was a typo and replaced with Fungi. Final exam is worth 150 points and this information was fixed in the text. Generic weekly schedule table was removed and assessment column was added to the first table. The number of weeks were shortened to 15. The textbook is the only reading material necessary in this course. I added the following AI policy to the syllabus: Use of generative AI tools (e.g., ChatGPT, Bard, Copilot) is

	Rather than having two tables in the syllabus, can you add the assessment (discussion, quiz, project, exam) as another column in the first table? Two tables seem redundant. HJM You mention plagiarism but not unauthorized use of AI. Do you have a policy and language about acceptable use of AI? HJM Under the description of the "Public Health Project" students are told they will record a presentation of health issues caused by bacteria. Should this be fungi or yeast which are covered in the class? MKJ Are readings required? MKJ Should include specific sections in the textbook and corresponding articles that each week will cover- KB Will there be a supplementary reading list? The course schedule is set for 16 weeks, but semesters have been shortened to 14-15 weeks, so the schedule should be adjusted to reflect that (also it may differ between fall and spring). MKJ Why is the course missing the typical syllabus boilerplate? -TE Consider changing the grading range to match the number of points earned rather than the percentage, then provide a range of the number of points earned- TE "This is an asynchronous that course will be taught 100% online and all lectures will be recorded and available through Canvas. This is a 1-credit course that is offered in the Spring and the Fall semester" rephrase to read "This is an asynchronous course that will be taught 100% with all lectures being recorded and available via Canvas". -KB "Applicants must hold a bachelor's degree in microbiology, Biology, or a closely related life science discipline" should either capitalize the first letter of each major or use lowercase letters for each. KB	prohibited for all course assignments and assessments unless explicitly authorized by the instructor. Submissions will be monitored for AI-generated content using detection tools, and violations will be treated as academic misconduct. The boilerplate was replaced by a link in the last UF syllabus policy update. The syllabus contains the link to the proper boilerplate. The final grade table was adjusted as suggested
Other Edits/Comments		**Submitter Response:**

2. MCB 5XXX – Clinical Parasitology (req. #21765)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Easterly to approve this item with edits required. The motion was approved. This item needs the same updates as item #1. Below are the comments from Teams:

APPROVAL NUMBER	ITEM	REVIEWERS	SUBMITTER/Instructor
GRADUATE COURSES			
21765	**MCB5xxx – Clinical Parasitology**	<u>Tre Easterly</u>, Tim Martin, Gerardo Nunez, Kayla Braggs, Melissa Jones, Heather McAuslane	Leandro Dia Teixeira
Form Edits/Comments	"It reviews traditional and current lab techniques for pathogen isolation, identification, and susceptibility testing, along with integrating lab results with clinical observations to improve patient care". Suggest removing it or adding "course". HJM Prerequisites – these are generally not allowable for graduate courses. Also, if the student has not done their undergraduate degree in Florida, they may not have these specific courses. In the syllabus, you could put the recommended prerequisite knowledge and leave this section of the UF Approvals form blank. - HJM		**Submitter Response:** **"it" was replaced by "this course"** **Prerequisites changed to** Applicants must hold a bachelor's degree in microbiology, Biology, or a closely related life science discipline.
Syllabus Edits/Comments	"the fascinating world of fungi and their roles in human health and disease" - I believe that more than fungi will be studied in this class. HJM Will this be advertised/available for students in other disciplines? - KB If this course can be used with other programs, the section in the syllabus "the fascinating world of fungi and their roles in human health and disease" should be changed. - KB Suggest removing "What you will know at the end of this course…." As the course		**Submitter Response:** "This is an asynchronous that course will be taught 100%..." was added "What you will know at the end..." was removed. **Prerequisites changed to** Applicants must hold a bachelor's degree in microbiology, Biology, or a closely related life science

objectives section has 8 clearly measurable objectives - HJM Pre-requisite – a graduate of another undergraduate microbiology program might not have MCB 3020 or 3023. Can you provide a more generic statement of prerequisite knowledge. Is it necessary to tell students about different sections? They should only see their own section, so they don't need to know that there are other sections. You can keep the wording that they are responsible for reading the Announcements and Mail in Canvas. Course objectives should read as consistent sentences versus bullet points with colons. - KB Expectations of the students should read as consistent sentences versus bullet points with colons. -KB "Have a Question? Please come see us - we are here to help!" As the course Is 100% online, is this the best way to let students know that they can make a Zoom meeting with you when necessary? " At the end of the semester, students will record a presentation regarding to Public Health issues caused by bacteria" – as the course is about parasites, would it make sense to confine the topic to bacteria? HJM Final exam (p. 6) – says 30% (150 points) in the title and then 200 points in the paragraph. HJM You mention plagiarism but not unauthorized use of AI. Do you have a policy and language about acceptable use of AI? HJM Rather than having two tables in the syllabus, can you add the assessment (discussion, quiz, project, exam) as another column in the first table? Two tables seem redundant. HJM Under "Expectations of the Students" it is stated they are in the Clinical Microbiology course, but this is Clinical Parasitology. MKJ The course schedule is set for 16 weeks but	discipline. Information about knowing their sections was removed. Have a question updated to " Have a Question? Please email us to schedule an online meeting. We are here to help!" Bacteria was a typo and replaced with Parasites. Final exam is worth 150 points and this information was fixed in the text. Generic weekly schedule table was removed and assessment column was added to the first table. The number of weeks were shortened to 15. The textbook is the only reading material necessary in this course. I added the following AI policy to the syllabus: Use of generative AI tools (e.g., ChatGPT, Bard, Copilot) is prohibited for all course assignments and assessments unless explicitly authorized by the instructor. Submissions will be monitored for AI-generated content using detection tools, and violations will be treated as academic misconduct. The boilerplate was replaced by a link in the last UF syllabus policy update. The syllabus contains the link to the proper boilerplate. The final grade table was adjusted as suggested

	should be modified to reflect the shorter semesters that are currently in place. MKJ "This course is an asynchronous course that will be taught 100% online and all lectures will be recorded and available through Canvas. This is a 1-credit course that is offered in the Spring and the Fall semester" change to "This course is asynchronous that will be taught 100% online and all lectures will be recorded and available through Canvas. This is a 1-credit course that is offered in the Spring and the Fall semester."-KB The syllabus is missing the typical boilerplate at UF polices. Please be sure to include that information. TE Are there outlined standards for weekly discussions? _KB I would recommend creating the final grade table based on the total number of points and providing a range rather than the percentages. This is a bit stylistic, but I think it would make it less confusing for the students. TE Will there be required or supplemental articles included in the reading? -KB Are there highlighted sections in the textbook that will be covered in the course? -KB	
Other Edits/Comments		**Submitter Response:**

Undergraduate New Course Proposals

3. ANS 2XXX – Reproduction: A User's Manual (req. #20365)

A motion was made by Dr. Weeks to approve this item with edits required. The motion was approved. Replace "Understand" as the learning verb for course goal number one. Split course goal number five. Remove course goal number seven. Add the total points at the bottom of the Assignment Types and Weighting section. Also, rework the points and percentages in this section. Consider five possible points instead of 50 in the participation section. Add a rubric for class participation. Below are the comments from Teams:

APPROVAL NUMBER	**ITEM**	**REVIEWERS**	
UNDERGRADUATE COURSES			
	ANS 2XXX: Reproduction:	**Jennifer Weeks**, Bart	

20365	A User's Manual (Q2 Perm and Gen Ed Designation Request)	Schutzman, Bachir Kassas, Beth Gankofskie	
Form Edits/Comments			
Syllabus Edits/Comments	Bart S.: Typos are saved as comments in the document uploaded in files area. Course Goals should be written as goals for the student, not goals for the instructor. These goals seem to be a mashup of both, especially 1 and 7. Goal 3 is not written clearly as a student goal. Assignment types and weightings are confusing. Add how many total points there are in the course, how many of each assignment type. It says there are two exams of 200 points each which equal 30% of the course, so are total points then 1333.33333 (400/.3)? This should be clearly written out in a columnar accountancy style if possible. Books, journals, press section is a mosaic of inconsistent formatting and styles. Choose a style and follow it throughout, journals properly abbreviated and punctuated, etc. Fonts seem to be an assortment – format all consistently. Some of the article names are italicized, others are in double quotes, journal names should follow the ISO abbreviations, normally journals are italicized. Jen: 1. Does this need to be updated the 2025 syllabus with the current boiler plate link? 2. The course goals aren't written in the "Student will be able to" format. The objectives shouldn't be what the faculty member is striving to do, but what the students should be able to do and measurable. 3. Gap in grading scale from 93% to 94% makes it ambigious what happens if you have 93.4%. Can use point totals for less ambiguity or indicate how partially percentages will be dealt with 4. Indicate how many of each assignment type. 5. Need to clarify how bonus quizzes work. It says no points, but then says they will be used to equalize scores of non-exam assessments. 6. I might combine the attendance and late work policy so there isn't any confusion.		

4. EVS 4XXX – Supervised Teaching Experience in Environmental Science (req. #21719)

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

5. WIS 2XXX – Computational Problem Solving in Wildlife Ecology Using R
(req. #21495)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Weeks to approve this item with edits required. The motion was approved. Consider moving Wildlife Ecology to the front of the course title. The course descriptions on the UCC form and in the syllabus must match. Remove "in this class" from the course description. Add point ranges to the grading scale. Add wildlife specific wording to the weekly schedule to avoid being assigned a COP, CRT, or CIS prefix. Reword course objective "d." Produce reproducible code sounds odd. Below are the comments from Teams:

APPROVAL NUMBER	ITEM	REVIEWERS	
UNDERGRADUATE COURSES			
21495	**WIS2xxx - Computational problem solving in Wildlife Ecology using R**	**Adam Watson**, Eric Hellgren, Tracy Johns, Caroline Haxton	
Form Edits/Comments			
Syllabus Edits/Comments	- The semester is 14 weeks, not 15 weeks. This changed about a year ago. Week 15 is final exam week. If you add dates to the tentative course outline table it will help see where you can edit to fit the calendar. AM - Codification: Not a major issue but not sure you need "Codification" as a numbered item on the syllabus since the course number is at the top. -AW - The Course Description is fairly long and wordy – might only need the third sentence? - TJ - Course description was changed in new version of syllabus. Needs to also update this new description on the form so it matches exactly. -AW - Course objectives. Just a suggestion "Recognize" is acceptable but might consider "identify" or "define" since they are more measurable for recall-type objectives. -AW	

	Tentative Course Outline: Add specific due dates for the assessments. • Grading: Might consider adding in the points and the percentage (as shown in the new syllabus template). Points were added to Course Grading Structure section, but suggest adding cutoffs in the Grading Scale section - AW • Incorporate new UF Syllabus Policy weblink to reduce text on academic policies, in-class recording, academic resources, etc. - EH • Not major, but contact information for the TA is missing, might be beneficial to include- CH	

6. WIS 3XXX – Zoo Conservation and Management (req. #21775)

   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 edits and resubmission. The motion was approved. The course description on the UCC form and in the syllabus must match. The instructor must include face-to-face office hours in the syllabus. The syllabus is way too extensive. Condense the material or move extra information to Canvas. Use the CALS Syllabus Template under Information and Documents at: https://cals.ufl.edu/faculty-staff/cals-committees/. Format the references consistently. Replace "understand" and "demonstrate" as learning verbs in the course objectives. Refer to the following for assistance: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf. Below are the comments from Teams:

APPROVAL NUMBER	ITEM	REVIEWERS	
UNDERGRADUATE COURSES			
21775	**WISXXX – Zoo Conservation & Management**	**Danny Coenen**, Greg MacDonald, Bart Schutzman, Patrick Inglett	
Form Edits/Comments	Bart S.:		
Syllabus Edits/Comments	Please upload a Word doc for this syllabus A few typos marked in a copy of the syllabus I have posted in Teams. I would consider a separate section below the class schedule for references; there are so many that an overview is nearly impossible for the student. Does anyone else think a 42-page syllabus is too long? I would put the topics into one table and references into a subsequent table or appendix. References do not follow a consistent format and		

		style. Choose a style such as MLA or whichever is deemed appropriate and follow it, making all references complete and consistent.	

style. Choose a style such as MLA or whichever is deemed appropriate and follow it, making all references complete and consistent.

I applaud the detail, but could you shorten the syllabus to <10 pages? Dates and key assignments and readings for each week should be listed, but other details could be provided in a separate document. Same for the details on assignments....only info related to purpose, dates and grading (pts). PWI

Course description needs to match the one on the form. Other information can be included in a Course Background or other section. -PWI
And needs to be less than 500 characters – AM

Should not use 'understand' or 'demonstrate' in the course objectives statements. -PWI

For grade determination (needs to be near the grading policy section)....Combine sections from assignment descriptions into a table showing numbers of assignments/assessments and their individual and total point values (or % of total grade). -PWI
There is new, more concise language for required/'boilerplate' statements. -PWI

Office hours should generally be offered in the same modality as the class; additional modalities are optional. --DC.

Course description stylistically inappropriate and ambiguous (they are not actually building a physical zoo, are they?) --DC

Course prereqs: Specify minimum grade? Also, BSC2010 is a prereq for BSC2011, just stating BSC2010 should be enough. --DC

Daily schedule is excessively detailed. Put on Canvas instead. --DC

Undergraduate Course Change Proposal

7. AEC 3033C – Research and Business Writing in Agricultural and Life Sciences
(req. #21539)

   Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Gankofskie to approve this item with edits required. The motion was approved. The course descriptions on the UCC form and in the syllabus must match. Should the Last Assignment Policy in the syllabus be Late Assignment Policy? List the updated SLOs in the syllabus. Use the updated CALS Syllabus Statements located on page four of the CALS Syllabus Template. The template can be found under Information and Documents at: https://cals.ufl.edu/faculty-staff/cals-committees/. Below are the comments from Teams:

APPROVAL NUMBER	ITEM	REVIEWERS	
UNDERGRADUATE COURSES			
21539	**AEC3033C – Research and Business Writing in Agricultural and Life Sciences**	**Beth Gankofskie,** Jason Scheffler, Tre Easterly, Tracy Johns	
Form Edits/Comments			
Syllabus Edits/Comments	Be sure to upload the correct course description per AM's email.- TE The media critique assignment needs to have a point value. I am not sure why it has a "??" in the value"= TE At present, this course adds up to 1,036 points. I am sure with a little bit of changing it could be brought a 1,000 point total and the point values instead of the percentages could be used for the final grade. – TE • Assignment points table needs a total. For the AI statement, you state "Using AI and not providing the necessary information or using AI when not explicitly stated in the instructions, the penalty can be a deduction of up to 100%." Why is this not also a violation of the academic honestly policy. If a student is found in violation of this, they should be reported to the university. -TE Suggest dates to weekly table to clarify expectations of Thanksgiving week and last day of class/if there is a final exam – AM Change F to E on grade table – AM Prerequisite- is Jr/Sr standing adequate?- JS		

The meeting was adjourned at **2:37** p.m.

Cover Sheet: Request 21874

AEB 6XXX Agricultural and Rural Entrepreneurship

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	9/3/2025 10:29:13 PM
Updated	9/8/2025 12:31:29 PM
Description of request	New graduate course proposal

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		9/5/2025
AEB Agricultural and Rural Entrepreneurship Graduate Syllabus 9.1.2025.pdf					9/3/2025
Agricultural and Rural Entrepreneurship Course Differentiation.docx					9/3/2025
CALS CC Checklist.pdf					9/3/2025
AEB Agricultural and Rural Entrepreneurship Undergraduate Syllabus 9.1.2025.pdf					9/3/2025
College	Pending	CALS - College of Agricultural and Life Sciences			9/5/2025
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 21874

Info

Request: AEB 6XXX Agricultural and Rural Entrepreneurship
Description of request: New graduate course proposal
Submitter: Lisa House lahouse@ufl.edu
Created: 9/3/2025 10:25:24 PM
Form version: 1

Responses

Recommended Prefix AEB
Course Level 4/6
Co-Listing Explanation This co-listed course will introduce students to the main principles of agricultural and rural entrepreneurship and related problem-solving skills. All students will demonstrate competency in business idea generation, analysis of new opportunities through market research, and the basics of writing a business plan for the agricultural and rural sectors, regardless of class level.

All students will complete three exams based on the textbook material, read an entrepreneurship-based book, and prepare a report and pitch presentation about the book.

The graduate students will be required to complete additional assignments beyond the undergraduate program requirements. Graduate students will be required to listen to four podcast episodes of their choice from "How I Built This by Guy Roz" for 100 additional points on their grading scale. They will answer questions in an online forum based on the podcast they listened to and the module the class is currently working through. Graduate students will be expected to provide in-depth analysis of the story they heard in the context of class learnings. They will also be required to respond to three of their classmates' posts with constructive feedback.

Course Number XXX
Lab Code None
Course Title Agricultural and Rural Entrepreneurship
Transcript Title Ag and Rural Entrepreneurship
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Fall
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 6 contact hours (3 credit hours)
Course Description Introduces principles of agricultural and rural entrepreneurship, idea generation, business plans, market research, and challenges associated with business startups in the agricultural and rural sectors. Intended to be a combination of lectures and case studies.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum This course will be offered as an elective course, mainly for students in the Master of Agribusiness program in the Food and Resource Economics Department
Syllabus Content Requirements All Items Included

Original file: Submitted form version 1.pdf

CALS Curriculum Committee
Submission Checklist
Updated August 2025

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

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

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

SYLLABUS: You are encouraged to use the CALS ACCESSIBLE SYLLABUS TEMPLATE. Accessibility will be required by APRIL 2026.

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

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

LH 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.

LH The course description on the UCC form and in the syllabus must match and should be no longer than 500 characters. The course description must match the course description in the catalog. Any other information you wish to include needs to be under a different heading such as background or additional course information.

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

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

_LH_ 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.

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

_LH_ Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable. (Graduate courses should not have specific courses listed as prerequisites. If needed a statement of skills required prior to taking the course can be provided under other course information.)

_LH_ 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.

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

_LH_ The most recent version of the UF Syllabus Statements. Using the accessible syllabus template will ensure you have the most up to date statements. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

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

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
BA-CEI	Jamie Kraft / Director

Phone Number	E-mail
3-0330	jamie.kraft@warrington.ufl.edu

Comments

All looks great! We're supportive of these additions!

Department	Name and Title

Phone Number	E-mail

Comments

Department	Name and Title

Phone Number	E-mail

Comments

AEB 6XXX: <u>Agricultural and Rural Entrepreneurship</u>

Class Details	Instructor Details	Program Assistant
Fall Semester 2026 Asynchronous with four synchronous sessions per semester (times TBD)	TBD	**TBD**

Office Hours: TBD

<u>Required Course Materials</u>:

Textbook: Hisrich, Robert D., Peters, Michael P., Shepherd, Dean A.. Entrepreneurship. 12th ed New York, NY: McGraw-Hill Education, 2023.

E-learning: There is an <u>E-Learning Canvas webpage</u> for this course. E-learning can be accessed via <u>http://elearning.ufl.edu</u> using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or via email <u>helpdesk@ufl.edu</u>.

<u>Course Description</u>:

This class will introduce principles of agricultural and rural entrepreneurship, idea generation, business plans, market research, and challenges associated with business startups in the agricultural and rural sectors. Intended to be a combination of lectures and case studies. It will include asynchronous online lectures and four synchronous sessions.

This course is being taught in tandem with the undergraduate level course, AEB 4XXX. This syllabus describes the additional expectations for the graduate-level course.

<u>Course Objectives</u>:

1. Students will be able to define and identify the main principles of agricultural and rural entrepreneurship, including how to think like an entrepreneur, identifying the specific needs of agribusinesses and the rural sector, and problem-solving for agribusiness owners.
2. Generate, evaluate, and refine business ideas relevant to agriculture and rural sectors.
3. Analyze new opportunities through market research related to agricultural and rural sectors.
4. Identify, describe, and explain the fundamental components of a business plan.

<u>Class Contribution Policy</u>:

The course format is <u>not</u> designed to be a lecture that is void of class participation and student contribution. In fact, class contributions by <u>everyone</u> are important and vital to maximize success of both the student and the course. <u>All questions are welcomed</u>. There will be opportunities for mentoring and networking activities for professional development that will allow you to bridge the gap between traditional agribusiness education and modern entrepreneurship.

<u>Entrepreneurship Book Assignment</u>:

Students will be required to choose one of the following titles and prepare a report and presentation as described below:

- Sam Walton: Made in America by Sam Walton with John Huey
- Grinding it Out: The Making of McDonald's by Ray Kroc
- Becoming Trader Joe: How I Did Business My Way and Still Beat the Big Guys by Joe Coulombe
- Shoe Dog: A Memoir by the Creator of Nike by Phil Knight
- Other options may be submitted for approval. These books should focus on entrepreneurship or business development for businesses existing (or that started in) in agricultural or rural sectors.

Entrepreneurship Book Report:

- Students are required to write a three-page report on their top lessons learned from the story they chose. The report should include a brief description of the entrepreneur, their business and why their story matters (no more than one paragraph). The bulk of the report should focus on the three takeaways or key insights learned. These can be broad and include lessons on leadership, strategy, failure, solution-finding, etc. For each of the three lessons, include a reflection on how these learnings relate to your own agriculture and rural entrepreneurship goals.

Entrepreneurship Book Presentation:

- Students will prepare a short (but convincing!) presentation to "pitch" to the class and to me about why we should read this book. Pitches should be based on the learnings from the book report and how they apply to a room of people hoping to start and run agricultural and rural sector businesses. Props, visuals, and creativity are encouraged but not required.

Graduate Student Podcast Reviews:

In addition to the Entrepreneurship Book Report and Pitch, graduate students will be required to complete a podcast review once per class module. The suggested podcast is "How I Built This" with Guy Raz, available on all podcast platforms. For each of the four modules listed below, graduate students will choose a podcast episode from the "How I Built This" cache and answer discussion questions about the entrepreneur's story in the context of that module's theme. Discussion questions will be posted online. Students will also respond to three of their classmates in the discussion board.

Evaluation Procedure:

Course Assignments	Total Points Available	Percent of Total
Exam 1	100	20%
Exam 2	100	20%
Exam 3	50	10%
Entrepreneurship Book Report	100	20%
Entrepreneurship Book Presentation	50	10%
Podcast Reviews & Discussion	100	20%
Total	**500**	**100%**

* Online exams will use a proctoring service. Information about the University's proctoring services can be found at: https://pfs.tnt.aa.ufl.edu/teaching-and-technology-resources/online-proctoring/proctoring/

Grading Policy
Course grading is consistent with UF grading policies.

Grading Scale:
The scale used will be:

A	93% or above	A-	90-92.9%		
B+	87-89.9%	B	83-86.9%	B-	80-83.9%
C+	77-79.9%	C	73-76.9%	C-	70-73.9%
D+	67-69.9%	D	63-66.9%	D-	60-63.9%
E	Less than 60%				

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

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

Please contact UMatterWeCare for additional and immediate support.

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

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

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

Module & Topic List:

Module 1:	Introduction and Principles of Agricultural and Rural Entrepreneurship
Module 2:	The Art and Science of a Great Idea (Idea Generation)
Module 3:	Taking the Next Step for Agricultural and Rural Businesses (Business Plans, Market Research)
Module 4:	Funding and Problem Solving

Tentative Class Outline:

Date	Format	Topic	Reading Due for Class Date

Module 1: Introduction and Principles of Agricultural and Rural Entrepreneurship			
Wk 1	Online	Orientation and the Entrepreneurship Mindset for Agricultural and Rural Businesses	Chapter 1- Textbook StrengthsFinder Test: https://high5test.com/cliftonstrengths-free/
Wk 2	Online	Types of Entrepreneurship & How Your Skills Already Apply	Chapters 2 & 3- Textbook Podcast Review & Discussion #1
Module 2: The Art and Science of a Good Idea			
Wk 3	Online	Creativity and the Agricultural and Rural Business Idea	Chapter 3- Textbook
	Synchronous	Meet Gator Agricultural and Rural Entrepreneurs: Three alumni share their stories	
Wk 4	Online	Identifying Agricultural and Rural Business Opportunities	Chapter 4- Textbook
Wk 5	Online	Legal Considerations for Agricultural and Rural Entrepreneurs	Chapter 6- Textbook Case Study- Food Safety and Litigation
Wk 6	Online	Types of Strategic Analysis for New Ideas- Gator Alumnus Presentation: Risk in Agricultural and Rural Businesses	Supplemental reading to prep for in person session (TBD articles, podcasts)
	Synchronous	Group Learning: Idea Generation through Strategic Analysis (class does SWOT/Five Forces/etc. together and in small groups)	
Wk 7	Online	**Exam 1 (Modules 1 & 2)**	Podcast Review & Discussion #2
Module 3: Taking the Next Step for Agricultural and Rural Businesses			
Wk 8	Online	The Business Plan	Chapter 7- Textbook
Wk 9	Online	The Marketing Plan	Chapter 8- Textbook
Wk 10	Online	The Organizational and Finance Plan	Chapters 9 & 10- Textbook

Wk 11	Online	Real World Entrepreneurship	Supplemental reading to prep for in person session (Finish Entrepreneurship Book)
	Synchronous	Entrepreneurship Book Presentations	Book Presentation Due
Wk 12	Online	**Exam 2 (Module 3)**	Podcast Review & Discussion #3
Module 4: Funding & Problem Solving for Agricultural and Rural Businesses			
Wk 13	Online	Funding Sources	Chapters 11 & 12- Textbook
Wk 14	Online	Challenges and Solutions for the Agricultural and Rural Businesses Entrepreneur	Supplemental reading to prep for in person session (TBD articles, podcasts)
	Synchronous	Group Learning: Real World Solutions with Gator Agricultural and Rural Businesses Entrepreneur Mentors (mentors share more detail about their business planning, challenges and solutions)	
Wk 15	Online	**Exam 3 (Module 4)**	Podcast Review & Discussion #4

AEB 4XXX: Agricultural and Rural Entrepreneurship

Class Details	Instructor Details	Program Assistant
Fall Semester 2026 Asynchronous with four synchronous sessions per semester (times TBD)	TBD	**TBD**

Office Hours: TBD

Required Course Materials:

Textbook: Hisrich, Robert D., Peters, Michael P., Shepherd, Dean A.. Entrepreneurship. 12th ed New York, NY: McGraw-Hill Education, 2023.

E-learning: There is an E-Learning Canvas webpage for this course. E-learning can be accessed via http://elearning.ufl.edu using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or via email helpdesk@ufl.edu.

Course Description:

This class will introduce principles of agricultural and rural entrepreneurship, idea generation, business plans, market research, and challenges associated with business startups in the agricultural and rural sectors. Intended to be a combination of lectures and case studies. It will include asynchronous online lectures and four synchronous sessions.

This course is being taught in tandem with the graduate level course, AEB 6XXX. This syllabus describes only the expectations for the undergraduate-level course.

Pre-requisites: Junior standing or instructor permission

Course Objectives:

1. Students will be able to define and identify the main principles of agricultural and rural entrepreneurship, including how to think like an entrepreneur, identifying the specific needs of agribusinesses and the rural sector, and problem-solving for agribusiness owners.
2. Generate, evaluate, and refine business ideas relevant to agriculture and rural sectors.
3. Analyze new opportunities through market research related to agricultural and rural sectors.
4. Identify, describe, and explain the fundamental components of a business plan.

Class Contribution Policy:

The course format is not designed to be a lecture that is void of class participation and student contribution. In fact, class contributions by everyone are important and vital to maximize success of both the student and the course. All questions are welcomed. There will be opportunities for mentoring and networking activities for professional development that will allow you to bridge the gap between traditional agribusiness education and modern entrepreneurship.

Entrepreneurship Book Assignment:

Students will be required to choose one of the following titles and prepare a report and presentation as described below:

- Sam Walton: Made in America by Sam Walton with John Huey
- Grinding it Out: The Making of McDonald's by Ray Kroc
- Becoming Trader Joe: How I Did Business My Way and Still Beat the Big Guys by Joe Coulombe
- Shoe Dog: A Memoir by the Creator of Nike by Phil Knight
- Other options may be submitted for approval. These books should focus on entrepreneurship or business development for businesses existing (or that started in) in agricultural or rural sectors.

Entrepreneurship Book Report:

- Students are required to write a three-page report on their top lessons learned from the story they chose. The report should include a brief description of the entrepreneur, their business and why their story matters (no more than one paragraph). The bulk of the report should focus on the three takeaways or key insights learned. These can be broad and include lessons on leadership, strategy, failure, solution-finding, etc. For each of the three lessons, include a reflection on how these learnings relate to your own agriculture and rural entrepreneurship goals.

Entrepreneurship Book Presentation:

- Students will prepare a short (but convincing!) presentation to "pitch" to the class and to me about why we should read this book. Pitches should be based on the learnings from the book report and how they apply to a room of people hoping to start and run agricultural and rural sector businesses. Props, visuals, and creativity are encouraged but not required.

Evaluation Procedure:

Course Assignments	Total Points Available	Percent of Total
Exam 1	100	25%
Exam 2	100	25%
Exam 3	50	12.5%
Entrepreneurship Book Report	100	25%
Entrepreneurship Book Presentation	50	12.5%
Total	**400**	**100%**

* Online exams will use a proctoring service. Information about the University's proctoring services can be found at: https://pfs.tnt.aa.ufl.edu/teaching-and-technology-resources/online-proctoring/proctoring/

Grading Policy
Course grading is consistent with UF grading policies.

Grading Scale:
The scale used will be:

A	93% or above	A-	90-92.9%		
B+	87-89.9%	B	83-86.9%	B-	80-83.9%
C+	77-79.9%	C	73-76.9%	C-	70-73.9%
D+	67-69.9%	D	63-66.9%	D-	60-63.9%
E	Less than 60%				

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

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

Please contact UMatterWeCare for additional and immediate support.

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

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

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    - Zoom Privacy Policy
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Module & Topic List:

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Module 2:	The Art and Science of a Great Idea (Idea Generation)
Module 3:	Taking the Next Step for Agricultural and Rural Businesses (Business Plans, Market Research)
Module 4:	Funding and Problem Solving

Tentative Class Outline:

Date	Format	Topic	Reading Due for Class Date
Module 1: Introduction and Principles of Agricultural and Rural Entrepreneurship			
Wk 1	Online	Orientation and the Entrepreneurship Mindset for Agricultural and Rural Businesses	Chapter 1- Textbook StrengthsFinder Test: https://high5test.com/cliftonstrengths-free/
Wk 2	Online	Types of Entrepreneurship & How Your Skills Already Apply	Chapters 2 & 3- Textbook

Module 2: The Art and Science of a Good Idea			
Wk 3	Online	Creativity and the Agricultural and Rural Business Idea	Chapter 3- Textbook
	Synchronous	Meet Gator Agricultural and Rural Entrepreneurs: Three alumni share their stories	
Wk 4	Online	Identifying Agricultural and Rural Business Opportunities	Chapter 4- Textbook
Wk 5	Online	Legal Considerations for Agricultural and Rural Entrepreneurs	Chapter 6- Textbook Case Study- Food Safety and Litigation
Wk 6	Online	Types of Strategic Analysis for New Ideas- Gator Alumnus Presentation: Risk in Agricultural and Rural Businesses	Supplemental reading to prep for in person session (TBD articles, podcasts)
	Synchronous	Group Learning: Idea Generation through Strategic Analysis (class does SWOT/Five Forces/etc. together and in small groups)	
Wk 7	Online	**Exam 1 (Modules 1 & 2)**	
Module 3: Taking the Next Step for Agricultural and Rural Businesses			
Wk 8	Online	The Business Plan	Chapter 7- Textbook
Wk 9	Online	The Marketing Plan	Chapter 8- Textbook
Wk 10	Online	The Organizational and Finance Plan	Chapters 9 & 10- Textbook
Wk 11	Online	Real World Entrepreneurship	Supplemental reading to prep for in person session (Finish Entrepreneurship Book)
	Synchronous	Entrepreneurship Book Presentations	Book Presentation Due
Wk 12	Online	**Exam 2 (Module 3)**	
Module 4: Funding & Problem Solving for Agricultural and Rural Businesses			
Wk 13	Online	Funding Sources	Chapters 11 & 12- Textbook

Wk 14	Online	Challenges and Solutions for the Agricultural and Rural Businesses Entrepreneur	Supplemental reading to prep for in person session (TBD articles, podcasts)
	Synchronous	Group Learning: Real World Solutions with Gator Agricultural and Rural Businesses Entrepreneur Mentors (mentors share more detail about their business planning, challenges and solutions)	
Wk 15	Online	**Exam 3 (Module 4)**	

Course Differentiation for AEB 4XXX and AEB 6XXX

This co-listed course will introduce students to the main principles of agricultural and rural entrepreneurship and related problem-solving skills. All students will demonstrate competency in business idea generation, analysis of new opportunities through market research, and the basics of writing a business plan for the agricultural and rural sectors, regardless of class level.

All students will complete three exams based on the textbook material, read an entrepreneurship-based book, and prepare a report and pitch presentation about the book.

The graduate students will be required to complete additional assignments beyond the undergraduate program requirements. Graduate students will be required to listen to four podcast episodes of their choice from "How I Built This by Guy Roz" for 100 additional points on their grading scale. They will answer questions in an online forum based on the podcast they listened to and the module the class is currently working through. Graduate students will be expected to provide in-depth analysis of the story they heard in the context of class learnings. They will also be required to respond to three of their classmates' posts with constructive feedback.

Cover Sheet: Request 21876

AEB 6XXX Agribusiness Enterprise Development

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	9/3/2025 10:46:09 PM
Updated	9/8/2025 12:31:18 PM
Description of request	New graduate course proposal

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		9/5/2025
CALS CC Checklist.pdf					9/3/2025
AEB Agribusiness Enterprise Development Graduate Syllabus 9.1.2025.pdf					9/3/2025
AEB Agribusiness Enterprise Development Undergraduate Syllabus 9.1.2025.pdf					9/3/2025
Agribusiness Enterprise Development Course Differentiation.docx					9/3/2025
College	Pending	CALS - College of Agricultural and Life Sciences			9/5/2025
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 21876

Info

Request: AEB 6XXX Agribusiness Enterprise Development
Description of request: New graduate course proposal
Submitter: Lisa House lahouse@ufl.edu
Created: 9/3/2025 10:42:50 PM
Form version: 1

Responses
Recommended Prefix AEB
Course Level 4/6
Co-Listing Explanation This co-listed course will be project-oriented and require all students to develop a business plan that addresses a specific problem or idea for a targeted market group in the agricultural or rural sector. This includes all aspects of conducting market research, communicating a strategic marketing plan, estimating financial needs, and addressing challenges with actionable solutions. The course culminates in a Shark Tank presentation by all students.

All students will complete four business plan reports throughout the semester, a profile on a Gator Agricultural and Rural Entrepreneurship mentor, several mock presentations, and a final Shark Tank presentation of their business plans.
The graduate students will be required to complete additional assignments beyond the undergraduate program requirements. Graduate students will be required to complete two case studies. The case studies will be predetermined by the instructor and students will follow directions to identify the key challenges in the case study, analyze the challenges using course concepts, and propose recommendations or solutions. Each case study will be completed independently, and graduate students will provide a peer review of at least two other students' case studies. Additional credit will be available for graduate students who present their case studies to the class in a synchronous session.

Undergraduates are not required to complete the case studies, but they will be offered extra credit if they attend the graduate student case study presentations in week 10.

Course Number XXX
Lab Code None
Course Title Agribusiness Enterprise Development
Transcript Title Agbus Enterprise Development
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Spring
Effective Year 2027
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 6 contact hours (3 credit hours)
Course Description Develop a business plan that addresses a specific problem or idea for a targeted market group in the agricultural or rural sector. The final project will be presented to a panel of agricultural and rural entrepreneurs for feedback and refinement. Materials for communicating with potential investors and bankers will be developed.
Prerequisites AEB 6XXX Agricultural and Rural Entrepreneurship (also pending approval and course number)
Co-requisites N/A

Rationale for Placement in the Curriculum This course is intended as an elective mainly for students in the Master of Agribusiness program in the Food and Resource Economics Department
Syllabus Content Requirements All Items Included

CALS Curriculum Committee
Submission Checklist
Updated August 2025

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

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

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

SYLLABUS: You are encouraged to use the CALS ACCESSIBLE SYLLABUS TEMPLATE. Accessibility will be required by APRIL 2026.

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

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

LH 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.

LH The course description on the UCC form and in the syllabus must match and should be no longer than 500 characters. The course description must match the course description in the catalog. Any other information you wish to include needs to be under a different heading such as background or additional course information.

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

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

___LH___ 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.

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

___LH___ Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable. (Graduate courses should not have specific courses listed as prerequisites. If needed a statement of skills required prior to taking the course can be provided under other course information.)

___LH___ 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.

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

___LH___ The most recent version of the UF Syllabus Statements. Using the accessible syllabus template will ensure you have the most up to date statements. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

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

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department
BA-CEI

Name and Title
Jamie Kraft / Director

Phone Number
3-0330

E-mail
jamie.kraft@warrington.ufl.edu

Comments
All looks great! We're supportive of these additions!

Department

Name and Title

Phone Number

E-mail

Comments

Department

Name and Title

Phone Number

E-mail

Comments

AEB 6XXX: Agribusiness Enterprise Development

Class Details	Instructor Details	Program Assistant
Spring Semester 2027 Asynchronous with four synchronous sessions during the semester (times TBD). One day Shark Tank Event.	TBD	TBD

Office Hours: TBD

Required Course Materials:

Textbook: Hisrich, Robert D., Peters, Michael P., Shepherd, Dean A.. Entrepreneurship. 12th ed New York, NY: McGraw-Hill Education, 2023.

E-learning: There is an E-Learning Canvas webpage for this course. E-learning can be accessed via http://elearning.ufl.edu using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or via email helpdesk@ufl.edu.

Course Description:

This class will be project-oriented (individual or group) to develop a business plan that addresses a specific problem or idea for a targeted market group in the agricultural or rural sector. The final project will be presented to a panel of agricultural and rural entrepreneurs for feedback and refinement. Materials for communicating with potential investors and bankers will be developed. This course is being taught in tandem with the undergraduate level course, AEB 4XXX. This syllabus describes the additional expectations for the graduate-level course.

Pre-requisites: AEB 6XXX (Agricultural and Rural Entrepreneurship) or instructor permission.

Course Objectives:

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

1. Develop a comprehensive business plan to address a unique agricultural or rural industry issue.
2. Conduct market research and analyze data specific to the agricultural or rural industry.
3. Communicate a strategic marketing plan to an audience in the form of a business pitch.
4. Calculate financial needs for a new agricultural or rural business and communicate with potential investors and bankers.
5. Critique shortfalls in business planning with actionable solutions.

Class Contribution Policy:

The course format is not designed to be a lecture that is void of class participation and student contribution. In fact, student class contributions by everyone are important and vital to maximize success of both the student and the course. All questions are welcomed.

Description of Class Activities:

- Mentor Profile: Students are required to attend the synchronous session in week two to meet the Gator Agricultural and Rural Entrepreneur Mentors and hear presentations about their journeys. Students will choose <u>one</u> of the mentors to profile, and they are encouraged to meet the entrepreneur separately to fill in any gaps. The profile should be two single-spaced pages maximum and cover the following topics:
    - Background: Who is the entrepreneur and what business did they create?
    - Motivation for starting their business in the agricultural and rural space.
    - Key entrepreneurship milestones.
    - How did this story resonate with you and what lessons will you take with you into this semester?
- Enterprise Product (EP) Ideas Analysis Report: Students will use the 3-5 ideas developed in week two's conceptualization class session to complete an analysis of their initial ideas. An outline will be provided for students to follow. This report will break down the SWOT analysis and Porter's Five Forces for each of their initial ideas with the goal of the student choosing one idea to carry through the rest of the class modules.
- EP Business Plan Reports (four): The business plan reports follow the course content schedule and guide the student through the business plan development.
    - Plan Report #1 (week 4): Students describe their chosen EP idea based on the analysis report in week three and basic background market research.
    - Plan Report #2 (week 7): Students define their EP pricing systems and basic profit models.
    - Plan Report #3 (week 8): Students define their go-to-market strategies, building on research in reports #1 and #2.
    - Plan Report #4: Students describe their human resource needs and how this contributes to their success.
- EP Business Plan Presentations: Students present their ideas and business plan progress to the class culminating in a Shark Tank-style presentation to the Gator Agricultural and Rural Entrepreneur Mentors.
    - Presentation #1 (week 5): Students present their EP Business Plan Report #1 to share their EP idea for the semester, their initial market research and gather feedback from the class and mentors. These should be five minutes or less and will occur in a synchronous session. Mentors will be remote.
    - Presentations #2 and #3 (weeks 11 and 12): Students will complete two presentations prior to the Shark Tank dress rehearsal and final presentation on their own time—one for a peer in the class and one for a Gator Agricultural and Rural Entrepreneur Mentor. These presentations should include a draft pitch deck to be improved before the final presentation. Scoring will be based on pitch deck completion and verbal presentation by the peer and the mentor watching the presentations. These should be at least 5 minutes but no more than 8 minutes.
    - Shark Tank Presentation (week 14): Students will present their final EP Plan and pitch deck to the class and the Gator Agricultural and Rural Entrepreneur Mentors in a synchronous session. These should be at least 5 minutes but no more than 8 minutes.
- Peer Reviews and Self-Evaluations: Students will have the following opportunities to gain points through peer and self-evaluations:

- o   Week 5: Peer review of EP Business Plan Presentation #1
- o   Week 11 or 12: Peer review of one pitch deck and Business Plan Presentation #2 or #3
- o   Week 13: Self-evaluation of dress rehearsal
- o   Week 15: Peer review of Shark Tank Presentations

Optional Extra Credit: Graduate Case Study presentation in synchronous session.

Graduate Student Case Studies:

Graduate students will complete two case studies. The case studies will be predetermined by the instructor and students will follow directions to identify the key challenges in the case study, analyze the challenges using course concepts, and propose recommendations or solutions. Each case study will be completed independently, and graduate students will provide a peer review of at least two other students' case studies. Extra credit will be available for graduate students who present their case studies to the class in a synchronous session.

Evaluation Procedure:

	Course Assignments	Total Points Available	Percent of Total
Module 1:	Syllabus Agreement	5	1%
	Mentor Profile	25	3%
	Enterprise Product (EP) Ideas Analysis Report	25	3%
Module 2:	EP Business Plan Reports (Four)	200	26%
	Case Study Reports (Two)	200	26%
	EP Business Plan Presentation #1	15	2%
	Peer Review of Presentation #1	10	1%
Module 3:	EP Business Plan Presentation #2 (Peer)	15	2%
	EP Business Plan Presentation #3 (Mentor)	50	7%
Module 4:	Dress Rehearsal Self Evaluation	10	1%
	Final Shark Tank Presentation	200	26%
	Peer Review of Shark Tank Presentations	10	1%
	Total	**610**	**100%**
	Extra Credit: Case Study Presentation	15	

Grading Policy
Course grading is consistent with UF grading policies.

Grading Scale:
The scale used will be:

A	93% or above	A-	90-92.9%		
B+	87-89.9%	B	83-86.9%	B-	80-83.9%

C+	77-79.9%	C	73-76.9%	C-	70-73.9%
D+	67-69.9%	D	63-66.9%	D-	60-63.9%
E	Less than 60%				

Academic Policies and Resources

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

Campus Health and Wellness Resources

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

Please contact UMatterWeCare for additional and immediate support.

Software Use

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

Privacy and Accessibility Policies

[required for online courses, list all technology used]

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

Module & Topic List:

Module 1:	Agribusiness Product Conceptualization
Module 2:	Agribusiness Plan Development
Module 3:	Agribusiness Plan Refinement
Module 4:	Agribusiness Plan Presentation

Tentative Class Outline:

Date	Format	Topic	Assignment Due By End of Week
Module 1: Agribusiness Product Conceptualization			
Wk 1	Online	Orientation and Project Overview	Syllabus and Deadlines Agreement
Wk 2	Online	Enterprise Product (EP) Conceptualization	List of Enterprise Product Ideas (3-5 ideas to analyze next week)

	Synchronous	Meet Gator Agricultural and Rural Entrepreneur Mentors	Profile one mentor's business and personal story.
Wk 3	Online	Analysis of EP Ideas	EP Ideas Analysis Report (Outline TBD)
Module 2: Agribusiness Plan Development			
Wk 4	Online	EP Idea Decision and Approval with Initial Market Research	EP Business Plan Report #1
Wk 5	Online	Specific Considerations in Agribusiness: Legality (IP), Regulations, Supply Chain Access	Case Study #1: Beech-Nut Baby Food, other litigation examples from Gator Alumni
	Synchronous	EP Decision Presentations (5-minute overviews to class; mentors Zoom in)	EP Business Plan Presentation #1; Peer reviews of class presentations
Wk 6	Online	In-depth Market Research, Value Proposition, and Supply Chains in the Agricultural and Rural Sector	N/A
Wk 7	Online	Pricing and Revenue for Agribusinesses; Basic Business Accounting	Business Plan Report #2
Wk 8	Online	Go-To-Market Strategy for Agribusinesses	EP Business Plan Report #3
Wk 9	Online	Marketing and Branding for Agribusinesses	Case Study #2: Marketing and Branding Wins and Losses
Wk 10	Online	Building Your Agribusiness Structure & Team	EP Business Plan Report #4
	Synchronous	Optional Case Study Presentation	
Module 3: Agribusiness Plan Refinement			
Wk 11	Online	Building Your Pitch (slide decks, takeaways	Pitch Deck Draft EP Business Plan Presentation #2: To Peers or Mentors (based on Mentor schedule). Must do ONE presentation to a mentor.

Wk 12	Online	Mock Peer Shark Tank Presentations (Office Hours Only)	EP Business Plan Presentation #3: To Peers or Mentors (based on Mentor schedule). Must do ONE presentation to a mentor. Finalize Pitch Deck
Module 4: Agribusiness Plan Presentation			
Wk 13	Synchronous	Dress Rehearsal	Self-Evaluation of Dress Rehearsal
Wk 14	Synchronous	Shark Tank Presentations	Final Presentation Materials
Wk 15	Online	Wrap Up and Feedback	Peer Reviews of Shark Tank Presentations

<h1 style="text-align:center">AEB 4XXX: <u>Agribusiness Enterprise Development</u></h1>

Class Details	Instructor Details	Program Assistant
Spring Semester 2027 Asynchronous with four synchronous sessions during the semester (times TBD). One day Shark Tank Event.	TBD	TBD

Office Hours: TBD

Required Course Materials:

Textbook: Hisrich, Robert D., Peters, Michael P., Shepherd, Dean A.. Entrepreneurship. 12th ed New York, NY: McGraw-Hill Education, 2023.

E-learning: There is an E-Learning Canvas webpage for this course. E-learning can be accessed via http://elearning.ufl.edu using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or via email helpdesk@ufl.edu.

Course Description:

This class will be project-oriented (individual or group) to develop a business plan that addresses a specific problem or idea for a targeted market group in the agricultural or rural sector. The final project will be presented to a panel of agricultural and rural entrepreneurs for feedback and refinement. Materials for communicating with potential investors and bankers will be developed.

This course is being taught in tandem with the graduate level course, AEB 6XXX. This syllabus describes only the expectations for the undergraduate-level course.

<u>**Pre-requisites**</u>: AEB 4XXX (Agricultural and Rural Entrepreneurship) or instructor permission.

Course Objectives:

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

1. Develop a comprehensive business plan to address a unique agricultural or rural industry issue.
2. Conduct market research and analyze data specific to the agricultural or rural industry.
3. Communicate a strategic marketing plan to an audience in the form of a business pitch.
4. Calculate financial needs for a new agricultural or rural business and communicate with potential investors and bankers.
5. Critique shortfalls in business planning with actionable solutions.

Class Contribution Policy:

The course format is <u>not</u> designed to be a lecture that is void of class participation and student contribution. In fact, student class contributions by <u>everyone</u> are important and vital to maximize success of both the student and the course. <u>All questions are welcomed</u>.

Description of Class Activities:

- Mentor Profile: Students are required to attend the synchronous session in week two to meet the Gator Agricultural and Rural Entrepreneur Mentors and hear presentations about their journeys. Students will choose <u>one</u> of the mentors to profile, and they are encouraged to meet the entrepreneur separately to fill in any gaps. The profile should be two single-spaced pages maximum and cover the following topics:
    - Background: Who is the entrepreneur and what business did they create?
    - Motivation for starting their business in the agricultural and rural space.
    - Key entrepreneurship milestones.
    - How did this story resonate with you and what lessons will you take with you into this semester?
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Module 4:	Dress Rehearsal Self Evaluation	10	2%
	Final Shark Tank Presentation	200	35%
	Peer Review of Shark Tank Presentations	10	2%
	Total	**565**	**100%**
	Extra credit: Optional review of grad student Case Study Presentations	15	

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Wk 4	Online	EP Idea Decision and Approval with Initial Market Research	EP Business Plan Report #1
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	Synchronous	EP Decision Presentations (5-minute overviews to class; mentors Zoom in)	EP Business Plan Presentation #1; Peer reviews of class presentations
Wk 6	Online	In-depth Market Research, Value Proposition, and Supply Chains in the Agricultural and Rural Sector	N/A
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Wk 9	Online	Marketing and Branding for Agribusinesses	
Wk 10	Online	Building Your Agribusiness Structure & Team	EP Business Plan Report #4
	Synchronous	Optional review of grad student Case Study Presentations	Optional Case Study reviews
Module 3: Agribusiness Plan Refinement			
Wk 11	Online	Building Your Pitch (slide decks, takeaways	Pitch Deck Draft EP Business Plan Presentation #2: To Peers or Mentors (based on Mentor schedule). Must do ONE presentation to a mentor.
Wk 12	Online	Mock Peer Shark Tank Presentations (Office Hours Only)	EP Business Plan Presentation #3: To Peers or Mentors (based on Mentor schedule). Must do ONE presentation to a mentor. Finalize Pitch Deck

Module 4: Agribusiness Plan Presentation			
Wk 13	Online		
	Synchronous	Dress Rehearsal	Self-Evaluation of Dress Rehearsal
Wk 14	Online		
	Synchronous	Shark Tank Presentations	Final Presentation Materials
Wk 15	Online	Wrap Up and Feedback	Peer Reviews of Shark Tank Presentations

Course Differentiation for AEB 4XXX and AEB 6XXX (Agribusiness Enterprise Development)

This co-listed course will be project-oriented and require all students to develop a business plan that addresses a specific problem or idea for a targeted market group in the agricultural or rural sector. This includes all aspects of conducting market research, communicating a strategic marketing plan, estimating financial needs, and addressing challenges with actionable solutions. The course culminates in a Shark Tank presentation by all students.

All students will complete four business plan reports throughout the semester, a profile on a Gator Agricultural and Rural Entrepreneurship mentor, several mock presentations, and a final Shark Tank presentation of their business plans.

The graduate students will be required to complete additional assignments beyond the undergraduate program requirements. Graduate students will be required to complete two case studies. The case studies will be predetermined by the instructor and students will follow directions to identify the key challenges in the case study, analyze the challenges using course concepts, and propose recommendations or solutions. Each case study will be completed independently, and graduate students will provide a peer review of at least two other students' case studies. Additional credit will be available for graduate students who present their case studies to the class in a synchronous session. The case studies will add an additional 200 points to the total points available to graduate students.

Undergraduates are not required to complete the case studies, but they will be offered extra credit if they attend the graduate student case study presentations in week 10.

Cover Sheet: Request 21726

FNR6xxx Social Science Research Methods for Natural Resource Management

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jennifer Vogel alpha32605@ufl.edu
Created	7/22/2025 3:47:37 PM
Updated	9/4/2025 1:32:42 PM
Description of request	New course number request for an online graduate course in Social Science Research Methods for Natural Resource Management

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	SFRC - Forest Resources and Conservation 60460000	Terrell Baker III		8/25/2025
CALS CC Checklist SSRM.docx External-Consult_SS_Research_Methods_NR_Perz.pdf					7/22/2025 7/25/2025
College	Pending	CALS - College of Agricultural and Life Sciences			8/25/2025
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 21726

Info

Request: FNR6xxx Social Science Research Methods for Natural Resource Management
Description of request: New course number request for an online graduate course in Social Science Research Methods for Natural Resource Management
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 7/23/2025 8:21:14 AM
Form version: 2

Responses

Recommended Prefix FNR
Course Level 6

Course Number xxx
Lab Code None
Course Title Social Science Research Methods for Natural Resource Management
Transcript Title Soc Sci Research f/Nat Res Mgt
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 6 contact hours per week through recorded lectures, live sessions in Zoom, Packback weekly discussions and writing assignments.
Course Description Application of the principles, processes, and important concepts of social science research to address natural resource issues using relevant case studies, examples from natural resources social science research and a variety of activities and writing assignments. Students will explore the various types of social science data collection methods, design, and implementation, including their advantages and disadvantages.
Prerequisites n/a graduate standing
Co-requisites n/a
Rationale for Placement in the Curriculum This course serves Masters and PhD students in Forest Resources and Conservation, as well as Natural Resource Policy students focused on human dimensions of natural resource management.
Syllabus Content Requirements All Items Included

CALS Curriculum Committee
Submission Checklist
Updated Sept 2024

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.

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

__x_ 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/facultystaff/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.

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

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

__x_ The course description on the UCC form and in the syllabus must match and should be no longer than 500 characters. Any other information you wish to include needs to be under a different heading such as background or additional course information.

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

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

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

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

_na_ Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable. (Graduate courses should not have specific courses listed as prerequisites. If needed a statement of skills required prior to taking the course can be provided under other course information.)

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

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

__x_ The most recent version of the 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. Anne Mathews (anne.mathews@ufl.edu) for further instruction)

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
Phone Number	E-mail
Comments	

Department	Name and Title
Phone Number	E-mail
Comments	

Department	Name and Title
Phone Number	E-mail
Comments	

Rev. 10/10

FNR6xxx Social Science Research Methods for Natural Resource Management

Fall 2024

Course Information

Instructor:	Dr. Mysha Clarke
Office hours:	Wednesdays at noon - 1pm EST in Zoom or in person
Credits:	3

"The social sciences have a critical contribution to make in helping us understand, imagine, and craft a more sustainable future for all."
- The United Nations Educational, Scientific & Cultural Organization (UNESCO).

"Education, if it means anything, should not take people away from the land, but instill in them even more respect for it, because educated people are in a position to understand what is being lost. The future of the planet concerns all of us, and all of us should do what we can to protect it. As I told the foresters, and the women, you don't need a diploma to plant a tree."
- Dr. Wangari Maathai (Kenyan scientist, activist and the first Environmentalist to win the Nobel Prize)

"There is no reason to believe that bureaucrats and politicians, no matter how well meaning, are better at solving problems than the people on the spot, who have the strongest incentive to get the solution right."
– Dr. Elinor Ostrom, recipient of the 2009 Nobel Prize in Economic Sciences

Course overview

Application of the principles, processes, and important concepts of social science research to address natural resource issues using relevant case studies, examples from natural resources social science research and a variety of activities and writing assignments. Students will explore the various types of social science data collection methods, design, and implementation, including their advantages and disadvantages.

Learning outcomes

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

1. Explain essential concepts for designing social science research;
2. Articulate clear research questions and/or testable hypotheses;
3. Differentiate various research designs and articulate the contexts under which qualitative, quantitative, or mixed methods are appropriate;
4. Articulate basic steps involved in analyzing qualitative and quantitative data; and
5. Apply theory to social science research

6. Demonstrate the ability to write a social science research proposal.

Course FAQS

You may be wondering …

Is there a required textbook for the class?

Yes, there is a required textbook for the class. This book is available **free of charge** as an eBook with the University of Florida library. I will also post the relevant chapter pdfs on Canvas. You are welcomed to buy the physical book if you prefer, but it also available for free at the UF libraries.

- Newing, H., Eagle, C., Puri, R. K., & Watson, C. W. (2011). Conducting research in Conservation (Vol. 775). Oxfordshire: Routledge.

I will also post various articles, book chapters videos, lectures and other course materials on Canvas for each week. The course materials are also listed in the syllabus.

What is the course format?

This course will be delivered online in mixed formats, including recorded lectures, guest lectures, and student-led discussions, assessments, and assigned readings. When used, PowerPoint lecture outlines will be made available on Canvas. I strongly encourage you to ask questions if concepts or processes are unclear. Questions asked are especially valuable, as others in the class may also benefit from an answer to your question. It may be necessary from time to time to adjust the course schedule. I will make all announcements about any schedule change or the course in general on Canvas. Your grades will also be posted on Canvas. It is your responsibility to check Canvas, as well as your email regularly to keep track of announcements. All assigned readings, handouts, and supplemental resources will be posted on Canvas. You are expected to read and process the assigned course materials each week.

What is the course policy on diversity and inclusion?

Of utmost importance, no form of discrimination will be tolerated throughout this course! As we grapple with issues socio-political and systemic issues of power and privilege, it is pivotal that academic environments strive to be better in our thoughts, words, and actions! Please respect the different lived experiences, beliefs, and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate, or are disrespectful of others including the instructor, TA or other students will not be tolerated. Inappropriate behavior will be addressed with disciplinary action, which may include referral to the Office of the Dean of Students.

What are the expectations for class participation, and assignments?

- This course is asynchronous, and Dr. Clarke will host weekly Zoom office hours to go over assignments, and any topics that are unclear.
- This class will primarily consist of writing and discussions.

- Please be prepared to share your perspectives using the course's online platform, or the live Zoom sessions.
- Be prepared to contribute to discussions on Packback **(via Canvas)** by:
  - reading assigned materials and other class materials
  - taking notes of assigned reading
  - preparing a question about the readings to further the discussion
- Be willing to engage your classmates and instructor by (agreeably) disagreeing with them. You are encouraged to critique the ideas and arguments of myself, guest lecturers and other students.
- All papers and assignments should be submitted in **Canvas and Packback (as applicable)**.
- Submit assignments on time; in fairness to other students, late papers will receive a late penalty of 10% of their final paper grade, per day.
- Plagiarism may result in an F for the course as well as University-imposed penalties.

How do I access course material online?

All course material including syllabus, assignments, lectures, videos etc. will be posted on Canvas (UF e-learning in Canvas at Iss.at.ufl.edu). You can use Canvas to access course materials including prerecorded videos, quizzes, assignments, additional readings, and class announcements. Please check the Canvas platform regularly. **To access the VPN and eResources from off campus, visit** https://cms.uflib.ufl.edu/offcampus**.**

How will the instructor communicate with the class?

The instructor will primarily use Canvas announcements and messaging to communicate with the class. Please check Canvas frequently (all course materials will be posted in Canvas). I am happy to meet with students individually via Zoom (or in-person if at the Gainesville campus). Email the instructor to schedule a meeting.

How will I be evaluated in this course?

Grades for the course are based on four evaluation mechanisms. The grading breakdown is as follows:

Item	Percent of final grade	Due dates
Completion of UF IRB Human Subjects Research training	5	September 22, 2024
Writing assignments • Writing assignment 1 • Writing assignment 2 • Writing assignment 3 • Writing assignment 4	(100 points/20 points each) or 30% of final grade	September 14, 2024 @ 11:59pm September 28, 2024 @ 11:59pm October 12, 2024 @ 11:59pm November 2, 2024 @11:59pm November 16, 2024 @11:59pm

• Writing assignment 5		
Mini theory presentations	5	October 26, 2024
Research Proposal	30	
• *Peer review of draft proposal*	*10*	November 22, 2024
• *Proposal presentation*	*5*	December 1, 2024
• *Final proposal*	15	December 7, 2024
Weekly Discussion	20%	Weekly, throughout the semester
Total	100%	

Your final grade for this course will be assigned as follows:

A = 93.34 – 100%   A- = 90.00 – 93.33%
B+ = 86.68 – 89.99% B = 83.34 – 86.67%   B- = 80.00 – 83.33%
C+ = 76.68 – 79.99% C = 73.34 -76.67%   C- = 70 – 73.33%
D+ = 66.68 – 69.99% D = 63.34 – 66.67%   D- = 60.00 – 63.33% F < 60%

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 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/.

Completion of UF IRB – Each student will go through the required UF IRB Human Subjects research training (http://irb.ufl.edu/index/requiredtraining.html) independently and obtain a certificate of completion. Detailed instructions will be discussed in class. The certificate of completion is due September 22, 2024.

Weekly reflection and discussion posts – This will be based on the assigned readings videos, or other class material we will cover for that session. It is important to do the readings and watch the videos to engage meaningfully in the online discussion and written reflection! You will submit the weekly written reflection and participate in discussion via Packback (you should access Packback via Canvas only).

Mini theory presentation – You will create two five-minute presentations on two social science theories that you choose respectively. The presentation should cover the following: (1) Describe the theory/framework (2) Describe any weaknesses or criticisms of the theory that you may have found (3) Describe one way the theory has been used in a natural resource social science setting

(i.e., one published article using the theory in a natural resource or environmental context). Please note that PowerPoint is not required for this assignment. However, it is required to bring a one-page handout with (1) a brief description of the theory, (2) a list of the major citation(s) describing the theory, and (3) any relevant diagrams or models that illustrate the theory. If there are no relevant diagrams or models for your theory, you can draw one yourself or 4 skip components 3 of the handout. This assignment is due on student selected date throughout the semester.

Writing Assignments – There will be 5 writing assignments.

- Writing assignments 1 and 2 – These assignments will focus on critiquing social science research articles and proposals including purpose of the article, research methods, hypotheses/objectives etc. More details are provided on Canvas.
- Writing assignment 3 - will focus on preparing a survey instrument that may be used for data collection to address your research questions/interest. Detailed instructions will be provided prior to the assignment due date on Canvas.
- Writing assignment 4 - will focus on preparing an interview protocol that may be used for data collection to address your research questions/interest. Detailed instructions will be provided prior to the due date on Canvas.
- Writing assignment 5 - will focus on understanding and practicing qualitative data analysis. You will be given two transcripts from real interviews (without any identifiable information), and you will be asked to code these two interviews. Detailed instructions will be provided prior to the due date on Canvas.

Research proposal – Each student is expected to write a research proposal (no longer than 5 single-spaced pages). You may choose to write this about anything you like. If you are ready to write a thesis or dissertation proposal, then I strongly recommend you use this assignment to help you progress. However, if you are not ready to write an official proposal, then I suggest you choose a research question that is interesting to you. I can also provide examples if needed. Overall, your research proposal should challenge you and allow you to apply course concepts. Detailed instructions will be handed out during the second week of class.

Privacy Statement
Our Zoom 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.

<u>Course Policies and other Resources to help you succeed</u>

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

Campus Health and Wellness Resources

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

Please contact UMatterWeCare for additional and immediate support.

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

Privacy and Accessibility Policies

- Instructure (Canvas)

    Instructure Privacy Policy | Instructure Accessibility

- Zoom

    Zoom Privacy Policy | Zoom Accessibility

- Packback
  Accessibility | Privacy

Packback

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. For a brief introduction to Packback Questions and why we are using it in class, watch this video.

Packback Requirements:
Your participation on Packback will count toward 70% of your overall course grade.

There will be a weekly deadline on **Saturdays at 11:59pm EST** deadline for submissions. In order to receive full credit, you should submit the following:

- **[Write 1 discussion post each week, and respond to 2 discussion posts**
- **Write a 500 words reflection on the course material each week**

- **Earn a Curiosity Score of 70 minimums point values**

Packback Deep Dives
Packback Deep Dives will be used to assess independent research skills and improve academic communication through long-form writing assignments such as essays, papers, and case studies. While completing the summative writing prompts on Deep Dives, you will interact with a Research Assistant that will help you gather your notes and cite your sources, and Digital Writing Assistant for in-the-moment feedback and guidance on your writing.

How to Register on Packback:
Note: Only access Packback through **Canvas** in order to ensure your grades sync properly
1. Click "Packback" within **Canvas** to access the community.
2. Follow the instructions on your screen to finish your registration.
3. **In order for your grade to be visible in Canvas**, make sure to only access Packback via **Canvas**.

How to Get Help from the Packback Team:
If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

Course Schedule*
*This schedule may change at the professor's discretion AND additional course materials may be assigned.

Module	Module overview	Module objectives	Learning materials	Assessments
Section 1: Planning a social science research project				
1 – Introduction to social science research	Course overview; state of social science research and big natural resource social science questions What is interdisciplinary research? What is social science research?	After completing this module, students will be able to: 1. Article the different types of social science disciplines 2. Explain the importance of social science research to natural resource issues 3. Explain the difference between qualitative and quantitative research	Newing Chapter 1 Bennett et al. 2017 Lach 2014 Moon and Blackman 2014	Weekly discussion
2 – Introduction to systematic literature reviews and content analysis	Literature review and content analysis	After completing this module, students will be able to: 1. Outline the steps involved in the literature review 2. Explain the uses of the systematic literature review and content analysis 3. Provide examples of sources for finding scholar literature 4. Be able to demonstrate literature review process for their own research	Neuman chapter 5; Clarke et al. 2020	Weekly discussion
3 – defining your research and using social science theory	Defining your research and using social science theory	After completing this module, students will be able to: 1. Define their research parameters 2. Define social science theories 3. Provide examples of social science theories 4. Apply a social science theory to their own research in natural resources	Newing chapter 2 Creswell 2014, Chapter 3	Weekly discussion; writing assignment 1; social science theory presentation

4	Developing a research design/methodology	After completing this module, students will be able to: 1. Describe the steps in the social science research process 2. Select the most appropriate research design structure relevant to their research interests 3. Design a research methodology relevant to their research interests	Newing chapter 3 Rust et al. 2017 **Writing Assignment 1 due Saturday, September 14 at 11:59pm**	Weekly discussion and reflection
5	Sampling strategies for qualitative and quantitative research	After completing this module, students will be able to: 1. Explain the basic concepts of sampling design 2. Compare and contrast different types of sampling strategies 3. Select the most appropriate sampling strategies for their research	Newing chapter 4 Guest et al. 2006 Dilman chapter 3 *Bernard 2011 chapter 6 (optional)*	Weekly discussion and reflection
6	Qualitative and quantitative measurement; scientific rigor	After completing this module, students will be able to: 1. Explain the basic concepts in qualitative measurement and quantitative measurement 2. Describe the important factors that can add to the scientific rigor of qualitative and quantitative research 3. Apply concepts and strategies learned to make their own social science research project more rigorous	Neuman 2011, Chapter 7 Tracy 2010 *Ormston et al. 2014 (optional)* **Writing Assignment 2 due Saturday September 28 at 11:59pm**	Weekly discussion and reflection; writing assignment 2
	Section 2: Exploring Social Science Research Methods			

7	Qualitative research methods: Participant Observation, Interviews, Focus groups	After completing this module, students will be able to: 1. Explain qualitative research 2. Define and explain the different types of qualitative research methods 3. Describe the pros and cons of each qualitative method 4. Describe the process involved in conducting qualitative research	Newing chapter 5 Newing chapter 6 Ma et al. 2018 (optional) Russell and Bernard chapter 13 (optional) Morgan and Bottorff	Weekly discussion and reflection;
8	Research methods: Collaborative and participatory research, co-production, participatory mapping	After completing this module, students will be able to: 1. Explain qualitative research 2. Define and explain the different types of qualitative research methods 3. Describe the pros and cons of each qualitative method 4. Describe the process involved in conducting qualitative research	Newing chapter 8 Newing chapter 9 Newing chapter 10 *Bergold and Thomas 2012 (optional)* *Morgan and Bottorff 2010 (optional)* *Ryan and Bernard 2003 (optional)*	Weekly discussion and reflection; **Writing assignment 3 due Saturday October 12 at 11:59pm**
9	Research methods: Experiments; Evaluation and policy research.	After completing this module, students will be able to: 1. Explain quantitative research 2. Define and explain the different types of quantitative research methods 3. Describe the pros and cons of each quantitative method 4. Describe the process involved in conducting quantitative research as appropriate	Schutt Chapter 12 Osinki et al. 2019 Niemiec et al. 2020	Weekly discussion and reflection
10	Research methods: Survey questionnaire	After completing this module, students will be able to:	Newing Chapter 7 Dillman chapter 10; Vaske and Needleman chapter 7	

		1. Compare and contrast survey questionnaire with the other data collection methods 2. Explain the different types of survey research 3. Select the most appropriate survey research for their unique contexts 4. Explain the pros, cons, and applicability of different types of survey research	Banks et al. 2013	
11	Research methods: Mixed-methods research	After completing this module, students will be able to: 1. Compare and contrast mixed methods with the other data collection methods 2. Explain the different types of mixed methods research 3. Select the most appropriate mixed methods research for their unique contexts 4. Explain the pros, cons, and applicability of different types of mixed methods research	Burnham et al. 2016b Clark and Badiee 2010; Morgan 2007 Creswell and Creswell **Writing assignment 4 due Saturday November 2 at 11:59pm**	Weekly discussion and reflection
12	Research methods: Case studies; Social media data	After completing this module, students will be able to: 1. Explain the contexts where case studies and social media data are appropriate 2. Explain the pros, cons, and applicability of different types of mixed methods research	Sachdeva 2020 Baxter 2010 Cronin and Ostergren 2007 Floress et al. 2009	Weekly discussion and reflection
13	Ethics and other considerations for collecting	After completing this module, students will be able to:	Newing chapter 11 and 12 Schutt 2015, Chapter 12	Weekly discussion and reflection

	social science data in the field	1. Explain some practical tips for collecting data in the field 2. Explain ethical considerations for doing social science research using qualitative and quantitative methods, and international contexts	Newing chapter 13 Prokopy 2008 **Writing assignment 5 due Saturday November 16 at 11:59pm**	
14	Data analysis: Qualitative data analysis **Optional training (Qualitative data analysis – Introduction to using NVivo**	After completing this module, students will be able to: 1. Explain the basic steps in qualitative and quantitative data analysis 2. Articulate the advantages and disadvantages of qualitative and quantitative data analysis 3. Describe the use of software like NVivo for qualitative data analysis	Quantitative data analysis: Newing chapter 14, 26 and 16; Dillman 2017 chapter 5 Qualitative data analysis: Schutt 2019 chapter 11 Kidd and Parshall 2000	Weekly discussion and reflection
15	Thanksgiving break – No class	November 24 – 30, 2024		
	Section 3: Now that you've collected your data - Data Analysis and Sharing results			
16	Brief research proposal presentation; Responding to societal change and preparing for what lies ahead; course wrap-up	1.	Newing chapter 17 Dillman 2017 chapter 12 (optional) **Final research proposal due Saturday December 7 at 11:59pm**	Weekly discussion and reflection

Course Readings

1. Baxter, J. 2010. Case studies in qualitative research. In I. Hay (ed.): Qualitative Research Methods in Human Geography, 3rd edition. Oxford, UK: Oxford University Press.

2. Banks, E., Paige, E., Mather, T. 2013. Developing a Quantitative Data Analysis Plan for Observational Studies. Canberra, Australia: Australian National University, College of Medicine, Biology & Environment, Research School of Population Health.

3. Bennett, N. J., Roth, R., Klain, S. C., Chan, K., Christie, P., Clark, D. A., ... & Wyborn, C. (2017). Conservation social science: Understanding and integrating human dimensions to improve conservation. *Biological Conservation*, 205, 93-108.

4. Bergold, J., Thomas, S. 2012. Participatory research methods: a methodological approach in motion. *Historical Social Research* 37(4): 191-222.

5. Bernard, H.R. 2017. Chapter 5 Sampling I: The basics. In: Research Methods in Anthropology: Qualitative and Quantitative Approaches. Plymouth, UK: Rowman & Littlefield.

6. Bernard, H.R. 2017. Chapter 7 Sampling II: Nonprobability samples and choosing informants. In: Research Methods in Anthropology: Qualitative and Quantitative Approaches. Plymouth, UK: Rowman & Littlefield.

7. Bernard, H.R. 2017. Chapter 12 Participant Observation. In: Research Methods in Anthropology: Qualitative and Quantitative Approaches. Plymouth, UK: Rowman & Littlefield.

8. Burnham, M., Ma, Z. 2016. Linking smallholder farmer climate change adaptation decisions to development. *Climate and Development 8(4)*, 289-311.

9. Burnham, M., Ma, Z., Endter-Wada, J., and T. Bardsley. 2016a. Water management decision making in the face of multiple forms of uncertainty and risk. *Journal of the American Water Resources Association 52(6)*, 1366-1384.

10. Burnham, M., Ma, Z., Zhang, B. 2016b. Making sense of climate change: hybrid epistemologies, socio-natural assemblages, and smallholder knowledge. *Area 48*, 18-26.

11. Cheek, J. 2004. At the margins? Discourse analysis and qualitative research. *Qualitative Health Research* 14(8): 1140-1150.

12. Clark, V.L.P, Badiee, M. 2010. Research questions in mixed methods research. In A. Tashakkori and C. Teddlie (eds): Sage Handbook of Mixed Methods in Social & Behavioral Research, 2nd edition. Thousand Oaks, CA: Sage Publications.

13. Clarke, M., Roman, L. and Conway, T. 2020. Communicating with the public about emerald ash borer: Militaristic and fatalistic framings in the news media. *Sustainability. 12(11)*, 4560.

14. Creswell, J.W. 2014. Chapter 2 Review of the literature. In: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th edition. Thousand Oaks, CA: Sage Publications.

15. Creswell, J.W. 2014. Chapter 3 The use of theory. In: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th edition. Thousand Oaks, CA: Sage Publications.

16. Creswell, J.W. 2014. Chapter 7 Research Questions and Hypotheses. In: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th edition. Thousand Oaks, CA: Sage Publications.

17. Cronin, A.E., Ostergren, D.M. 2007. Democracy, participation, and Native American tribes in collaborative watershed management. *Society and Natural Resources 20 (6)*, 527-542.

18. Dillman, D.A., Smyth, J.D., Christian, L.M. 2014. Mail questionnaires and implementation. In: Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method. Hoboken, NJ: John Wiley & Sons.

19. Duflo, E., Glennerster, R., Kremer, M. 2008. Chapter 61 Using randomization in development economics research: a toolkit. In T.P. Schultz and J. Strauss (eds.): Handbook of Development Economics, Volume 4 (pp. 3895-3962). North Holland: Elsevier.

20. Floress, K., Mangun, J.C., Davenport, M.A., Williard, K.W.J. 2009. Constraints to watershed planning: group structure and process. *Journal of the American Water Resources Association 45(6)*, 1352-1360.

21. Guest, G., Bunce, A., Johnson, L. 2006. How many interviews are enough? An experiment with data saturation and variability. *Field Methods 18(1)*, 59-82.

22. Hoffmann, V., Probst, K., Christinck, A. 2007. Farmers and researchers: How can collaborative advantages be created in participatory research and technology development? *Agriculture and Human Values 24*, 355-368.

23. Karlan, D., Valdivia, M. 2011. Teaching entrepreneurship: impact of business training on microfinance clients and institutions. *Review of Economics and Statistics 93(2)*, 510-527.

24. Kidd, P.S., Parshall, M.B. 2000. Getting the focus and the group: enhancing analytical rigor in focus group research. *Qualitative Health Research 10(3),* 293-308.

25. Klümper, W. and Qaim, M. 2014. A meta-analysis of the impacts of genetically modified crops. *PloS One* 9(11), e111629.

26. Lach, D. 2014 Challenges of interdisciplinary research: reconciling qualitative and quantitative methods for understanding human-landscape systems. *Environmental Management* 53, 88-93.

27. Ma, Z., Bauchet, J., Steele, D., Godoy, R., Radel, C., Zanotti, L. 2017. Comparison of direct transfers for human capital development and environmental conservation. *World Development 99,* 498-517.

28. Ma, Z., Clarke, M., Church, S. 2018. Insights into individual and cooperative invasive plant management on family forestlands. *Land Use Policy 75*, 682-693.

29. Miller, T.R., Baird, T.D., Littlefield, C.M., Kofinas, G., Chapin, III, F., Redman, C.L. 2008. Epistemological pluralism: reorganizing interdisciplinary research. *Ecology and Society 13(2)*, 46.

30. Moon, K., Blackman, D. 2014. A guide to understanding social science research for natural scientists. *Conservation Biology 28(5)*, 1167-1177.

31. Morgan, D.L., Bottorff, J.L. 2010. Advancing our craft: focus group methods and practice. *Qualitative Health Research 20(5),* 579-581.

32. Morgan, D.L. 2007. Paradigms lost and pragmatism regained: methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research* 1(1), 48-76.

33. Neuman, W.L. 2011. Chapter 7 Qualitative and Quantitative Measurement. In: Social Research Methods: Qualitative and Quantitative Approaches, 7th edition. Boston, MA: Pearson/Allyn & Bacon.

34. Neuman, W.L. 2011. Chapter 13 Field Research and Focus Group Research. In: Social Research Methods: Qualitative and Quantitative Approaches, 7th edition. Boston, MA: Pearson/Allyn & Bacon.

35. Ormston. R., Spencer, L., Barnard, M., Snape D. 2014. Chapter 1 The foundations of qualitative research. In: Qualitative Research Practice: A Guide for Social Science Students and Researchers, 2nd edition. London, UK: Sage Publications.

36. Prokopy, L.S. 2008. Ethical concerns in researching collaborative natural resource management. *Society and Natural Resources 21(3),* 258-265.

37. Reichardt, C.S. 2009. Quasi-experimental design. In R.E. Millsap and A. Maydeu-Olivares (eds): The Sage Handbook of Quantitative Methods in Psychology (pp. 46-71). Thousand Oaks, CA: Sage Publications.

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39. Schreier, M. 2012. Chapter 1 Introduction: What is qualitative content analysis? In: Qualitative Content Analysis in Practice. London, UK: Sage Publications.

40. Schreier, M. 2012. Chapter 4 The coding frame. In: Qualitative Content Analysis in Practice. London, UK: Sage Publications.

41. Schutt, R.K. 2019. Chapter 8 Survey Research. In: Investigating the Social World: The Process and Practice of Research, 8th edition. Thousand Oaks, CA: Sage Publications.

42. Schutt, R.K. 2019. Chapter 12 Evaluation and policy research. In: Investigating the Social World: The Process and Practice of Research, 8th edition. Thousand Oaks, CA: Sage Publications.

43. Schutt, R.K. 2019. Chapter 11 Evaluation and Policy Research. In: Investigating the Social World: The Process and Practice of Research, 8th edition. Thousand Oaks, CA: Sage Publications.

44. Simpson, S.H. 2015. Creating a data analysis plan: what to consider when choosing statistics for a study. *The Canadian Journal of Hospital Pharmacy 68(4),* 311–317.

45. Sachdeva, Sonya. 2020. Chapter 17: Using social media for research and monitoring the changing landscape of public land use.

46. Tracy, S.J. 2010. Qualitative quality: eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry 16(10),* 837-851.

47. Vaske, J. 2008. Writing and Constructing Surveys. In Survey Research and Analysis: Applications in Parks, Recreation and Human Dimensions. Venture Publishing Inc., PA.

48. Victor, L. 2008. Systematic reviewing. Social Research UPDATE Issue 54. Guildford, UK: Department of Sociology, University of Surrey.

49. Yin, R. 2014. Case Study Research: Design and Methods, 5th edition. Thousand Oaks: Sage Publications**.**

Cover Sheet: Request 21799

MCB5XXX Clinical Virology

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Leandro Dias Teixeira leandroteixeira@ufl.edu
Created	8/20/2025 10:54:40 AM
Updated	9/3/2025 11:29:34 AM
Description of request	since some students have already taken some of our undergraduate level courses, we are designing 1-credit clinical courses to fill the gaps in their knowledge. These 1-credits courses will be used in the Clinical Laboratory Microbiologist graduate certificate. This request is for the creation of a 1-credit course to teach clinical virology to graduate students interested in pursuing clinical microbiology career.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Microbiology and Cell Science 60100000	Eric Triplett		9/3/2025
CALS CC Checklist.pdf					8/20/2025
College	Pending	CALS - College of Agricultural and Life Sciences			9/3/2025
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 21799

Info

Request: MCB5XXX Clinical Virology
Description of request: since some students have already taken some of our undergraduate level courses, we are designing 1-credit clinical courses to fill the gaps in their knowledge. These 1-credits courses will be used in the Clinical Laboratory Microbiologist graduate certificate. This request is for the creation of a 1-credit course to teach clinical virology to graduate students interested in pursuing clinical microbiology career.
Submitter: Leandro Dias Teixeira leandroteixeira@ufl.edu
Created: 8/20/2025 10:50:22 AM
Form version: 1

Responses
Recommended Prefix MCB
Course Level 5

Course Number XXX
Lab Code None
Course Title Clinical Virology
Transcript Title Clinical Virology
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 1

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours online asynchronous, 2 contact hours per week.
Course Description Study of human pathogenic viruses and their identification via laboratory methods. The virulence factors of viruses, their interactions with the host immune system, and their clinical significance and impact on public health. Review the traditional and most current laboratory techniques for the isolation, identification, and susceptibility testing of these pathogens. Integration of laboratory results with clinical observations and the improvement of patient care.
Prerequisites MCB3020 or MCB3023
Co-requisites N/A
Rationale for Placement in the Curriculum Degree level: Graduate
Program: certificate in Medical Laboratory Microbiologist.
Syllabus Content Requirements All Items Included

CALS Curriculum Committee
Submission Checklist
Updated Sept 2024

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.

LT   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/.

LT   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/facultystaff/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.

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

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

LT   The course description on the UCC form and in the syllabus must match and should be no longer than 500 characters. Any other information you wish to include needs to be under a different heading such as background or additional course information.

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

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

LT 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.

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

N/A Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable. (Graduate courses should not have specific courses listed as prerequisites. If needed a statement of skills required prior to taking the course can be provided under other course information.)

LT 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.

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

LT 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. Anne Mathews (anne.mathews@ufl.edu) for further instruction)

Clinical Virology MCB5XXX

Contact information

Instructor: Dr. Leandro Teixeira (leandroteixeira@ufl.edu) 352-392-8350.

Office: Microbiology and cell science department, Room 1047.

Office hours: 11:00am – 12:00pm (Monday).

Course time and location

This course will be taught 100% online and all lectures will be recorded and available through Canvas. This is a 1-credit course that is offered in the Spring and the Fall semester.

Welcome!

Welcome to Clinical Virology! I am excited to embark on this journey with you as we explore the fascinating world of fungi and their roles in human health and disease. This 100% online course is designed to provide you with a comprehensive understanding of this critical area in microbiology. As we engage with the material, I encourage you to participate actively, ask questions, and collaborate with your peers. Together, we will develop the knowledge and skills necessary for effective clinical practice in the field of diagnostic microbiology.

Course description

Study of human pathogenic viruses and their identification via laboratory methods. The virulence factors of viruses, their interactions with the host immune system, and their clinical significance and impact on public health. Review the traditional and most current laboratory techniques for the isolation, identification, and susceptibility testing of these pathogens. Integration of laboratory results with clinical observations and the improvement of patient care.

1

Required Book

Bailey & Scott Diagnostic Microbiology, 15th edition, Tille, Patricia, Elsevier (Mosby) Inc. ISBN: 9780323681056.

Pre-requisite

Applicants must hold a bachelor's degree in microbiology, Biology, or a closely related life science discipline.

Course objectives

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

- Summarize the classification and taxonomy of clinically significant viruses.
- Describe the morphological characteristics of various pathogenic viruses and their relevance to clinical diagnostics.
- Explain the mechanisms of pathogenesis for viruses, including their interactions with the host immune system.
- Analyze the clinical significance of viral infections, including their epidemiology and impact on public health.
- Apply knowledge of laboratory techniques for the identification, isolation, and susceptibility testing of pathogenic viruses.
- Correlate clinical findings with laboratory results to facilitate accurate diagnosis and treatment of infectious viral diseases.
- Evaluate current trends and advancements in clinical virology research and their implications for practice.
- Effectively communicate complex concepts related to virology to both healthcare professionals and the public.

These objectives will guide your learning throughout the course and prepare you for practical applications in clinical settings.

2

Getting started

All course correspondence as well as assignments, exams and discussions will be available via eLearning Canvas Website https://elearning.ufl.edu/ . You may also contact the UF help desk at 352-392-HELP, option 2.

Your section specific site is maintained and administered by your instructor. You are responsible for the material posted in your section.

Please Remember to check the Announcements and Mail each day in Canvas. "I did not know about the assignment, deadline…" is NOT an accepted excuse. Your instructor will have his/her own Canvas webpage where section specific information will be posted.

All assignments, projects and reports are expected to be submitted electronically through Canvas. Each assignment is processed through Turnitin.com and as such is checked for plagiarism. Students are encouraged to use Draft Coach to check their work for plagiarism before submitting their assignments.

Have a Question? Please come see us - we are here to help!

Expectations of the students

As a student in the Clinical Microbiology course, you are expected to engage actively and take responsibility for your learning. Here are key expectations to help you succeed:

1. **Engagement and Participation**
- Participate in discussions to enhance your understanding of the material.
- Contribute thoughtfully to class discussions, sharing insights and asking questions to clarify concepts.
2. **Preparation and Study**
- Complete assigned readings from *Bailey & Scott's Diagnostic Microbiology, 15th Edition* and other provided materials before each class.
- Review lecture notes regularly and prepare for quizzes and assessments to reinforce your knowledge.

3

3. **Critical Thinking and Application**
- Approach case studies and problem-solving exercises with a critical mindset, applying theoretical concepts to real-world scenarios.
- Engage in collaborative learning with peers to deepen your understanding and enhance your problem-solving skills.

4. **Professionalism and Ethics**
- Maintain a professional demeanor in all interactions, respecting the diverse perspectives of your classmates and instructors.
- Adhere to ethical standards in discussions about patient care and the implications of microbiological practices.

5. **Time Management and Commitment**
- Allocate adequate time each week for study and review, balancing course requirements with other commitments.
- Stay committed to your personal and professional growth throughout the course, seeking help when needed.

By embracing these expectations, you will foster a positive learning environment and enhance your understanding of medical microbiology, preparing you for future endeavors in healthcare or research.

Evaluation of learning

Learning will be evaluated based on the following criteria:

- <u>Engagement and participation - 20% (100 points)</u>

After watching the class of the week, students must participate in discussion groups via canvas. Active participation is essential for fostering a collaborative learning environment and enhancing understanding of clinical virology concepts. Students are encouraged to contribute thoughtfully to discussions, ask questions, and engage with their peers to deepen their comprehension of course material. Evaluation will be based on the quality and relevance of contributions, as well as the ability to build on others' ideas and respond to feedback. Regular attendance and active involvement will ensure that students not only enhance their own learning but also enrich the experience for

4

their classmates. The deadline for each discussion section is 11:59pm on the Sunday before the subsequent week's lecture. There will be 13 discussion sections, 3.5 to 4 points each depending on the topic. The rubric for grading your participation in the discussion sections can be found on the course canvas.

- Quizzes – 25% (125 points)

After watching the lectures of a chapter, students will have to answer an open book quiz. Quizzes can include videos to be watched or required readings before class. All quizzes are cumulative. There are 14 quizzes, 8 to 9 points each quiz.

- Public health project - 25% (125 points)

At the end of the semester, students will record a presentation regarding to Public Health issues caused by viruses, in which the students should demonstrate the impact of the microbe in human health, the proper diagnosis methods to identify the pathogen causing the disease, as well as possible treatment. The presentations will be individual and should be presented in PowerPoint format. All students must participate in the presentation as these presentations will be peer reviewed.

- Final Exam - 30% (150 points)

Students must take the final exam in the last week of classes, with a total of 150 points. The exam will cover all chapters taught in this course, ensuring that students not only retain knowledge from recent lectures but also integrate and apply concepts from earlier topics. Students will be evaluated on their ability to demonstrate critical thinking, problem-solving skills, and mastery of the subject matter. It is essential for students to review and synthesize their understanding consistently, as success on the exam will reflect both their ongoing engagement with the course material and their preparedness to apply their knowledge in clinical contexts. Exams will be proctored with Honorlock and students will have 120 minutes to finish the exam. Books and notes are not allowed during the exam.

Cheating (usage of unauthorized support material/notes) will automatically be reported to the Dean of Students Office (DSO) for consideration of disciplinary action.

5

Items graded	Points	%
Participation	100	20
Quizzes	125	25
Public Health Project	125	25
Exams	150	30
Total	**500**	**100**

We don't curve and the grading scale will not be adjusted based on class performance. You will have 2 weeks to challenge your grade and request a change of grade by contacting the course's instructor.

Final grades will be based on the following performance standard:

>92.0%	A	72.0 – 76.99%	C
90.0 - 91.99%	A-	70.0 – 71.99%	C-
87.0 - 89.99%	B+	67.0 – 69.99%	D+
82.0 - 86.99%	B	62.0 – 66.99%	D
80.0 - 81.99%	B-	60.0 – 61.99%	D-
77.0 - 79.99%	C+	<60.0%	E

Course schedule and reading list

Week	Topic	Assessment	Readings
Week 1	Introduction to Clinical Virology & Laboratory Design – safety, specimen management, workflow	Week 1 quiz.	Chapter 64
Week 2	Virus Classification & Structure – taxonomy, Baltimore system, ICTV	Group discussion 1. Week 2 quiz.	Chapter 64
Week 3	Virus Cultivation & Detection in Cell and Egg Cultures	Group discussion 2. Week 3 quiz.	Chapter 64

6

Week 4	Enzyme Immunoassays & Serologic Methods for Virus Detection	Group discussion 3. Week 4 quiz.	Chapter 64
Week 5	Nucleic Acid Amplification Methods (PCR, qPCR, etc.)	Group discussion 4. Week 5 quiz.	Chapter 64
Week 6	Electron Microscopy and Viral Imaging Techniques	Group discussion 5. Week 6 quiz.	Chapter 64
Week 7	Viral Quantitation & Infectivity Assays (Plaque, $TCID_{50}$, Focus-Forming, Viral Load)	Group discussion 6. Week 7 quiz.	Chapter 64
Week 8	Molecular Methods & Viral Genome Sequencing (Sanger, NGS)	Group discussion 7. Week 8 quiz.	Chapter 64
Week 9	Phylogenetics & Molecular Epidemiology of Viruses	Group discussion 8. Week 9 quiz.	Chapter 65
Week 10	Respiratory Viruses (e.g., Influenza, RSV, SARS-CoV-2) – Diagnosis, Clinical Features	Group discussion 9. Week 10 quiz.	Chapter 65
Week 11	Bloodborne & Neurotropic Viruses (e.g., HIV, West Nile, HSV)	Group discussion 10. Week 11 quiz.	Chapters 65
Week 12	Gastrointestinal & Hepatotropic Viruses (e.g., Rotavirus, HAV/HBV/HCV)	Group discussion 11. Week 12 quiz.	Chapters 65
Week 13	Vector-Borne & Emerging Viruses (e.g., Zika, Dengue, Ebola)	Group discussion 12. Week 13 quiz.	Chapters 66

7

Week 14	**Public Health Project Presentations** – topics like outbreak response, surveillance, antiviral stewardship	Group discussion 13. Week 14 quiz. Public Health Project Presentations	N/A
Final exam week	**Final Exam** – comprehensive assessment across all virology topics	Final exam	N/A
	Adopted textbook: _Bailey & Scott Diagnostic Microbiology,_ 15th edition, Tille, Patricia, Elsevier (Mosby) Inc. ISBN: 9780323681056.		

Academic Policies and Resources

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

8

Cover Sheet: Request 21681

SUR 6xxx Principles and Applications of Radar Interferometry new course

Info

Process	Course|New|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Jennifer Vogel alpha32605@ufl.edu
Created	6/20/2025 9:28:07 AM
Updated	9/4/2025 2:04:41 PM
Description of request	SUR 6xxx Principles and Applications of Radar Interferometry new graduate-level course request for the School of Forest, Fisheries and Geomatics Sciences.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	SFRC - Geomatics 60466000	Terrell Baker III		9/4/2025
CALS CC Checklist_Radar.pdf Syllabus_InSARv2.docx					6/20/2025 9/4/2025
College	Pending	CALS - College of Agricultural and Life Sciences			9/4/2025
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|New for request 21681

Info

Request: SUR 6xxx Principles and Applications of Radar Interferometry new course
Description of request: SUR 6xxx Principles and Applications of Radar Interferometry new graduate-level course request for the School of Forest, Fisheries and Geomatics Sciences.
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 6/20/2025 9:14:39 AM
Form version: 1

Responses
Recommended Prefix SUR
Course Level 6

Course Number xxx
Lab Code None
Course Title Principles and Applications of Radar Interferometry
Transcript Title Radar Interferometry
Delivery Method HB - Hybrid Blend (50-79% of course content taught outside of classroom)
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
Course Type Lecture
Weekly Contact Hours 3 contact hours Monday,
9:35 – 11:30am (Periods 3 and 4)
Tuesday, 9:35 – 10:25am (Period 3)

Course Description A comprehensive overview of radar interferometry in remote sensing and geosciences. Students will learn principles of radar interferometry, advanced techniques and applications of Interferometric Synthetic Aperture Radar (InSAR). Topics covered include radar imaging, interferometric phase measurement, phase unwrapping, coherence estimation, error analysis, and InSAR applications to natural hazards. Hands-on experience with processing InSAR data using software tools like ISCE, Mintpy, and SNAP.
Prerequisites SUR 4530 or instructor consent
Co-requisites na
Rationale for Placement in the Curriculum The course wills serve as an approved elective for students in the MS in Geomatics program as well as geomatics concentrations in the online MFAS for Fisheries and Aquatic Sciences or the Forest Resources and Conservation. The course can also be of interest to graduate students in many other programs with a spatial sciences component such as Geography, ABE, SWS, Civil and Coastal Engineering etc. for which a similar course is not available.
Syllabus Content Requirements All Items Included

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.

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

__x_ 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.

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

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

__x_ The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-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.

_na_ 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://registrar.ufl.edu/pdf/uccconsult.pdf.

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

__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)

SUR 6xxx - Principles and Applications of Radar Interferometry

1. OVERVIEW
A comprehensive overview of radar interferometry in remote sensing and geosciences. Students will learn principles of radar interferometry, advanced techniques and applications of Interferometric Synthetic Aperture Radar (InSAR). Topics covered include radar imaging, interferometric phase measurement, phase unwrapping, coherence estimation, error analysis, and InSAR applications to natural hazards. Hands-on experience with processing InSAR data using software tools like ISCE, Mintpy, and SNAP.

- Fall semester 2024, 3 credits.
- In-person for the Gainesville campus, synchronous lectures through Zoom for remote students (https://ufl.zoom.us/my/chunli).
- http://elearning.ufl.edu/

Course Prerequisites: SUR 4530 or instructor consent.

Instructor:
Dr. Chunli Dai, 406B Reed Lab, Gainesville, FL.
Email: chunlidai@ufl.edu

Teaching assistant:
None.

- Please use the Canvas message/Inbox feature for the fastest response.
- Students are also welcome to arrange a video conference meeting to go over any questions.

Time and location:
Lectures:
Monday, 9:35 – 11:30am (Periods 3 and 4) - Reed Lab 302
Tuesday, 9:35 – 10:25am (Period 3) - Reed Lab 302

First day of class: August 26, 2024. Last day of class: December 3, 2024.

Office hours: Thursdays, 10:30 AM to 11:30 AM. Other times by appointment.

Exam dates: (Honorlock)
Mid-term exam: Tuesday, October 8, 2024, 9:35 am to 11:35 AM
Final presentation: Tuesday, December 3, 2024, 9:35 am to 11:35 AM.

Textbooks and materials (purchase not required):

- Hanssen, R.F., 2001. Radar interferometry: data interpretation and error analysis (Vol. 2). Springer Science & Business Media. Free download at: https://repository.tudelft.nl/islandora/object/uuid%3Aa83859d5-c034-427e-b6a9-114c4b008d19
- ESI_InSAR guidelines: https://www.esa.int/About_Us/ESA_Publications/InSAR_Principles_Guidelines_for_SAR_Interferometry_Processing_and_Interpretation_br_ESA_TM-19

2. LEARNING OUTCOMES

The course objective is to provide the students with competencies to apply InSAR for monitoring Earth surface dynamics. At the completion of the course, the student should be able to:

- apply the fundamental principles of radar interferometry.
- handle and analyze large datasets from satellite radar sensors.
- use InSAR data processing using software tools such as ISCE, Mintpy, and SNAP.
- interpret interferometric phase measurements and identify phase unwrapping techniques.
- explain coherence estimation and its significance in data quality assessment.
- conduct error analysis to identify and mitigate sources of error in InSAR data.
- conduct independent research for various geoscience applications using InSAR.
- communicate the interpretation of computational results to professional standards.

3. COURSE LOGISTICS

- For each graded item (assignment, quiz, discussion post) a due date and time is given, which is usually the beginning of the next class.
- Assignments are graded based on timeliness, correctness of computations and interpretation of numerical results; quizzes are graded based on correctness of multiple-choice questions, and discussion items are graded based on creativity, completeness, and technical correctness.
- There is a 1-week turnaround for assignment and discussion grading. Quizzes are auto-graded instantaneously in Canvas.
- Lecture materials can be downloaded from weekly modules on the Canvas website.

The Canvas system should be used as the primary platform for written communication between students and the instructor. Questions and suggestions to the whole class can also be posted under the Discussions tab. Any short-term changes concerning lectures or other course

components will be announced through Canvas. Feel free to call the instructors with any questions.

Technology Requirements:
- A computer with a high-speed internet connection and a supported browser (Google Chrome) for the online exams through Honorlock.
- For remote students: headset and microphone.
- For Zoom: A supported web browser on a supported operating system (Windows, Mac OS, Linux); and minimum bandwidth.

Using Zoom:
Live lectures and office hour meetings (per individual student requests) will be conducted with the Zoom conferencing software. Sessions can be joined by clicking a link posted by the instructor on Canvas.

Synchronous online sessions will be recorded. By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to be recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or concerns about privacy, it is your responsibility to discuss them with your instructor.

4. GRADES AND GRADING SCALE

Item	Percentage
Timeliness and quality of assignments (3 assignments and 2 quizzes @ 8% each)	40%
Online discussions (2 discussions @3% each)	6%
Attendance (Gainesville students required in person; Online students in real-time)	10%
Mid-term exam	22%
Final presentation	22%
Total	100%

Assignments: Written reports will describe the results of running ISCE/Mintpy applications on Hipergator notebook.

Quizzes: Online assessments of students' understanding of lectures through multiple choice questions.

Online discussions: Self introduction and your interests about InSAR.

Mid-term exam: Online assessments of students' understanding of concepts in lectures through multiple choice questions.

Final Presentation: Oral presentation of your project for a selected case study using tools learned in the course.

Final grading follows University standards based on the following scale (https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx):

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Course Score	93.0-100	90.0-92.99	87.0-89.99	83.0-86.99	80.0-82.99	77.0-79.99	73.0-76.99	70.0-72.99	67.0-69.99	63.0-66.99	60.0-62.99	0-59.99
Grade Points	4	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0

5. COURSE SCHEDULE

Week	Topic	Readings	Assignments
Week 1	Introduction and case studies of InSAR	Chapter 1	Introductions Register in NASA EarthData
Week 2	ISCE & MintPy Processing I	Chapter 2.5	Assignment 1
Week 3	ISCE & MintPy Processing II	Chapter 2.5	Assignment 2
Week 4	SAR imaging and geometry I	Chapter 2.1, 2.2	Quiz 1
Week 5	SAR imaging and geometry II	Chapter 2.3	
Week 6	InSAR basics	Chapter 2.4	
Week 7	InSAR error sources Midterm (Oct 8)	Online resources	Mid-term
Week 8	Fundament InSAR equations	Chapter 3.1	
Week 9	Phase unwrapping	Online resources	
Week 10	Artifacts in interferograms	Chapter 3.2, 3.4, 6	Assignment 3
Week 11	Multi-interferogram processing	Online resources	
Week 12	DEM generation from multi-interferogram processing	Online resources	Project
Week 13	Atmospheric monitoring	Chapter 6	Quiz 2
Week 14	Thanksgiving Holiday		
Week 15	Guest lecture: applications of SAR images (Dec 2) Final presentations (Dec 3)		Project presentations

UF UNIVERSITY *of* FLORIDA

SUR 6xxx
Fall 20xx

School of Forest, Fisheries, and
Geomatics Sciences (SFFGS)
Geomatics Program

6. POLICIES AND REQUIREMENTS

This syllabus represents the current plans and objectives for this course. As the semester progresses, changes may need to be made to accommodate timing, and logistics, or to enhance learning.

Guidelines for preparing homework assignments:
a) You may work together and discuss the assignments, but you must prepare your own report, which includes your own discussions, your own derivations of equations, and your own graphical illustrations.
b) The lab report must be type-written. Good English needs to be practiced.
c) Label and define everything. Symbols that you use in your text must be properly defined. Axes in plots need to be properly labeled. Units must be denoted for all numerical values, including plotted values.
d) Graphical illustrations (plots) need to be legible. Spend time to make your plots meaningful and informative. Use appropriate ranges on the abscissa and ordinate axes to show the important parts of what should be plotted.

Late submissions and make-up requests:
It is the responsibility of the student to access online materials (lectures, readings, quizzes, assignments, discussions, exams) to maintain satisfactory progress in the course.
- A **10% penalty** will be applied to unexcused late assignments.
- Assignments will not be accepted if handed in more than **seven days** after the due date.
- Exams can only be taken during the designated times.
- Exceptions to the late policy are only allowed per university policy.
- Any late submission 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 should document the time and date of the problem. You must email your instructor within 24 hours of the technical difficulty if you request consideration.

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

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/

Academic Policies and Helping Resources

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

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

Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or

criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Privacy and Accessibility Policies
- Instructure (Canvas)

Instructure Privacy Policy | Instructure Accessibility
- Zoom

Zoom Privacy Policy | Zoom Accessibility

Cover Sheet: Request 21794

Plant Medicine Program Seminar Course closure

Info

Process	Course|Modify|Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Amanda Hodges achodges@ufl.edu
Created	8/19/2025 2:40:53 PM
Updated	9/4/2025 1:54:04 PM
Description of request	Closing the offering of the Plant Medicine Program Seminar and encouraging students to participate in discipline department seminars.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Entomology and Nematology 60140000	Jennifer Weeks		9/4/2025
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			9/4/2025
No document changes					
Graduate Curriculum Committee					
No document changes					
University Curriculum Committee Notified					
No document changes					
Statewide Course Numbering System					
No document changes					
Graduate School Notified					
No document changes					
Office of the Registrar					
No document changes					
College Notified					
No document changes					

Course|Modify for request 21794

Info

Request: Plant Medicine Program Seminar Course closure
Description of request: Closing the offering of the Plant Medicine Program Seminar and encouraging students to participate in discipline department seminars.
Submitter: Amanda Hodges achodges@ufl.edu
Created: 8/19/2025 11:50:35 AM
Form version: 1

Responses

Current Prefix ALS6931
Course Level 6
Number 931
Lab Code None
Course Title Plant Medicine Program Seminar
Effective Term Earliest Available
Effective Year Earliest Available
Requested Action Terminate Course
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? No

Change Variable Credit? No

Change S/U Only? No

Course Type Seminar

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? No

Change Co-requisites? No

Rationale The DPM Program originally required completion of both the Plant Medicine Program Seminar and the Colloquium of Plant Pests of Regulatory Significance. Topics covered in the Plant Medicine Program Seminar were similar to general departmental offerings within discipline areas, and the DPM Faculty Advisory Committee and Program Director agreed upon encouraging DPM students to enroll in existing departmental seminar classes beyond the Colloquium of Plant Pests of Regulatory significance if additional offerings were preferred by the student. Furthermore, this reduction increases the elective choice of students enrolled in the DPM program while maintaining a high standard of rigor for program expectations across the disciplines.

Cover Sheet: Request 21873

AEB 4XXX Agricultural and Rural Entrepreneurship

Info

Process	Course|New|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	9/3/2025 10:16:00 PM
Updated	9/8/2025 12:31:00 PM
Description of request	New course proposal

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		9/5/2025
AEB Agricultural and Rural Entrepreneurship Undergraduate Syllabus 9.1.2025.pdf					9/3/2025
AEB Agricultural and Rural Entrepreneurship Graduate Syllabus 9.1.2025.pdf					9/3/2025
Agricultural and Rural Entrepreneurship Course Differentiation.docx					9/3/2025
CALS CC Checklist.pdf					9/3/2025
College	Pending	CALS - College of Agricultural and Life Sciences			9/5/2025
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Course|New for request 21873

Info

Request: AEB 4XXX Agricultural and Rural Entrepreneurship
Description of request: New course proposal
Submitter: Lisa House lahouse@ufl.edu
Created: 9/17/2025 2:01:52 PM
Form version: 2

Responses

Recommended Prefix AEB
Course Level 4/6
Co-Listing Explanation This co-listed course will introduce students to the main principles of agricultural and rural entrepreneurship and related problem-solving skills. All students will demonstrate competency in business idea generation, analysis of new opportunities through market research, and the basics of writing a business plan for the agricultural and rural sectors, regardless of class level.

All students will complete three exams based on the textbook material, read an entrepreneurship-based book, and prepare a report and pitch presentation about the book.

The graduate students will be required to complete additional assignments beyond the undergraduate program requirements. Graduate students will be required to listen to four podcast episodes of their choice from "How I Built This by Guy Roz" for 100 additional points on their grading scale. They will answer questions in an online forum based on the podcast they listened to and the module the class is currently working through. Graduate students will be expected to provide in-depth analysis of the story they heard in the context of class learnings. They will also be required to respond to three of their classmates' posts with constructive feedback.

Course Number XXX
Lab Code None
Course Title Agricultural and Rural Entrepreneurship
Transcript Title Ag and Rural Entrepreneurship
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Fall
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Introduces the principles of agricultural and rural entrepreneurship, idea generation, business plans, market research, and challenges associated with business startups in the agricultural and rural sectors. Intended to be a combination of lectures and case studies.
Prerequisites Junior standing or instructor permission
Co-requisites N/A
Rationale for Placement in the Curriculum This course is placed at the Bachelors level and will serve as a restricted elective for the Food and Resource Economics major, as well as part of a proposed minor in the FRE Department.
Syllabus Content Requirements All Items Included

CALS Curriculum Committee
Submission Checklist
Updated August 2025

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

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

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

SYLLABUS: You are encouraged to use the CALS ACCESSIBLE SYLLABUS TEMPLATE. Accessibility will be required by APRIL 2026.

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

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

__LH__ 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.

__LH__ The course description on the UCC form and in the syllabus must match and should be no longer than 500 characters. The course description must match the course description in the catalog. Any other information you wish to include needs to be under a different heading such as background or additional course information.

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

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

____ LH 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.

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

____ LH Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable. (Graduate courses should not have specific courses listed as prerequisites. If needed a statement of skills required prior to taking the course can be provided under other course information.)

____ LH 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.

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

____ LH The most recent version of the UF Syllabus Statements. Using the accessible syllabus template will ensure you have the most up to date statements. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

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

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
BA-CEI	Jamie Kraft / Director

Phone Number	E-mail
3-0330	jamie.kraft@warrington.ufl.edu

Comments

All looks great! We're supportive of these additions!

Department	Name and Title

Phone Number	E-mail

Comments

Department	Name and Title

Phone Number	E-mail

Comments

Rev. 10/10

AEB 4XXX: Agricultural and Rural Entrepreneurship

Class Details	Instructor Details	Program Assistant
Fall Semester 2026 Asynchronous with four synchronous sessions per semester (times TBD)	TBD	**TBD**

Office Hours: TBD

Required Course Materials:

Textbook: Hisrich, Robert D., Peters, Michael P., Shepherd, Dean A.. Entrepreneurship. 12th ed New York, NY: McGraw-Hill Education, 2023.

E-learning: There is an [E-Learning Canvas webpage](#) for this course. E-learning can be accessed via http://elearning.ufl.edu using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or via email helpdesk@ufl.edu.

Course Description:

This class will introduce principles of agricultural and rural entrepreneurship, idea generation, business plans, market research, and challenges associated with business startups in the agricultural and rural sectors. Intended to be a combination of lectures and case studies. It will include asynchronous online lectures and four synchronous sessions.

This course is being taught in tandem with the graduate level course, AEB 6XXX. This syllabus describes only the expectations for the undergraduate-level course.

Pre-requisites: Junior standing or instructor permission

Course Objectives:

1. Students will be able to define and identify the main principles of agricultural and rural entrepreneurship, including how to think like an entrepreneur, identifying the specific needs of agribusinesses and the rural sector, and problem-solving for agribusiness owners.
2. Generate, evaluate, and refine business ideas relevant to agriculture and rural sectors.
3. Analyze new opportunities through market research related to agricultural and rural sectors.
4. Identify, describe, and explain the fundamental components of a business plan.

Class Contribution Policy:

The course format is not designed to be a lecture that is void of class participation and student contribution. In fact, class contributions by everyone are important and vital to maximize success of both the student and the course. All questions are welcomed. There will be opportunities for mentoring and networking activities for professional development that will allow you to bridge the gap between traditional agribusiness education and modern entrepreneurship.

Entrepreneurship Book Assignment:

Students will be required to choose one of the following titles and prepare a report and presentation as described below:

- Sam Walton: Made in America by Sam Walton with John Huey
- Grinding it Out: The Making of McDonald's by Ray Kroc
- Becoming Trader Joe: How I Did Business My Way and Still Beat the Big Guys by Joe Coulombe
- Shoe Dog: A Memoir by the Creator of Nike by Phil Knight
- Other options may be submitted for approval. These books should focus on entrepreneurship or business development for businesses existing (or that started in) in agricultural or rural sectors.

Entrepreneurship Book Report:

- Students are required to write a three-page report on their top lessons learned from the story they chose. The report should include a brief description of the entrepreneur, their business and why their story matters (no more than one paragraph). The bulk of the report should focus on the three takeaways or key insights learned. These can be broad and include lessons on leadership, strategy, failure, solution-finding, etc. For each of the three lessons, include a reflection on how these learnings relate to your own agriculture and rural entrepreneurship goals.

Entrepreneurship Book Presentation:

- Students will prepare a short (but convincing!) presentation to "pitch" to the class and to me about why we should read this book. Pitches should be based on the learnings from the book report and how they apply to a room of people hoping to start and run agricultural and rural sector businesses. Props, visuals, and creativity are encouraged but not required.

Evaluation Procedure:

Course Assignments	Total Points Available	Percent of Total
Exam 1	100	25%
Exam 2	100	25%
Exam 3	50	12.5%
Entrepreneurship Book Report	100	25%
Entrepreneurship Book Presentation	50	12.5%
Total	**400**	**100%**

* Online exams will use a proctoring service. Information about the University's proctoring services can be found at: https://pfs.tnt.aa.ufl.edu/teaching-and-technology-resources/online-proctoring/proctoring/

Grading Policy
Course grading is consistent with UF grading policies.

Grading Scale:
The scale used will be:

A	93% or above	A-	90-92.9%		
B+	87-89.9%	B	83-86.9%	B-	80-83.9%
C+	77-79.9%	C	73-76.9%	C-	70-73.9%
D+	67-69.9%	D	63-66.9%	D-	60-63.9%
E	Less than 60%				

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

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

Please contact UMatterWeCare for additional and immediate support.

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

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

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

Module & Topic List:

Module 1:	Introduction and Principles of Agricultural and Rural Entrepreneurship
Module 2:	The Art and Science of a Great Idea (Idea Generation)
Module 3:	Taking the Next Step for Agricultural and Rural Businesses (Business Plans, Market Research)
Module 4:	Funding and Problem Solving

Tentative Class Outline:

Date	Format	Topic	Reading Due for Class Date
Module 1: Introduction and Principles of Agricultural and Rural Entrepreneurship			
Wk 1	Online	Orientation and the Entrepreneurship Mindset for Agricultural and Rural Businesses	Chapter 1- Textbook StrengthsFinder Test: https://high5test.com/cliftonstrengths-free/
Wk 2	Online	Types of Entrepreneurship & How Your Skills Already Apply	Chapters 2 & 3- Textbook

Module 2: The Art and Science of a Good Idea			
Wk 3	Online	Creativity and the Agricultural and Rural Business Idea	Chapter 3- Textbook
	Synchronous	Meet Gator Agricultural and Rural Entrepreneurs: Three alumni share their stories	
Wk 4	Online	Identifying Agricultural and Rural Business Opportunities	Chapter 4- Textbook
Wk 5	Online	Legal Considerations for Agricultural and Rural Entrepreneurs	Chapter 6- Textbook Case Study- Food Safety and Litigation
Wk 6	Online	Types of Strategic Analysis for New Ideas- Gator Alumnus Presentation: Risk in Agricultural and Rural Businesses	Supplemental reading to prep for in person session (TBD articles, podcasts)
	Synchronous	Group Learning: Idea Generation through Strategic Analysis (class does SWOT/Five Forces/etc. together and in small groups)	
Wk 7	Online	**Exam 1 (Modules 1 & 2)**	
Module 3: Taking the Next Step for Agricultural and Rural Businesses			
Wk 8	Online	The Business Plan	Chapter 7- Textbook
Wk 9	Online	The Marketing Plan	Chapter 8- Textbook
Wk 10	Online	The Organizational and Finance Plan	Chapters 9 & 10- Textbook
Wk 11	Online	Real World Entrepreneurship	Supplemental reading to prep for in person session (Finish Entrepreneurship Book)
	Synchronous	Entrepreneurship Book Presentations	Book Presentation Due
Wk 12	Online	**Exam 2 (Module 3)**	
Module 4: Funding & Problem Solving for Agricultural and Rural Businesses			
Wk 13	Online	Funding Sources	Chapters 11 & 12- Textbook

Wk 14	Online	Challenges and Solutions for the Agricultural and Rural Businesses Entrepreneur	Supplemental reading to prep for in person session (TBD articles, podcasts)
	Synchronous	Group Learning: Real World Solutions with Gator Agricultural and Rural Businesses Entrepreneur Mentors (mentors share more detail about their business planning, challenges and solutions)	
Wk 15	Online	**Exam 3 (Module 4)**	

AEB 6XXX: Agricultural and Rural Entrepreneurship

Class Details	Instructor Details	Program Assistant
Fall Semester 2026 Asynchronous with four synchronous sessions per semester (times TBD)	TBD	**TBD**

Office Hours: TBD

Required Course Materials:

Textbook: Hisrich, Robert D., Peters, Michael P., Shepherd, Dean A.. Entrepreneurship. 12th ed New York, NY: McGraw-Hill Education, 2023.

E-learning: There is an E-Learning Canvas webpage for this course. E-learning can be accessed via http://elearning.ufl.edu using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or via email helpdesk@ufl.edu.

Course Description:

This class will introduce principles of agricultural and rural entrepreneurship, idea generation, business plans, market research, and challenges associated with business startups in the agricultural and rural sectors. Intended to be a combination of lectures and case studies. It will include asynchronous online lectures and four synchronous sessions.

This course is being taught in tandem with the undergraduate level course, AEB 4XXX. This syllabus describes the additional expectations for the graduate-level course.

Course Objectives:

1. Students will be able to define and identify the main principles of agricultural and rural entrepreneurship, including how to think like an entrepreneur, identifying the specific needs of agribusinesses and the rural sector, and problem-solving for agribusiness owners.
2. Generate, evaluate, and refine business ideas relevant to agriculture and rural sectors.
3. Analyze new opportunities through market research related to agricultural and rural sectors.
4. Identify, describe, and explain the fundamental components of a business plan.

Class Contribution Policy:

The course format is not designed to be a lecture that is void of class participation and student contribution. In fact, class contributions by everyone are important and vital to maximize success of both the student and the course. All questions are welcomed. There will be opportunities for mentoring and networking activities for professional development that will allow you to bridge the gap between traditional agribusiness education and modern entrepreneurship.

Entrepreneurship Book Assignment:

Students will be required to choose one of the following titles and prepare a report and presentation as described below:

- Sam Walton: Made in America by Sam Walton with John Huey
- Grinding it Out: The Making of McDonald's by Ray Kroc
- Becoming Trader Joe: How I Did Business My Way and Still Beat the Big Guys by Joe Coulombe
- Shoe Dog: A Memoir by the Creator of Nike by Phil Knight
- Other options may be submitted for approval. These books should focus on entrepreneurship or business development for businesses existing (or that started in) in agricultural or rural sectors.

Entrepreneurship Book Report:

- Students are required to write a three-page report on their top lessons learned from the story they chose. The report should include a brief description of the entrepreneur, their business and why their story matters (no more than one paragraph). The bulk of the report should focus on the three takeaways or key insights learned. These can be broad and include lessons on leadership, strategy, failure, solution-finding, etc. For each of the three lessons, include a reflection on how these learnings relate to your own agriculture and rural entrepreneurship goals.

Entrepreneurship Book Presentation:

- Students will prepare a short (but convincing!) presentation to "pitch" to the class and to me about why we should read this book. Pitches should be based on the learnings from the book report and how they apply to a room of people hoping to start and run agricultural and rural sector businesses. Props, visuals, and creativity are encouraged but not required.

Graduate Student Podcast Reviews:

In addition to the Entrepreneurship Book Report and Pitch, graduate students will be required to complete a podcast review once per class module. The suggested podcast is "How I Built This" with Guy Raz, available on all podcast platforms. For each of the four modules listed below, graduate students will choose a podcast episode from the "How I Built This" cache and answer discussion questions about the entrepreneur's story in the context of that module's theme. Discussion questions will be posted online. Students will also respond to three of their classmates in the discussion board.

Evaluation Procedure:

Course Assignments	Total Points Available	Percent of Total
Exam 1	100	20%
Exam 2	100	20%
Exam 3	50	10%
Entrepreneurship Book Report	100	20%
Entrepreneurship Book Presentation	50	10%
Podcast Reviews & Discussion	100	20%
Total	**500**	**100%**

* Online exams will use a proctoring service. Information about the University's proctoring services can be found at: https://pfs.tnt.aa.ufl.edu/teaching-and-technology-resources/online-proctoring/proctoring/

Grading Policy
Course grading is consistent with UF grading policies.

Grading Scale:
The scale used will be:

A	93% or above	A-	90-92.9%		
B+	87-89.9%	B	83-86.9%	B-	80-83.9%
C+	77-79.9%	C	73-76.9%	C-	70-73.9%
D+	67-69.9%	D	63-66.9%	D-	60-63.9%
E	Less than 60%				

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

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

Please contact UMatterWeCare for additional and immediate support.

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

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

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

Module & Topic List:

Module 1:	Introduction and Principles of Agricultural and Rural Entrepreneurship
Module 2:	The Art and Science of a Great Idea (Idea Generation)
Module 3:	Taking the Next Step for Agricultural and Rural Businesses (Business Plans, Market Research)
Module 4:	Funding and Problem Solving

Tentative Class Outline:

Date	Format	Topic	Reading Due for Class Date

| **Module 1: Introduction and Principles of Agricultural and Rural Entrepreneurship** |

center	**Module 1: Introduction and Principles of Agricultural and Rural Entrepreneurship**
Wk 1	Online	Orientation and the Entrepreneurship Mindset for Agricultural and Rural Businesses	Chapter 1- Textbook StrengthsFinder Test: https://high5test.com/cliftonstrengths-free/
Wk 2	Online	Types of Entrepreneurship & How Your Skills Already Apply	Chapters 2 & 3- Textbook Podcast Review & Discussion #1
center	**Module 2: The Art and Science of a Good Idea**
Wk 3	Online	Creativity and the Agricultural and Rural Business Idea	Chapter 3- Textbook
	Synchronous		Meet Gator Agricultural and Rural Entrepreneurs: Three alumni share their stories
Wk 4	Online	Identifying Agricultural and Rural Business Opportunities	Chapter 4- Textbook
Wk 5	Online	Legal Considerations for Agricultural and Rural Entrepreneurs	Chapter 6- Textbook Case Study- Food Safety and Litigation
Wk 6	Online	Types of Strategic Analysis for New Ideas- Gator Alumnus Presentation: Risk in Agricultural and Rural Businesses	Supplemental reading to prep for in person session (TBD articles, podcasts)
	Synchronous		Group Learning: Idea Generation through Strategic Analysis (class does SWOT/Five Forces/etc. together and in small groups)
Wk 7	Online	**Exam 1 (Modules 1 & 2)**	Podcast Review & Discussion #2
center	**Module 3: Taking the Next Step for Agricultural and Rural Businesses**
Wk 8	Online	The Business Plan	Chapter 7- Textbook
Wk 9	Online	The Marketing Plan	Chapter 8- Textbook
Wk 10	Online	The Organizational and Finance Plan	Chapters 9 & 10- Textbook

Wk 11	Online	Real World Entrepreneurship	Supplemental reading to prep for in person session (Finish Entrepreneurship Book)
	Synchronous	Entrepreneurship Book Presentations	Book Presentation Due
Wk 12	Online	**Exam 2 (Module 3)**	Podcast Review & Discussion #3
Module 4: Funding & Problem Solving for Agricultural and Rural Businesses			
Wk 13	Online	Funding Sources	Chapters 11 & 12- Textbook
Wk 14	Online	Challenges and Solutions for the Agricultural and Rural Businesses Entrepreneur	Supplemental reading to prep for in person session (TBD articles, podcasts)
	Synchronous	Group Learning: Real World Solutions with Gator Agricultural and Rural Businesses Entrepreneur Mentors (mentors share more detail about their business planning, challenges and solutions)	
Wk 15	Online	**Exam 3 (Module 4)**	Podcast Review & Discussion #4

Course Differentiation for AEB 4XXX and AEB 6XXX

This co-listed course will introduce students to the main principles of agricultural and rural entrepreneurship and related problem-solving skills. All students will demonstrate competency in business idea generation, analysis of new opportunities through market research, and the basics of writing a business plan for the agricultural and rural sectors, regardless of class level.

All students will complete three exams based on the textbook material, read an entrepreneurship-based book, and prepare a report and pitch presentation about the book.

The graduate students will be required to complete additional assignments beyond the undergraduate program requirements. Graduate students will be required to listen to four podcast episodes of their choice from "How I Built This by Guy Roz" for 100 additional points on their grading scale. They will answer questions in an online forum based on the podcast they listened to and the module the class is currently working through. Graduate students will be expected to provide in-depth analysis of the story they heard in the context of class learnings. They will also be required to respond to three of their classmates' posts with constructive feedback.

Cover Sheet: Request 21875

AEB 4XXX Agribusiness Enterprise Development

Info

Process	Course|New|Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	9/3/2025 10:41:36 PM
Updated	9/8/2025 12:30:28 PM
Description of request	New undergraduate course proposal

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		9/5/2025
AEB Agribusiness Enterprise Development Undergraduate Syllabus 9.1.2025.pdf AEB Agribusiness Enterprise Development Graduate Syllabus 9.1.2025.pdf Agribusiness Enterprise Development Course Differentiation.docx CALS CC Checklist.pdf					9/3/2025 9/3/2025 9/3/2025 9/3/2025
College	Pending	CALS - College of Agricultural and Life Sciences			9/5/2025
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Course|New for request 21875

Info

Request: AEB 4XXX Agribusiness Enterprise Development
Description of request: New undergraduate course proposal
Submitter: Lisa House lahouse@ufl.edu
Created: 9/17/2025 2:26:37 PM
Form version: 3

Responses

Recommended Prefix AEB
Course Level 4/6
Co-Listing Explanation This co-listed course will be project-oriented and require all students to develop a business plan that addresses a specific problem or idea for a targeted market group in the agricultural or rural sector. This includes all aspects of conducting market research, communicating a strategic marketing plan, estimating financial needs, and addressing challenges with actionable solutions. The course culminates in a Shark Tank presentation by all students.

All students will complete four business plan reports throughout the semester, a profile on a Gator Agricultural and Rural Entrepreneurship mentor, several mock presentations, and a final Shark Tank presentation of their business plans.

Graduate students will be required to complete additional assignments beyond the undergraduate program requirements. Graduate students will be required to complete two case studies. The case studies will be predetermined by the instructor and students will follow directions to identify the key challenges in the case study, analyze the challenges using course concepts, and propose recommendations or solutions. Each case study will be completed independently, and graduate students will provide a peer review of at least two other students' case studies. Additional credit will be available for graduate students who present their case studies to the class in a synchronous session.

Undergraduates are not required to complete the case studies, but they will be offered extra credit if they attend the graduate student case study presentations in week 10.

Course Number XXX
Lab Code None
Course Title Agribusiness Enterprise Development
Transcript Title Agbus Enterprise Development
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Spring
Effective Year 2027
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 Develop a business plan that addresses a specific problem or idea for a targeted market group in the agricultural or rural sector. The final project will be presented to a panel of agricultural and rural entrepreneurs for feedback and refinement. Materials for communicating with potential investors and bankers will be developed.
Prerequisites AEB 4XXX Agricultural and Rural Entrepreneurship (currently proposed and doesn't have a course number yet).
Co-requisites N/A

Rationale for Placement in the Curriculum This course is intended as an elective for Food and Resource Economics majors, and as a requirement of a new minor in agricultural and rural entrepreneurship (currently proposed)
Syllabus Content Requirements All Items Included

CALS Curriculum Committee
Submission Checklist

Updated August 2025

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

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

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

SYLLABUS: You are encouraged to use the CALS ACCESSIBLE SYLLABUS TEMPLATE. Accessibility will be required by APRIL 2026.

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

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

LH 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.

LH The course description on the UCC form and in the syllabus must match and should be no longer than 500 characters. The course description must match the course description in the catalog. Any other information you wish to include needs to be under a different heading such as background or additional course information.

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

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

_____ **LH** 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.

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

_____ **LH** Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable. (Graduate courses should not have specific courses listed as prerequisites. If needed a statement of skills required prior to taking the course can be provided under other course information.)

_____ **LH** 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.

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

_____ **LH** The most recent version of the UF Syllabus Statements. Using the accessible syllabus template will ensure you have the most up to date statements. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

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

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
BA-CEI	Jamie Kraft / Director

Phone Number	E-mail
3-0330	jamie.kraft@warrington.ufl.edu

Comments

All looks great! We're supportive of these additions!

Department	Name and Title

Phone Number	E-mail

Comments

Department	Name and Title

Phone Number	E-mail

Comments

Rev. 10/10

AEB 4XXX: <u>Agribusiness Enterprise Development</u>

Class Details	Instructor Details	Program Assistant
Spring Semester 2027 Asynchronous with four synchronous sessions during the semester (times TBD). One day Shark Tank Event.	TBD	TBD

Office Hours: TBD

<u>Required Course Materials</u>:

Textbook: Hisrich, Robert D., Peters, Michael P., Shepherd, Dean A.. Entrepreneurship. 12th ed New York, NY: McGraw-Hill Education, 2023.

E-learning: There is an <u>E-Learning Canvas webpage</u> for this course. E-learning can be accessed via <u>http://elearning.ufl.edu</u> using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or via email <u>helpdesk@ufl.edu</u>.

<u>Course Description</u>:

This class will be project-oriented (individual or group) to develop a business plan that addresses a specific problem or idea for a targeted market group in the agricultural or rural sector. The final project will be presented to a panel of agricultural and rural entrepreneurs for feedback and refinement. Materials for communicating with potential investors and bankers will be developed.

This course is being taught in tandem with the graduate level course, AEB 6XXX. This syllabus describes only the expectations for the undergraduate-level course.

<u>Pre-requisites</u>: AEB 4XXX (Agricultural and Rural Entrepreneurship) or instructor permission.

<u>Course Objectives</u>:

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

1. Develop a comprehensive business plan to address a unique agricultural or rural industry issue.
2. Conduct market research and analyze data specific to the agricultural or rural industry.
3. Communicate a strategic marketing plan to an audience in the form of a business pitch.
4. Calculate financial needs for a new agricultural or rural business and communicate with potential investors and bankers.
5. Critique shortfalls in business planning with actionable solutions.

<u>Class Contribution Policy</u>:

The course format is <u>not</u> designed to be a lecture that is void of class participation and student contribution. In fact, student class contributions by <u>everyone</u> are important and vital to maximize success of both the student and the course. <u>All questions are welcomed</u>.

Description of Class Activities:

- Mentor Profile: Students are required to attend the synchronous session in week two to meet the Gator Agricultural and Rural Entrepreneur Mentors and hear presentations about their journeys. Students will choose <u>one</u> of the mentors to profile, and they are encouraged to meet the entrepreneur separately to fill in any gaps. The profile should be two single-spaced pages maximum and cover the following topics:
    - o Background: Who is the entrepreneur and what business did they create?
    - o Motivation for starting their business in the agricultural and rural space.
    - o Key entrepreneurship milestones.
    - o How did this story resonate with you and what lessons will you take with you into this semester?
- Enterprise Product (EP) Ideas Analysis Report: Students will use the 3-5 ideas developed in week two's conceptualization class session to complete an analysis of their initial ideas. An outline will be provided for students to follow. This report will break down the SWOT analysis and Porter's Five Forces for each of their initial ideas with the goal of the student choosing one idea to carry through the rest of the class modules.
- EP Business Plan Reports (four): The business plan reports follow the course content schedule and guide the student through the business plan development.
    - o <u>Plan Report #1 (week 4):</u> Students describe their chosen EP idea based on the analysis report in week three and basic background market research.
    - o <u>Plan Report #2 (week 7):</u> Students define their EP pricing systems and basic profit models.
    - o <u>Plan Report #3 (week 8):</u> Students define their go-to-market strategies, building on research in reports #1 and #2.
    - o <u>Plan Report #4:</u> Students describe their human resource needs and how this contributes to their success.
- EP Business Plan Presentations: Students present their ideas and business plan progress to the class culminating in a Shark Tank-style presentation to the Gator Agricultural and Rural Entrepreneur Mentors.
    - o <u>Presentation #1 (week 5):</u> Students present their EP Business Plan Report #1 to share their EP idea for the semester, their initial market research and gather feedback from the class and mentors. These should be five minutes or less and will occur in a synchronous session. Mentors will be remote.
    - o <u>Presentations #2 and #3 (weeks 11 and 12):</u> Students will complete two presentations prior to the Shark Tank dress rehearsal and final presentation on their own time—one for a peer in the class and one for a Gator Agricultural and Rural Entrepreneur Mentor. These presentations should include a draft pitch deck to be improved before the final presentation. Scoring will be based on pitch deck completion and verbal presentation by the peer and the mentor watching the presentations. These should be at least 5 minutes but no more than 8 minutes.
    - o <u>Shark Tank Presentation (week 14):</u> Students will present their final EP Plan and pitch deck to the class and the Gator Agricultural and Rural Entrepreneur Mentors in a synchronous session. These should be at least 5 minutes but no more than 8 minutes.

- Peer Reviews and Self-Evaluations: Students will have the following opportunities to gain points through peer and self-evaluations:
  - Week 5: Peer review of EP Business Plan Presentation #1
  - Week 11 or 12: Peer review of one pitch deck and Business Plan Presentation #2 or #3
  - Week 13: Self-evaluation of dress rehearsal
  - Week 15: Peer review of Shark Tank Presentations
  - Optional Extra Credit: Peer review of graduate student Case Study Presentations

Evaluation Procedure:

	Course Assignments	Total Points Available	Percent of Total
Module 1:	Syllabus Agreement	5	1%
	Mentor Profile	25	4%
	Enterprise Product (EP) Ideas Analysis Report	25	4%
Module 2:	EP Business Plan Reports (Four)	200	35%
	EP Business Plan Presentation #1	15	3%
	Peer Review of Presentation #1	10	2%
Module 3:	EP Business Plan Presentation #2 (Peer)	15	3%
	EP Business Plan Presentation #3 (Mentor)	50	9%
Module 4:	Dress Rehearsal Self Evaluation	10	2%
	Final Shark Tank Presentation	200	35%
	Peer Review of Shark Tank Presentations	10	2%
	Total	**565**	**100%**
	Extra credit: Optional review of grad student Case Study Presentations	15	

Grading Policy
Course grading is consistent with UF grading policies.

Grading Scale:
The scale used will be:

A	93% or above	A-	90-92.9%		
B+	87-89.9%	B	83-86.9%	B-	80-83.9%
C+	77-79.9%	C	73-76.9%	C-	70-73.9%
D+	67-69.9%	D	63-66.9%	D-	60-63.9%
E	Less than 60%				

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

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

Please contact UMatterWeCare for additional and immediate support.

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

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

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

Module & Topic List:

Module 1:	Agribusiness Product Conceptualization
Module 2:	Agribusiness Plan Development
Module 3:	Agribusiness Plan Refinement
Module 4:	Agribusiness Plan Presentation

Tentative Class Outline:

Date	Format	Topic	Assignment Due By End of Week
Module 1: Agribusiness Product Conceptualization			
Wk 1	Online	Orientation and Project Overview	Syllabus and Deadlines Agreement
Wk 2	Online	Enterprise Product (EP) Conceptualization	List of Enterprise Product Ideas (3-5 ideas to analyze next week)
	Synchronous	Meet Gator Agricultural and Rural Entrepreneur Mentors	Profile one mentor's business and personal story.
Wk 3	Online	Analysis of EP Ideas	EP Ideas Analysis Report (Outline TBD)
Module 2: Agribusiness Plan Development			

Wk 4	Online	EP Idea Decision and Approval with Initial Market Research	EP Business Plan Report #1
Wk 5	Online	Specific Considerations in Agribusiness: Legality (IP), Regulations, Supply Chain Access	
	Synchronous	EP Decision Presentations (5-minute overviews to class; mentors Zoom in)	EP Business Plan Presentation #1; Peer reviews of class presentations
Wk 6	Online	In-depth Market Research, Value Proposition, and Supply Chains in the Agricultural and Rural Sector	N/A
Wk 7	Online	Pricing and Revenue for Agribusinesses; Basic Business Accounting	EP Business Plan Report #2
Wk 8	Online	Go-To-Market Strategy for Agribusinesses	EP Business Plan Report #3
Wk 9	Online	Marketing and Branding for Agribusinesses	
Wk 10	Online	Building Your Agribusiness Structure & Team	EP Business Plan Report #4
	Synchronous	Optional review of grad student Case Study Presentations	Optional Case Study reviews
Module 3: Agribusiness Plan Refinement			
Wk 11	Online	Building Your Pitch (slide decks, takeaways	Pitch Deck Draft EP Business Plan Presentation #2: To Peers or Mentors (based on Mentor schedule). Must do ONE presentation to a mentor.
Wk 12	Online	Mock Peer Shark Tank Presentations (Office Hours Only)	EP Business Plan Presentation #3: To Peers or Mentors (based on Mentor schedule). Must do ONE presentation to a mentor. Finalize Pitch Deck

Module 4: Agribusiness Plan Presentation			
Wk 13	Online		
	Synchronous	Dress Rehearsal	Self-Evaluation of Dress Rehearsal
Wk 14	Online		
	Synchronous	Shark Tank Presentations	Final Presentation Materials
Wk 15	Online	Wrap Up and Feedback	Peer Reviews of Shark Tank Presentations

AEB 6XXX: <u>Agribusiness Enterprise Development</u>

Class Details	Instructor Details	Program Assistant
Spring Semester 2027 Asynchronous with four synchronous sessions during the semester (times TBD). One day Shark Tank Event.	TBD	TBD

Office Hours: TBD

Required Course Materials:

Textbook: Hisrich, Robert D., Peters, Michael P., Shepherd, Dean A.. Entrepreneurship. 12th ed New York, NY: McGraw-Hill Education, 2023.

E-learning: There is an E-Learning Canvas webpage for this course. E-learning can be accessed via http://elearning.ufl.edu using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or via email helpdesk@ufl.edu.

Course Description:

This class will be project-oriented (individual or group) to develop a business plan that addresses a specific problem or idea for a targeted market group in the agricultural or rural sector. The final project will be presented to a panel of agricultural and rural entrepreneurs for feedback and refinement. Materials for communicating with potential investors and bankers will be developed. This course is being taught in tandem with the undergraduate level course, AEB 4XXX. This syllabus describes the additional expectations for the graduate-level course.

<u>Pre-requisites</u>: AEB 6XXX (Agricultural and Rural Entrepreneurship) or instructor permission.

Course Objectives:

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

1. Develop a comprehensive business plan to address a unique agricultural or rural industry issue.
2. Conduct market research and analyze data specific to the agricultural or rural industry.
3. Communicate a strategic marketing plan to an audience in the form of a business pitch.
4. Calculate financial needs for a new agricultural or rural business and communicate with potential investors and bankers.
5. Critique shortfalls in business planning with actionable solutions.

Class Contribution Policy:

The course format is <u>not</u> designed to be a lecture that is void of class participation and student contribution. In fact, student class contributions by <u>everyone</u> are important and vital to maximize success of both the student and the course. <u>All questions are welcomed</u>.

<u>Description of Class Activities:</u>

- Mentor Profile: Students are required to attend the synchronous session in week two to meet the Gator Agricultural and Rural Entrepreneur Mentors and hear presentations about their journeys. Students will choose <u>one</u> of the mentors to profile, and they are encouraged to meet the entrepreneur separately to fill in any gaps. The profile should be two single-spaced pages maximum and cover the following topics:
    - Background: Who is the entrepreneur and what business did they create?
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- Peer Reviews and Self-Evaluations: Students will have the following opportunities to gain points through peer and self-evaluations:

- Week 5: Peer review of EP Business Plan Presentation #1
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- Week 13: Self-evaluation of dress rehearsal
- Week 15: Peer review of Shark Tank Presentations

Optional Extra Credit: Graduate Case Study presentation in synchronous session.

Graduate Student Case Studies:

Graduate students will complete two case studies. The case studies will be predetermined by the instructor and students will follow directions to identify the key challenges in the case study, analyze the challenges using course concepts, and propose recommendations or solutions. Each case study will be completed independently, and graduate students will provide a peer review of at least two other students' case studies. Extra credit will be available for graduate students who present their case studies to the class in a synchronous session.

Evaluation Procedure:

	Course Assignments	Total Points Available	Percent of Total
Module 1:	Syllabus Agreement	5	1%
	Mentor Profile	25	3%
	Enterprise Product (EP) Ideas Analysis Report	25	3%
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	Case Study Reports (Two)	200	26%
	EP Business Plan Presentation #1	15	2%
	Peer Review of Presentation #1	10	1%
Module 3:	EP Business Plan Presentation #2 (Peer)	15	2%
	EP Business Plan Presentation #3 (Mentor)	50	7%
Module 4:	Dress Rehearsal Self Evaluation	10	1%
	Final Shark Tank Presentation	200	26%
	Peer Review of Shark Tank Presentations	10	1%
	Total	**610**	**100%**
	Extra Credit: Case Study Presentation	15	

Grading Policy
Course grading is consistent with UF grading policies.

Grading Scale:
The scale used will be:

A	93% or above	A-	90-92.9%		
B+	87-89.9%	B	83-86.9%	B-	80-83.9%

C+	77-79.9%	C	73-76.9%	C-	70-73.9%
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E	Less than 60%				

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

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

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[required for online courses, list all technology used]

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Module 2: Agribusiness Plan Development			
Wk 4	Online	EP Idea Decision and Approval with Initial Market Research	EP Business Plan Report #1
Wk 5	Online	Specific Considerations in Agribusiness: Legality (IP), Regulations, Supply Chain Access	Case Study #1: Beech-Nut Baby Food, other litigation examples from Gator Alumni
	Synchronous	EP Decision Presentations (5-minute overviews to class; mentors Zoom in)	EP Business Plan Presentation #1; Peer reviews of class presentations
Wk 6	Online	In-depth Market Research, Value Proposition, and Supply Chains in the Agricultural and Rural Sector	N/A
Wk 7	Online	Pricing and Revenue for Agribusinesses; Basic Business Accounting	Business Plan Report #2
Wk 8	Online	Go-To-Market Strategy for Agribusinesses	EP Business Plan Report #3
Wk 9	Online	Marketing and Branding for Agribusinesses	Case Study #2: Marketing and Branding Wins and Losses
Wk 10	Online	Building Your Agribusiness Structure & Team	EP Business Plan Report #4
	Synchronous	Optional Case Study Presentation	
Module 3: Agribusiness Plan Refinement			
Wk 11	Online	Building Your Pitch (slide decks, takeaways	Pitch Deck Draft EP Business Plan Presentation #2: To Peers or Mentors (based on Mentor schedule). Must do ONE presentation to a mentor.

Wk 12	Online	Mock Peer Shark Tank Presentations (Office Hours Only)	EP Business Plan Presentation #3: To Peers or Mentors (based on Mentor schedule). Must do ONE presentation to a mentor. Finalize Pitch Deck
Module 4: Agribusiness Plan Presentation			
Wk 13	Synchronous	Dress Rehearsal	Self-Evaluation of Dress Rehearsal
Wk 14	Synchronous	Shark Tank Presentations	Final Presentation Materials
Wk 15	Online	Wrap Up and Feedback	Peer Reviews of Shark Tank Presentations

Course Differentiation for AEB 4XXX and AEB 6XXX (Agribusiness Enterprise Development)

This co-listed course will be project-oriented and require all students to develop a business plan that addresses a specific problem or idea for a targeted market group in the agricultural or rural sector. This includes all aspects of conducting market research, communicating a strategic marketing plan, estimating financial needs, and addressing challenges with actionable solutions. The course culminates in a Shark Tank presentation by all students.

All students will complete four business plan reports throughout the semester, a profile on a Gator Agricultural and Rural Entrepreneurship mentor, several mock presentations, and a final Shark Tank presentation of their business plans.

The graduate students will be required to complete additional assignments beyond the undergraduate program requirements. Graduate students will be required to complete two case studies. The case studies will be predetermined by the instructor and students will follow directions to identify the key challenges in the case study, analyze the challenges using course concepts, and propose recommendations or solutions. Each case study will be completed independently, and graduate students will provide a peer review of at least two other students' case studies. Additional credit will be available for graduate students who present their case studies to the class in a synchronous session. The case studies will add an additional 200 points to the total points available to graduate students.

Undergraduates are not required to complete the case studies, but they will be offered extra credit if they attend the graduate student case study presentations in week 10.

Cover Sheet: Request 21857

Graduate - Clinical Laboratory Microbiologist

Info

Process	Certificate|Close/Modify|Grad|Revised
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Leandro Dias Teixeira leandroteixeira@ufl.edu
Created	8/29/2025 5:29:34 PM
Updated	9/4/2025 1:03:29 PM
Description of request	This proposal seeks approval for curricular modifications to the Clinical Laboratory Management graduate certificate program. The changes involve expanding course options for several core requirements, including the addition of newly approved graduate-level courses and alternative pathways for students who have previously completed equivalent undergraduate coursework. These updates aim to enhance curricular flexibility while maintaining alignment with the program's learning outcomes and accreditation standards. As a result of these changes, the total number of credits required for the certificate may increase from the original 17 to a maximum of 18, depending on the specific course selections made by the student.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Microbiology and Cell Science 60100000	Eric Triplett		9/3/2025
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			9/3/2025
No document changes					
Graduate Council					
No document changes					
Graduate School Notified					
No document changes					
University Curriculum Committee Notified					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Academic Assessment Committee Notified					
No document changes					
Student Academic Support System					
No document changes					

Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					

Certificate|Close-Modify for request 21857

Info

Request: Graduate - Clinical Laboratory Microbiologist
Description of request: This proposal seeks approval for curricular modifications to the Clinical Laboratory Management graduate certificate program. The changes involve expanding course options for several core requirements, including the addition of newly approved graduate-level courses and alternative pathways for students who have previously completed equivalent undergraduate coursework. These updates aim to enhance curricular flexibility while maintaining alignment with the program's learning outcomes and accreditation standards. As a result of these changes, the total number of credits required for the certificate may increase from the original 17 to a maximum of 18, depending on the specific course selections made by the student.
Submitter: Leandro Dias Teixeira leandroteixeira@ufl.edu
Created: 8/6/2025 2:31:15 PM
Form version: 1

Responses

Current Certificate Name Clinical Laboratory Microbiologist
Effective Term Earliest Available
Effective Year Earliest Available
Requested Action Other (selecting this option will open additional form fields below)

Change Certificate Name? No

Change Certificate Name on Transcript? No

Change Credit Hours? Yes
Current Credit Hours more than 12 (please detail in description how many credits)
Proposed Credit Hours more than 12 (please detail in description how many credits)
Change Certificate Description? No

Change Certificate Prerequisites? No

Change Certificate Requirements? Yes
Current Requirements * MCB 5942L Clinical Microbiology laboratory – 2 credits - letter grade
• MCB 5655 Clinical Laboratory Ethics, Management, Safety, and Professional Issues – 2 credits - letter grade
• MCB5666 Clinical Research, Assessment, Education, and Quantitative Methods – 1 credit - letter grade
• MCB 5255 Clinical Bacteriology – 3 credits - letter grade
• MCB 5256 Clinical Mycology, Virology and Parasitology – 3 credits -letter grade
• MCB 5215 Clinical Immunology – 1 credit - letter grade
• MCB 5945L Clinical Experience in Microbiology: 2 credits - S/U (this is a 2 weeks/full time clinical internship in affiliated clinical sites.
• MCB 5270 Antimicrobial Resistance and Antimicrobial Stewardship – 3 credits - letter grade*
* If the student has taken the undergraduate level of this course, an alternative graduate level course (TBD) must be taken.
Proposed Requirements • MCB 5942L Clinical Microbiology laboratory – 2 credits (existing course) - letter grade
• MCB 5655 Clinical Laboratory Ethics, Management, Safety, and Professional Issues – 2 credits (existing course) - letter grade
• MCB5666 Clinical Research, Assessment, Education, and Quantitative Methods – 1 credit (existing course) - letter grade
• MCB 5255 Clinical Bacteriology – 3 credits (existing course) - letter grade OR
MCB5252 Microbiology, immunology and immunotherapy – 4 credits (existing course) – letter grade

• MCB 5256 Clinical Mycology, Virology and Parasitology – 3 credits (existing course) – letter grade OR

MCBXXXX Clinical Virology – 1 credit (new course 21799) – letter grade AND

MCBXXXX Clinical Mycology – 1 credit (new course 21764) – letter grade AND

MCBXXXX Clinical Parasitology – 1 credit (new course 21765) – letter grade

• MCB 5215 Clinical Immunology – 1 credit (new course 20668) - letter grade OR

PCB5235 Immunology – 3 credits (existing course) – letter grade

• MCB 5945L Clinical Experience in Microbiology: 2 credits (existing courses) - S/U (this is a 2 weeks/full time clinical internship in affiliated clinical sites.

• MCB 5270 Antimicrobial Resistance and Antimicrobial Stewardship – 3 credits (existing course) - letter grade. If student already have credits for MCB4271 Antimicrobial Resistance (undergraduate level), one of the following alternative courses can be taken:

MCB6796 Analysis, Interpretation, and Visualization of Microbiological Data – 3 credits (existing course) – letter grade OR

MCB6566 Environmental Microbiology – 3 credits (existing course) – letter grade OR

MCB6424 Probiotics – 3 credits (existing course) – letter grade OR

MCB6458 The Microbiome – 3 credits (existing course) – letter grade.

Impact on Program The proposed changes enhance the flexibility and academic rigor of the Clinical Laboratory Management (CLM) graduate certificate by offering students multiple pathways to fulfill core requirements. By incorporating both existing and newly approved graduate-level courses, the curriculum accommodates students with diverse academic backgrounds, including those who may have completed similar undergraduate coursework. This modular approach ensures that all students meet the program's learning outcomes while maintaining compliance with NAACLS standards and ASCP Board of Certification requirements. Additionally, the inclusion of alternative course options supports timely progression and reduces redundancy in content exposure.

Rationale for Proposed Change(s) The primary motivation for these changes is to provide students with greater curricular adaptability while preserving the integrity and depth of the CLM program. Several students enter the program having already completed undergraduate versions of key courses, such as Antimicrobial Resistance. By allowing graduate-level alternatives, the program avoids duplication and promotes advanced learning. The addition of newly developed 1-credit courses in Clinical Virology, Mycology, and Parasitology also allows for more targeted instruction and better alignment with evolving clinical competencies. These updates reflect current best practices in clinical microbiology education and respond to student and faculty feedback.

Assessment Data Review The inclusion of modular course options—such as targeted instruction in Clinical Virology, Mycology, and Parasitology—directly supports SLO 1 by allowing students to deepen their understanding of specialized diagnostic methods. The flexibility to substitute advanced graduate-level courses for previously completed undergraduate content ensures that students continue to develop critical thinking and communication skills outlined in SLO 2.

Academic Assessment Plan Changes N/A

Certificate|New for request 20685

Info

Request: Clinical Laboratory Microbiologist - Graduate Certificate

Description of request: The College of Agricultural and Life Sciences seeks to create a graduate certificate in Clinical Laboratory Microbiologist.

Submitter: Leandro Dias Teixeira leandroteixeira@ufl.edu

Created: 4/4/2025 5:32:45 PM

Form version: 3

Responses

Certificate Name Clinical Laboratory Microbiologist

Transcript Title Clinical Laboratory Microbiologist

Credits 17 - 18

Level Graduate

CIP Code 26.0503

Degree Program Biological and Biomedical Sciences

Effective Term Earliest Available

Effective Year Earliest Available

Certificate Description This graduate certificate in clinical microbiology prepares health professionals for careers in the field through online courses, on-campus lab, and clinical practicum. Graduates will become eligible to get certified as Technologist in Microbiology by the ASCP, a requirement for anyone wanting to seek employment in medical laboratory science in Florida.

Requirements for Admission Applicants must meet the following minimum requirements:

• Bachelor of Science degree with a cumulative grade-point average of 2.5 from an accredited college or university or equivalent international institution.

• General Biology: BSC2010/L and BSC2011/L or equivalent courses.

• General Chemistry: CHM2045/L and CHM2046/L or equivalent courses.

• Microbiology: MCB3020/L or MCB3023/L or equivalent courses.

• Biochemistry: BCH4034 or equivalent courses.

• Two letters of recommendation from college instructors or employer.

• CV and letter of interest.

Requirements for Completion The students must complete the courses below. All new courses have

been submitted for approval (pending).

• MCB 5~~942~~~~XXX~~L Clinical Microbiology laboratory – 2 credits (~~new course 20676~~existing course) - letter grade

• MCB ~~5XXX~~ 5655 Clinical Laboratory Ethics, Management, Safety, and Professional Issues – 2

credits (~~new course 20669~~existing course) - letter grade

• MCB5666 Clinical Research, Assessment, Education, and Quantitative Methods – 1 credit (~~new course

20671~~existing course) - letter grade

• MCB ~~5XXX~~ 5255 Clinical Bacteriology – 3 credits (~~new course 20665~~existing course) - letter grade **OR**

MCB5252 Microbio/immun therapy – 4 credits (existing course) – letter grade

• MCB ~~5XXX~~ 5256 Clinical Mycology, Virology and Parasitology – 3 credits (~~new course 20666~~existing
course) – letter grade **OR**

MCBXXXX Clinical Virology – 1 credit (new course 21799) – letter grade **AND**

MCBXXXX Clinical Mycology – 1 credit (new course 21764) – letter grade **AND**

MCBXXXX Clinical Parasitology – 1 credit (new course 21765) – letter grade-

~~letter grade~~

• MCB ~~5XXX~~ 5215 Clinical Immunology – 1 credit (new course 20668) - letter grade **OR**

PCB5235 Immunology – 3 credits (existing course) – letter grade

• MCB ~~5XXXL~~ 5945L Clinical Experience in Microbiology: 2 credits (~~new course 20675~~existing courses) -
S/U (this is a

2 weeks/full time clinical internship in affiliated clinical sites.

• MCB 5270 Antimicrobial Resistance and Antimicrobial Stewardship – 3 credits (existing

course) - letter grade. If student already have credits for MCB4271 Antimicrobial Resistance
(undergraduate level), one of the following alternative courses can be taken:

MCB6796 Analysis, Interpretation, and Visualization of Microbiological Data – 3 credits (existing
course) – letter grade **OR***

MCB6566 Environmental Microbiology – 3 credits (existing course) – letter grade **OR**

MCB6424 Probiotics – 3 credits (existing course) – letter grade **OR**

MCB6670C The Microbiome – 3 credits (existing course) – letter grade.

~~* If the student has taken the undergraduate level of this course, an alternative graduate level course (TBD) must be taken.~~

Rationale and Place in Curriculum This 17-credit hour graduate certificate offers training in clinical microbiology designed to equip health professionals for careers in the field. The program includes a mix of online courses, on-campus classes, and clinical practicums conducted in accredited laboratories. Upon finishing the certificate program, graduates are eligible to take the Technologist in Microbiology exam administered by the American Society of Clinical Pathology (ASCP) Board of Certification (BOC). ASCP-BOC certificate is required for anyone wanting to seek employment in medical laboratory science in Florida.

Benefits

1. Pioneering Status: As the first NAACLS-accredited program of its kind in The United States of America, it will set a new standard in medical microbiology education and attract attention from top students and industry professionals.

2. Enhanced Career Opportunities: The program will provide graduates with a prestigious certification and specialized training, making them highly competitive in the job market (https://www.bls.gov/emp/tables/employment-by-major-industry-sector.htm).

3. Addressing Industry Needs: The program will help address the critical shortage of skilled medical microbiologists, thereby improving healthcare outcomes and advancing public health.

4. Flexible Learning: The lectures will be 100% online, which offers flexible scheduling, making the program accessible to a wide range of students, including working professionals. Students' physical presence will only be required for laboratory classes and clinical practicum, both available in condensed versions.

The courses for this certificate were designed according to the NAACLS guidelines. There is no other program offered by UF that overlaps with course offered in our MLM program.

Student Learning Outcomes By the end of this graduate certificate program, students should be able to:

SLO 1. Gain a deep understanding of microbiological principles and techniques relevant to clinical

settings, including specimen collection, culture methods, and molecular diagnostics

SLO 2. Develop critical analytical skills for accurately interpreting laboratory results and will learn to

effectively communicate findings to healthcare professionals.

SLO 3. Engage in ethical practices and collaborate within interdisciplinary teams, applying evidence based

research to enhance patient care

Cover Sheet: Request 21855

Soil, Water, and Public Health Graduate Certificate Program

Info

Process	Certificate|Close/Modify|Grad|Revised
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Michael Sisk mjsisk@ufl.edu
Created	8/29/2025 12:15:58 PM
Updated	9/4/2025 7:40:07 AM
Description of request	Requesting Revisions To Soil, Water, and Public Health Graduate Certificate Program, These Changes Have Been Approved By SWES Academic Prorgams Commmitee (i..e. Teaching Commitee)

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Soil and Water Science 60210000	Patrick Wilson		9/4/2025
Soil, Water, and Public Health Graduate Certificate Revisions_8_29_25.docx					8/29/2025
College	Pending	CALS - College of Agricultural and Life Sciences			9/4/2025
No document changes					
Graduate Council					
No document changes					
Graduate School Notified					
No document changes					
University Curriculum Committee Notified					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Academic Assessment Committee Notified					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Certificate|Close-Modify for request 21855

Info

Request: Soil, Water, and Public Health Graduate Certificate Program
Description of request: Requesting Revisions To Soil, Water, and Public Health Graduate Certificate Program, These Changes Have Been Approved By SWES Academic Prorgams Commmitee (i..e. Teaching Commitee)
Submitter: Michael Sisk mjsisk@ufl.edu
Created: 9/15/2025 11:22:40 AM
Form version: 3

Responses
Current Certificate Name Soil, Water, and Public Health
Effective Term Earliest Available
Effective Year Earliest Available
Requested Action Other (selecting this option will open additional form fields below)

Change Certificate Name? No

Change Certificate Name on Transcript? No

Change Credit Hours? No

Change Certificate Description? No

Change Certificate Prerequisites? No

Change Certificate Requirements? Yes
Current Requirements Core Courses Required

PHC 6313 Environmental Health Concepts in Public Health, 3 credits, offered in the fall on-campus, every spring and even year summer C-Semester online*

SWS 5308 Ecology of Waterborne Pathogens, 3 credits, offered in the spring on-campus and online

SWS 5551 Soils, Water, and Public Health, 3 credits, offered in the spring on-campus and online

Elective Courses (Choose One)

PHC 6052 Introduction to Biostatistical Methods, 3 credits, offered in the fall*

SWS 6366 Biodegradation and Bioremediation, 3 credits, offered in the spring even years on-campus and online

SWS 6992 Aquatic Toxicology, 3 credits, offered in the spring odd years on-campus and online

Proposed Requirements Core Courses Required:

PHC 6326 – Environmental and One Health, 3 credits, offered in the fall on-campus and online

SWS 5551 Soils, Water, and Public Health, 3 credits, offered in the spring on-campus and online

Elective Courses (Choose Two):

PHC 6052 Introduction to Biostatistical Methods, 3 credits, offered in the fall onlinefall*

PHC 6304 – Environmental Toxicology Applications in Public Health, 3 credits, offered in the fall on-campus and online

PHC 6424 – Environmental Policy and Risk Management in Public Health, 3 credits, offered in Spring online

SWS 5308 Ecology of Waterborne Pathogens, 3 credits, offered in the spring on-campus and online

SWS 6366 Biodegradation and Bioremediation, 3 credits, offered in the spring even years on-campus and online

SWS 6992 Aquatic Toxicology, 3 credits, offered in the spring odd years on-campus and online

Impact on Program No Negative Impact With These Changes, Had To Adjust B/C Of Core Course No Longer Being Offered & Then Realign Core Courses Rquirements And Elective Courses Requirement. Also Think Additional Elective Course Options Will Be Beneficial To Give Students More Choices & Also Attact More Stdudents Into The Grad Cert Program

Rationale for Proposed Change(s) 1. PHC 6313 - Environmental Health Concepts in Public Health, Previously A Core Course Required For This Graduate Certificate Program Is No Longer Being Offered. Thus, Replacing This Core Course Requirement Wtih PHC 6326 - Environment and One Health.

2. Wanted To Adjust The Core Course Requirements From Three (3) To Two (2) Courses To Better Align With Out Other Graduate Certificates We Offer In SWES, Thus Shifted SWS 5308 - Ecology of Wateborne Pathogens From A Core Course Requirement To An Elective Course Requirement

3. Adjusted The Elective Courses From Only Needing To Select One (1) Course To Two (2) Courses & Added Some Additional Options Offered In PHHP THat Could Work For Electives For This Graduate Certificate Program

4. These Changes Will Now Require Two (2) Core Courses & Two (2) Elective Courses, Still Twelve (12) Credit Requirement To Complete.

Assessment Data Review Student Learning Outcome:

•   Compare and contrast the disciplines of public and environmental health and soils and water science, and to discuss issues/legislation that shape the fields.

•   Apply a knowledge of various physical and chemical/biological hazards to human and environmental health.

•   Scientifically and systematically assess basic soil and water characteristics and physical, chemical, and biological processes that affect contaminant fate and transport.

•   Apply the various steps/processes involved in risk assessment (RA), and how RA aides in the development of standards/guidelines/regulations for contaminants.

•   Apply strategies and techniques from the field of soil and water sciences that minimize risks, and that promote human and environmental health.

Program Goal:

To build a sustainable program that will have a minimum of four students by the end of the second full year of the program, that will continue to grow with each year of the program. A second major goal of the program is for at least 25% of the graduates enrolled in the program continue in a graduate program in the Soil, Water, and Ecosystem Sciences Department. The enrollment goals are presented in the table below.

Assessment Timeline and Method to address Soil, Water, and Public Health Preparation Graduate Certificate Program Goals
Assessment

Program Goal 1Assessment 1
End of YR1 (Summer 2023)   Assessment 2

End of YR2 (Summer 2024)	Assessment 3
End of YR3 (Summer 2025)
Student Enrollment
Have a minimum of 4 student participants enrolled in status in YR1 with a 10% increase annually.
	Collect enrollment data	Collect enrollment data and compare to YR1	Collect enrollment data and compare to YR1-2
Have 80% of students complete the program within five academic semesters.	Collect and analyze certificate completion data	Collect and analyze certificate completion data	Collect and analyze certificate completion data
Matriculation
Have twenty five percent of the certificate completers continue in the SWESD graduate program.
	Collect and analyze graduate enrollment data	Collect and analyze graduate enrollment data	Collect and analyze graduate enrollment data
Professional Outcomes
Prepare certificate completers for a career in soil, water, and ecosystem sciences, or in public health.
	Develop and collect student surveys	Collect student surveys	Collect student surveys

Academic Assessment Plan Changes If Changes To SWPH Grad Cert Program Are Approved, Mayor May Not Need Very Minor Changes To AAP/SLO, Dr. P. Inglett is reviewing some additional information on this item at this time.

SLOs	Assessment Method	Satisfactory	Unsatisfactory
Knowledge
Compare and contrast the disciplines of public and environmental health and soils and water science, and to discuss issues/legislation that shape the fields.
	Competency Exam administered at the end of the program	A score of > 80%	A score of < 80%
Apply a knowledge of various physical and chemical/biological hazards to human and environmental health.
	Competency Exam administered at the end of the program	A score of > 80%	A score of < 80%
Scientifically and systematically assess basic soil and water characteristics and physical, chemical, and biological processes that affect contaminant fate and transport	Exams and problems sets administered as part of SWS5551 Soils, Water, and Public Health	A final grade of B or greater	A final grade of less than B
Skills
Apply the various steps/processes involved in risk assessment (RA), and how RA aides in the development of standards/guidelines/regulations for contaminants.
	Exams and problem sets administered as part of PHC6313	A final grade of B or greater	A final grade of B or greater
Apply strategies and techniques from the field of soil and water sciences that minimize risks, and that promote human and environmental health.
	Competency Exam administered at the end of the program	A score of > 80%	A score of < 80%

Soil, Water, and Public Health Graduate Certificate Revisions_8_29_25

Soil and water quality are critically linked to the health of both ecosystems and human populations. Learn the various ways that soils, water, and public health interact, and how those interactions can be predicted, quantified, and controlled.

Core Courses Required

PHC 6313 Environmental Health Concepts in Public Health, 3 credits, offered in the **fall** on-campus, every **spring** and even year **summer C-Semester** online*

SWS 5308 Ecology of Waterborne Pathogens, 3 credits, offered in the spring **on-campus** and **online**

PHC 6326 – Environmental and One Health, 3 credits, offered in the fall **on-campus** and **online**

SWS 5551 Soils, Water, and Public Health, 3 credits, offered in the spring **on-campus** and **online**

Elective Courses (Choose ~~One~~Two)

PHC 6052 Introduction to Biostatistical Methods, 3 credits, offered in the fall **online**~~fall~~*

PHC 6304 – Environmental Toxicology Applications in Public Health, 3 credits, offered in the fall **on-campus** and **online**

PHC 6424 – Environmental Policy and Risk Management in Public Health, 3 credits, offered in Spring **online**

SWS 5308 Ecology of Waterborne Pathogens, 3 credits, offered in the spring **on-campus** and **online**

SWS 6366 Biodegradation and Bioremediation, 3 credits, offered in the spring even years **on-campus** and **online**

SWS 6992 Aquatic Toxicology, 3 credits, offered in the spring odd years **on-campus** and **online**

Cover Sheet: Request 21790

Plant Pest Risk Assessment and Management Certificate Closure

Info

Process	Certificate|Close/Modify|Grad|Revised
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Amanda Hodges achodges@ufl.edu
Created	8/19/2025 12:06:35 PM
Updated	9/4/2025 1:54:37 PM
Description of request	Closure of the Certificate of Plant Pest Risk Assessment and Management is requested due to changes in policies related to recruiting on-campus enrollment of students in certificate program.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Entomology and Nematology 60140000	Jennifer Weeks		9/4/2025
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			9/4/2025
No document changes					
Graduate Council					
No document changes					
Graduate School Notified					
No document changes					
University Curriculum Committee Notified					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Academic Assessment Committee Notified					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Certificate|Close-Modify for request 21790

Info

Request: Plant Pest Risk Assessment and Management Certificate Closure
Description of request: Closure of the Certificate of Plant Pest Risk Assessment and Management is requested due to changes in policies related to recruiting on-campus enrollment of students in certificate program.
Submitter: Amanda Hodges achodges@ufl.edu
Created: 8/19/2025 12:03:17 PM
Form version: 1

Responses
Current Certificate Name Plant Pest Risk Assessment and Management
Effective Term Earliest Available
Effective Year Earliest Available
Requested Action Terminate Certificate

Rationale for Proposed Change(s) The certificate was originally designed as a supplementary learning component for the DPM (Doctor of Plant Medicine) Program. With Changes in offering certificates to enrolled, on-campus students, the DPM program is no longer focused on the certificate.

Cover Sheet: Request 21877

Minor in Agricultural and Rural Entrepreneurship

Info

Process	Minor|New/Close|Ugrad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Lisa House lahouse@ufl.edu
Created	9/3/2025 11:05:39 PM
Updated	9/8/2025 12:31:52 PM
Description of request	Proposal of new undergraduate minor

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		9/5/2025
Agricultural and Rural Entrepreneurship Minor.pdf					9/3/2025
College	Pending	CALS - College of Agricultural and Life Sciences			9/5/2025
No document changes					
AP for Undergraduate Affairs Notified					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Minor|New for request 21877

Info

Request: Minor in Agricultural and Rural Entrepreneurship
Description of request: Proposal of new undergraduate minor
Submitter: Lisa House lahouse@ufl.edu
Created: 9/3/2025 10:54:59 PM
Form version: 1

Responses

Existing Degree Program Name Food and Resource Economics
CIP Code 01.0103
Existing Minor(s) Agricultural and Natural Resource Law
Agricultural and Natural Resource Ethics and Policy
Management and Sales in Agribusiness
International Development and Humanitarian Assistance
Data Analytics for Applied Economics and Agribusiness
Proposed Minor Name Agricultural and Rural Entrepreneurship
Proposed Transcript Title (Maximum 50 characters) Agricultural and Rural Entrepreneurship
Code ARE
Credits 15
Number of Students 20
Effective Term Fall
Effective Year Earliest Available
Percentage of Credits Available Fully Online 100%
Percentage of Credits Available Off-Campus 50% or more
Rationale and Place in Curriculum This minor differs from others in the Food and Resource Economics with the focus on entrepreneurship in the agricultural and rural sectors. Students in the minor will benefit from courses that will help them develop proposals for new ventures in this sector, recognizing specific challenges faced in the agricultural sector and in rural areas. Students in this minor will have opportunities for mentorship by existing entrepreneurs. By having this on their transcript, it will provide students with a way to communicate their preparation to face entrepreneurial challenges.
Impacts on Other Programs This minor will require the addition of two new courses to the FRE Department. No courses outside the department will be impacted.

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
BA-CEI	Jamie Kraft / Director

Phone Number	E-mail
3-0330	jamie.kraft@warrington.ufl.edu

Comments

All looks great! We're supportive of these additions!

Department	Name and Title

Phone Number	E-mail

Comments

Department	Name and Title

Phone Number	E-mail

Comments

Rev. 10/10

AGRICULTURAL AND RURAL ENTREPRENEURSHIP

The minor is available to all students interested in learning about the skills needed to create, launch, and sustain entrepreneurship enterprises focusing on agriculture, food systems, agribusiness, and rural economies.

About this program

- *College:* *Agricultural* and Life Sciences

- *Credits:* *15, completed with minimum grades of C*

REQUIRED COURSES

Code	Title	Credits
AEB 3122	Financial Planning for Agribusiness	3
AEB 3133	Principles of Agribusiness Management	3
AEB 3341	Selling Strategically	3
AEB 4XXX	Agricultural and Rural Entrepreneurship	3
AEB 4XXX	Agribusiness Enterprise Development	3
Total Credits		**15**