

Cover Sheet: Request 13591

AOM4XXX Agri-food Systems Innovation (joint)

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Jonathan Watson jaw7385@ufl.edu
Created	2/7/2019 3:33:09 PM
Updated	5/8/2019 2:44:31 PM
Description of request	The instructor and the department want to formalize this course as it has been offered as an AOM4932 Special Topics. We request this course be approved and designated an official course code for inclusion into the University of Florida Course Catalog.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Operations Management 514907001	Wendell Porter		2/15/2019
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Corrections requested by the CALS CC have been addressed.	4/19/2019
uccconsult_AOM4XXX.pdf					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/19/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13591

Info

Request: AOM4XXX Agri-food Systems Innovation (joint)

Description of request: The instructor and the department want to formalize this course as it has been offered as an AOM4932 Special Topics. We request this course be approved and designated an official course code for inclusion into the University of Florida Course Catalog.

Submitter: Jonathan Watson jaw7385@ufl.edu

Created: 4/11/2019 8:27:59 AM

Form version: 4

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

AOM

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

4

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Joint (Ugrad/Grad)

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Agri-food Systems Innovation

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Ag-food Sys. In.

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
Yes

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
This course differs for undergraduate and graduate students regarding assignments and assessment. All students in the course participate in the same lectures, case study analyses, discussion posts, quizzes, and exams; however, graduate students are assigned an exclusive semester long project over multiple assignments. In that project, graduate students are tasked

with reviewing recent literature on a topic provided by their instructor, then they are required to compile and draft a review article that will be published in a peer reviewed journal. The project is broken up over five assignment submissions which include an outline creation and identification of an appropriate journal, three draft submissions, and a final review-ready submission.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the

UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

Students explore the role of innovation in food systems from a reverse chain perspective. Students will gain knowledge of the food system framework from a multi-level (i.e., individual, organizational, etc.) perspective, identify current, innovative business and technological practices, as well as present and think critically about future trends in food.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:

AOM, ABE, PKG junior standing

Completing Prerequisites on UCC forms:

- *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*

- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))*

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
None

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

To my knowledge, there are currently no courses offered in the College of Agricultural and Life Sciences or at the University of Florida that present a holistic view of the food system from a reverse-chain (i.e., consumer-oriented) perspective. Although there are courses (e.g., ENT4015: The Venture Accelerator) and programs (e.g., Innovation Academy) that teach innovation concepts in the curricula in a general sense (i.e., through entrepreneurship, leadership, and ethics) none of those courses emphasize innovation as a central theme within a food systems' framework.

The Agricultural Operations Management program in the Department of Agricultural and Biological Engineering (ABE) has a broad curriculum that prepares its graduates for diverse career pathways interests. Undergraduates choose concentrations ranging from Agribusiness Management (AOM), Animal Production Management, Horticulture and Crop Management, Fishery and Aquatic Production, Sustainable Energy and Facilities among others. The diversity of faculty and students in ABE makes AOM an ideal fit for this course as the food system is complex, dynamic and adaptive requiring critical and innovative thinking to solve humankind's most challenging issues.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

Students, upon completing this course, will be able to:

- Recognize the importance of agri-food systems innovation.
- Define and describe innovation in agri-food systems, including identifying points in the system that provide opportunities as well as challenges for participants.
- Analyze innovation in the agri-food industry, including current and future trends.
- Apply a systems perspective to think critically about the inter-relationships within agri-food systems.
- Summarize the agri-food system and discuss changes that improve efficiency, safety, affordability, profitability, and sustainability.

The following list contains general topic areas and modules within the course. When looked at individually, some of this material is indeed taught in other courses and departments within CALS and at UF. However, when viewed as an integrated series of topics within a single course with a central theme of innovation as its focus, there are few similar courses available to students. This integrated, holistic view is essential for students to synthesize the complex social, environmental, and economic dynamics that make up our food system.

- 1 Introduction to agri-food systems innovation
- 2 Innovation in agri-food systems marketing
- 3 Consumer behavior with regard to food innovation
- 4 New product development: principles and practices in a consumer-oriented market
- 5 Food safety and consumer behavior
- 6 Technological innovation in the food industry: product design
- 7 Food production: trends in system innovation
- 8 Nutritional aspects of food innovations: a focus
- 9 Integration of innovation in the corporate strategy of agri-food companies
- 10 Innovations in logistics in the food supply chain networks
- 11 Food quality management and innovation
- 12 Legislation and food innovation

A detailed list of these topic areas with module specific subsections can be found in the course syllabus as part of Section 11: Course Outline as well as a detailed table of activities and assignments with due dates.

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response:

- 1 UF Undergraduate Catalog Attendance and Make-up Policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
- 2 UF Undergraduate Catalog Grades and Grading Policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
- 3 Gator Rater: <https://evaluations.ufl.edu/>
- 4 Student Conduct and Honors Codes: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>
- 5 Disability Resource Center: <http://www.dso.ufl.edu/drc/>
- 6 University Counseling & Wellness Center: <https://counseling.ufl.edu/>
- 7 U Matter We Care: <http://www.umatter.ufl.edu/>
- 8 Career Resource Center: <https://career.ufl.edu/>
- 9 Student Complaint/Grievance Process: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Undergraduate and graduate students have separate grading schemes for many of the activities in this course; however, students do complete many of the same activities often as group activities where groups consist of a mix of undergraduates and graduates. In the instances where they are required to complete an assignment as a group, the grading scheme is the same for all students. Yet, there are certain activities only required of the graduate students and not undergraduates. The following includes a list of all activities for the course followed by the percentage contribution for undergraduates and graduates respectively:

- 1 Class participation (15% UG, 5% G)
- 2 Discussion posts (15% UG, 5% G)
- 3 Quizzes (15% UG, 15% G)
- 4 Case Study Reviews & Assessments (25% UG, 25% G)
- 5 Exam 1 (15% UG, 15% G)
- 6 Exam 2 (15% UG, 15% G)
- 7 Review Article (0% UG, 20% G)

This grading scheme is also found in Section 13: Grading of the syllabus.

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Dr. Jonathan Adam Watson

AOM4XXX
AGRI-FOOD SYSTEMS INNOVATION
SPRING 2019

1. **Catalog Description:** *3 credits.* Students explore the role of innovation in food systems from a reverse chain perspective. Students will gain knowledge of the food system framework from a multi-level (i.e., individual, organizational, etc.) perspective, identify current, innovative business and technological practices, as well as present and think critically about future trends in food.
2. **Instructor:** Dr. Jonathan Adam Watson
 - a. Office location: 263 Frazier Rogers Hall
 - b. Telephone: 352-294-6740
 - c. E-mail address: jaw7385@ufl.edu
 - d. Course site: Canvas e-Learning
 - e. Office hours: MWF 7th and 8th Periods (1:55pm – 3:50pm) or by appointment

Teaching Assistant: Raminder Kaur

- a. Contact: e-Learning
- b. Office hours: By appointment

Your professor has an open-door policy, so do not hesitate to knock on his office. If he is not in his office, please email him and he will respond. To speak to your TA, please use the Canvas messaging inbox system to directly ask a question or to schedule an appointment. **IMPORTANT:** When contacting the professor or the teaching assistant, please allow up to 48 hours for a response, not including weekends or holidays. In addition, your instructor wants to ensure your assignments are graded in a timely many so please allow for 3-5 school days for your assignments to be graded and returned.

3. **Meeting Times:** MWF 3rd Period (9:35am – 10:25am)
4. **Meeting Location:** 129 Frazier Rogers Hall
5. **Pre-requisites and Co-requisites:** AOM or ABE or PKG, junior standing
6. **Course Objectives:**

Students, upon completing this course, will be able to:

 - a. Recognize the importance of agri-food systems innovation.
 - b. Define and describe innovation in agri-food systems, including identifying points in the system that provide opportunities as well as challenges for participants.
 - c. Analyze innovation in the agri-food industry, including current and future trends.
 - d. Apply a systems perspective to think critically about the inter-relationships within agri-food systems.
 - e. Summarize the agri-food system and discuss changes that improve efficiency, safety, affordability, profitability, and sustainability.

7. Class Schedule: Listed assigned meeting times.

Week	Date	Module	Activity	Assignment Due
1	7-Jan	1 Introduction to agri-food systems innovation	Introductions	
	8-Jan		No Class	
	9-Jan		Lecture	
	10-Jan		No Class	
	11-Jan		Lecture	Syllabus Quiz
2	14-Jan	2 Innovation in agri-food systems marketing	Lecture	
	15-Jan		No Class	
	16-Jan		Lecture	
	17-Jan		No Class	Module 2 Quiz
	18-Jan		Lecture	Module 2 Discussion Post
3	21-Jan	3 Consumer behavior with regard to food innovation	Lecture	
	22-Jan		No Class	
	23-Jan		Lecture	Case Study 1 Analysis & Self-Assessment
	24-Jan		No Class	Module 3 Quiz
	25-Jan		Lecture	Module 3 Discussion Post
4	28-Jan	4 New product development: principles and practices in a consumer-oriented market	Lecture	Case Study 1 Peer-Assessment
	29-Jan		No Class	
	30-Jan		Lecture	Case Study 2 Analysis & Self-Assessment
	31-Jan		No Class	Module 4 Quiz
	1-Feb		Lecture	Module 4 Discussion Post
5	4-Feb	5 Food safety and consumer behavior	Lecture	Case Study 2 Peer-Assessment
	5-Feb		No Class	
	6-Feb		Lecture	
	7-Feb		No Class	Module 5 Quiz
	8-Feb		Lecture	Module 5 Discussion Post
6	11-Feb	6 Technological innovation in the food industry: product design	Lecture	
	12-Feb		No Class	
	13-Feb		Lecture	Case Study 3 Analysis & Self-Assessment
	14-Feb		No Class	Module 6 Quiz
	15-Feb		Lecture	Module 6 Discussion Post
7	18-Feb	Exam Week	Review	Case Study 3 Peer-Assessment
	19-Feb		No Class	
	20-Feb		Exam 1	
	21-Feb		No Class	
	22-Feb		No Class	

8	25-Feb	7 Food production: trends in system innovation	Lecture	
	26-Feb		No Class	Case Study 4 Analysis & Self-Assessment
	27-Feb		Lecture	
	28-Feb		No Class	Module 7 Quiz
	1-Mar		Lecture	Module 7 Discussion Post
9	4-Mar	Spring Break	No Class	Case Study 4 Peer-Assessment
	5-Mar		No Class	
	6-Mar		No Class	
	7-Mar		No Class	
	8-Mar		No Class	
10	11-Mar	8 Nutritional aspects of food innovations: a focus on functional foods	Lecture	
	12-Mar		No Class	
	13-Mar		Lecture	Case Study 5 Analysis & Self-Assessment
	14-Mar		No Class	Module 8 Quiz
	15-Mar		Lecture	Module 8 Discussion Post
11	18-Mar	9 Integration of innovation in the corporate strategy of agri-food companies	Lecture	Case Study 5 Peer-Assessment
	19-Mar		No Class	
	20-Mar		Lecture	
	21-Mar		No Class	Module 9 Quiz
	22-Mar		Lecture	Module 9 Discussion Post
12	25-Mar	10 Innovations in logistics in the food supply chain networks	Lecture	
	26-Mar		No Class	
	27-Mar		Lecture	Case Study 6 Analysis & Self-Assessment
	28-Mar		No Class	Module 10 Quiz
	29-Mar		Lecture	Module 10 Discussion Post
13	1-Apr	11 Food quality management and innovation	Lecture	Case Study 6 Peer-Assessment
	2-Apr		No Class	
	3-Apr		Lecture	
	4-Apr		No Class	Module 11 Quiz
	5-Apr		Lecture	Module 11 Discussion Post
14	8-Apr	12 Legislation and food innovation	Lecture	
	9-Apr		No Class	
	10-Apr		Lecture	Case Study 7 Analysis & Self-Assessment
	11-Apr		No Class	Module 12 Quiz
	12-Apr		Lecture	Module 12 Discussion Post
15	15-Apr	Exam Week	Review	Case Study 7 Peer-Assessment
	16-Apr		No Class	
	17-Apr		Exam 2	
	18-Apr		No Class	

	19-Apr		Grad Students	Review Article Discussion
16	22-Apr	Final Exam Prep	Grad Students	Review Article Discussion
	23-Apr		No Class	
	24-Apr		Review	Optional Final Exam Review
	25-Apr		No Class	
	26-Apr		Reading Day	
17	29-Apr	Final Exam Week	Final Exam Date TBA	
	1-May		Final Exam Date TBA	
	3-May		Final Exam Date TBA	

8. Material and Supply Fees: None

9. Textbook, Coursepack, Technology and Software:

Required Textbook

- Jongen, W. M., & Meulenberg, M. (Eds.). (2005). Innovation in agri-food systems. Wageningen Academic Pub.
- <http://www.wageningenacademic.com/doi/book/10.3920/978-90-8686-666-3>
- Price: \$75.00 (UF Bookstore or direct textbook or .pdf online)

Course Pack

- Harvard Business Publishing Case Studies.
- Access link: <https://hbsp.harvard.edu/import/577881>
- Price: \$34.00 (online only, credit card required)

Technology and Software

- Computer, tablet, or phone with internet access browser (e.g., Chrome, Edge, Safari, Firefox) brought to class to participate in live polling activities during lectures.
- Word processing software (e.g., Microsoft Word, Google Docs).

Graduate Student Reading List

- Berthet, E. T., Hickey, G. M., & Klerkx, L. (2018). Opening design and innovation processes in agriculture: Insights from design and management sciences and future directions. *Agricultural Systems*, 165, 111–115. <https://doi.org/10.1016/J.AGSY.2018.06.004>
- Berti, G., Mulligan, C., Berti, G., & Mulligan, C. (2016). Competitiveness of Small Farms and Innovative Food Supply Chains: The Role of Food Hubs in Creating Sustainable Regional and Local Food Systems. *Sustainability*, 8(7), 616. <https://doi.org/10.3390/su8070616>

- Blay-Palmer, A., Sonnino, R., & Custot, J. (2016). A food politics of the possible? Growing sustainable food systems through networks of knowledge. *Agriculture and Human Values*, 33(1), 27–43. <https://doi.org/10.1007/s10460-015-9592-0>
- Cohen, N., & Ilieva, R. T. (2015). Transitioning the food system: A strategic practice management approach for cities. *Environmental Innovation and Societal Transitions*, 17, 199–217. <https://doi.org/10.1016/J.EIST.2015.01.00>
- Kanter, R., Walls, H. L., Tak, M., Roberts, F., & Waage, J. (2015). A conceptual framework for understanding the impacts of agriculture and food system policies on nutrition and health. *Food Security*, 7(4), 767–777. <https://doi.org/10.1007/s12571-015-0473-6>
- Matson, J., & Thayer, J. (2013). The role of food hubs in food supply chains. *Journal of Agriculture, Food Systems, and Community Development*, 3(4), 1–5. <https://doi.org/10.5304/jafscd.2013.034.004>
- Meynard, J.-M., Jeuffroy, M.-H., Le Bail, M., Lefèvre, A., Magrini, M.-B., & Michon, C. (2017). Designing coupled innovations for the sustainability transition of agrifood systems. *Agricultural Systems*, 157, 330–339. <https://doi.org/10.1016/J.AGSY.2016.08.002>
- King, T., Cole, M., Farber, J. M., Eisenbrand, G., Zabararas, D., Fox, E. M., & Hill, J. P. (2017). Food safety for food security: Relationship between global megatrends and developments in food safety. *Trends in Food Science & Technology*, 68, 160–175. <https://doi.org/10.1016/J.TIFS.2017.08.014>

10. Recommended Reading:

None

11. Course Outline:

- 1 Introduction to agri-food systems innovation**
- 2 Innovation in agri-food systems marketing**
 - 2.1 Introduction
 - 2.2 The agri-food systems: A marketing framework
 - 2.3 Developments in the environment of the agri-food system
 - 2.4 Changing actors in the food marketing systems
 - 2.5 Basic strategies of agri-food systems
 - 2.6 Conclusions
- 3 Consumer behavior with regard to food innovation**
 - 3.1 Why care about consumer behavior?
 - 3.2 The Total Food Quality Model
 - 3.3 Purchase motives, quality dimensions and quality cues: The vertical dimension of perceived quality
 - 3.4 Quality expectations and quality experience: The horizontal dimension of perceived quality

- 3.5 Perceived quality, perceived price and decision making
- 3.6 The Total Food Quality Model and new product acceptance: Three prerequisites for the successful development of new food products
- 3.7 Social media and consumer behavior
- 3.8 Conclusions
- 4 New product development: principles and practices in a consumer-oriented market**
 - 4.1 Introduction
 - 4.2 General principles of consumer-oriented NPD
 - 4.3 Product market(ing) and consumer factors in New Product Development success
 - 4.4 Putting consumer-oriented NPD into practice
 - 4.5 Application for food quality improvement
 - 4.6 Case studies in food quality improvement
 - 4.7 Conclusions
- 5 Food safety and consumer behavior**
 - 5.1 Introduction
 - 5.2 Food risk analysis
 - 5.3 Risk Analysis = Risk Assessment + Risk Communication + Risk Management
 - 5.4 Historical perspective of risk communication
 - 5.5 Risk as a social construct
 - 5.6 Case study I: Food scares
 - 5.7 Case Study II: Genetically modified foods
 - 5.8 Case Study III: The introduction of functional foods
 - 5.9 New approaches to risk communication: Restoring trust by transparency and enhanced public involvement in decision processes
 - 5.10 Conclusions
- 6 Technological innovation in the food industry: product design**
 - 6.1 Introduction
 - 6.2 Food quality
 - 6.3 Food chains
 - 6.4 Food technology
 - 6.5 Consumer images
 - 6.6 Product design
 - 6.7 Conclusions
- 7 Food production: trends in system innovation**
 - 7.1 Introduction
 - 7.2 Developments in food processing
 - 7.3 Developing in food packaging
 - 7.4 Microtechnology: a nucleus for system innovation
 - 7.5 Conceptual process design: Towards product-oriented process design
 - 7.6 Conclusions
- 8 Nutritional aspects of food innovations: a focus on functional foods**
 - 8.1 Introduction
 - 8.2 The concept of functional foods
 - 8.3 The regulatory environment
 - 8.4 Expectation of future developments

- 8.5 Possibilities and challenges for the food industry
- 8.6 Consumer acceptance
- 8.7 Conclusions
- 9 Integration of innovation in the corporate strategy of agri-food companies**
 - 9.1 Introduction
 - 9.2 Innovation
 - 9.3 Strategic management
 - 9.4 Dimensions of an innovation strategy
 - 9.5 Management implications
 - 9.6 Conclusions
- 10 Innovations in logistics in the food supply chain networks**
 - 10.1 Introduction
 - 10.2 The emergence of chains and networks
 - 10.3 The evolution of logistics management
 - 10.4 The evolution of information management
 - 10.5 An overview of innovative concepts in logistics and ICT in FSCN
 - 10.6 The essence of innovations in logistics and ICT
 - 10.7 Conclusions
- 11 Food quality management and innovation**
 - 11.1 Introduction
 - 11.2 Food quality
 - 11.3 Food quality management functions
 - 11.4 Total Quality Management and innovation performance
 - 11.5 Food quality management and innovation
 - 11.6 Conclusions
- 12 Legislation and food innovation**
 - 12.1 Introduction
 - 12.2 The FDA Food Safety Modernization Act (FSMA)
 - 12.3 The Farm Bill
 - 12.4 The composition of food
 - 12.5 Food handling
 - 12.6 Packaging law
 - 12.7 Enforcement
 - 12.8 Industrial property rights
 - 12.9 Conclusions

13 Attendance and Make-up: Attendance (on time) is expected. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies](#).

14 Grading:

Activity	Undergraduate Students	Graduate Students
Class Participation	15%	5%
Discussion Posts	15%	5%
Quizzes	15%	15%
Case Study Reviews & Assessments	25%	25%

Exam 1*	15%	15%
Exam 2*	15%	15%
Review Article	0%	20%

*An **optional cumulative Final Exam** will be available to students which will replace the lowest score on either Exam 1 or Exam 2.

Class Participation Grading Rubric

Grade	Participation Criteria
120 pts (100%)	<ul style="list-style-type: none"> • Student demonstrates the highest level of engagement in class participation, through either verbal or digital communication/interaction. • Offers analysis, synthesis, and evaluation of case material; for example, puts together pieces of the discussion to develop new approaches that take the class further.
114 pts (95%)	<ul style="list-style-type: none"> • Student eagerly volunteers to ask/answer questions and promotes a healthy discussion amongst peers. • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.
108 pts (90%)	<ul style="list-style-type: none"> • Student attitude is positive and productive for him/her and those students around him/her. • Student demonstrates satisfactory levels of engagement in class participation but lacks the effort to be truly excellent.
102 pts (85%)	<ul style="list-style-type: none"> • Student is willing to answer/ask questions and engage in course dialogue with fellow classmates. • Demonstrates consistent ongoing involvement and using polling software to provide feedback.
96 pts (80%)	<ul style="list-style-type: none"> • Student attitude is generally positive without fault to students around him/her. • Offers interpretations and analysis of case material (more than just facts) to class.
90 pts (75%)	<ul style="list-style-type: none"> • Student work ethic or attitude reveals apathy and/or much room for improvement. • Student is demonstrating a level of engagement in class participation but could make some improvement.
84 pts (70%)	<ul style="list-style-type: none"> • Student demonstrates very little engagement in classroom participation • Student takes very little interest in answering/asking questions either verbally or through the polling software
78 pts (65%)	<ul style="list-style-type: none"> • Student does not willingly answer/ask appropriate questions and does not engage in discussion • Student is unwilling to follow appropriate procedures and/or rules
72 pts	<ul style="list-style-type: none"> • Student has refused to complete or turn in a given assignment or performance-oriented task

(60%)	<ul style="list-style-type: none"> • Student is unwilling to follow appropriate procedures and/or rules
0 pts (0%)	<ul style="list-style-type: none"> • Student has demonstrated no involvement in classroom participation or discussion. • Student has failed to remain awake or intentionally disturbs those around him/her

Each student will have his/her class participation evaluated at the end of the semester. The grading rubric for class participation is in section **13. Grading**. Graduate students enrolled in this course will be required to draft a review article in addition to all other coursework listed in this syllabus. Graduate students are responsible for identifying peer-reviewed journal articles as source literature that focus on innovation in the agri-food system. Topics may include novel or new technologies that improve food safety, distribution logistics, or shelf life or articles that identify and propose alternative supply chain models (e.g., community support agriculture, farmers' markets, food hubs, etc.). Review article assignment directions will be available in Canvas. The intent is that we will produce a paper for publication with your names on it!

Students who have questions about their grades should contact their professor by e-mail. Do NOT contact the TA about grades assigned.

15 Grades and Grade Points:

- A [100.00 – 93.00%]
- A- [92.99 – 90.00%]
- B+ [89.99 – 87.00%]
- B [86.99 – 83.00%]
- B- [82.99 – 80.00%]
- C+ [79.99 – 77.00%]
- C [76.99 – 73.00%]
- C- [72.99 – 70.00%]
- D+ [69.99 – 67.00%]
- D [66.99 – 63.00%]
- D- [62.99 – 60.00%]
- E [59.99 – 0.00%]

For information on current UF policies for assigning grade points, see the [UF Undergraduate Catalog Grades and Grading Policies](#).

- 16 Assignments:** Assignments will be marked down for a sloppy presentation and, if excessive, they may be returned un-graded. All assignments must be typed and are due by the dates listed in Canvas by 11:59 PM of the due date unless otherwise specified by the instructor. For information on current UF grading policies, see the [UF Undergraduate Catalog Grades and Grading Policies](#).

17 Online Course Evaluation Process: Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at [GatorRater UF Evaluations](#). Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at [GatorRater UF Evaluations Summary Results](#).

18 Academic Honesty Policy: All students admitted to the University of Florida have signed a statement of academic honesty committing themselves to be honest in all academic work and understanding that failure to comply with this commitment will result in disciplinary action. This statement is a reminder to uphold your obligation as a UF student and to be honest in all work submitted and exams taken in this course and all others. All work must be original and completed individually.

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

It is not acceptable to plagiarize in this class. Plagiarism occurs when you accidentally or purposefully do any of the following in an assignment:

- Use someone else's work or words either verbatim or almost verbatim without attribution
- Use someone else's evidence, line of thinking, idea, without attribution
- Turn in or pass someone else's work as your own, or copying someone else's paper and purchasing readymade papers and assignments
- Turn in work that has already been submitted as new without the instructor's approval

Maintaining ownership of your work is a challenging task when doing research or using information from various sources in assignments. Intentional or willful plagiarism is considered academic dishonesty. Plagiarism (accidental or willful) will be penalized by a failing grade on an assignment, failing grade in the course, and/or referral to the Dean of Students.

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic

misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information view the [Student Conduct and Honor Codes](#).

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

0001 Reid Hall, 352-392-8565, [Disability Resource Center](#)

- 20 Campus Helping Services:** Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- [University Counseling & Wellness Center](#), 3190 Radio Road, 352-392-1575,
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
- *U Matter We Care*, <http://www.umatter.ufl.edu/>
- [Career Resource Center](#), First Floor JWRU, 392-1601

Student Complaints:

Student Complaint/Grievance Process [UF Complaints Policy](#)

21 Software Use and Technology Assistance: All faculty, staff and student 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. If you are having issues with technology and software including the Canvas site, please contact the [UF Help Desk](#) to resolve any matters. Additional information and resources about technology assistance and technical help can be found in the Canvas site on the page titled Technical Help.

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	