AEB 4424 Human Resources Management in Agribusiness

Spring, 2026
Online, 3 Credits

Instructor

Dr. Jennifer Clark
1191 MCCA
(352) 294-7636
tspartin@ufl.edu (preferred)

Office Hours: Tuesdays 10:00-11:00 AM and 4:00-5:00 PM; Wednesday 10:00-11:00 AM; Thursday 4:00-5:00 PM. Office hours are available in person or via Zoom (https://ufl.zoom.us/j/7910794490). If these times do not work for you, feel free to email me to arrange an appointment.

Teaching Assistant

Teaching Assistant: Contact information for the Teaching Assistant will be shared via a Canvas Announcement during the first week of classes.

Course Description

Issues involved in the strategic and effective management of human resources in agribusiness. Human resource management concepts and techniques designed to improve agribusiness organizational teamwork, productivity, performance and enterprise success. It will also deal with some of the unique aspects of labor management. Application through use of case problems, triad and video techniques.

Course Prerequisites

Junior or Senior standing.

Course Goal

The goal of **AEB 4424: Human Resource Management in Agribusiness** is to develop the knowledge, skills, and professional judgment needed to effectively manage people in agribusiness organizations. Students will build applied human resource management (HRM) competencies that support ethical decision-making, effective communication, and strategic leadership in diverse agricultural and food-system workplaces.

Course Overview and Purpose

AEB 4424: Human Resource Management in Agribusiness introduces students to the principles and practices of managing human talent in agricultural and agribusiness settings. The course focuses on how organizations recruit, develop, motivate, and retain employees across a range of work environments—from highly specialized professional roles to semi-skilled and unskilled labor—while operating within legal, ethical, and organizational constraints.

Rather than treating HRM as a stand-alone administrative function, this course emphasizes **human resource management as a shared leadership responsibility**, closely tied to strategy, productivity, workplace culture, and organizational performance. Students will examine how front-line supervisors, managers, and HR professionals make decisions that affect employees and the long-term success of agribusiness organizations.

Through discussions, applied activities, team-based exercises, case analysis, and a research-informed project, students will:

- Explore the full scope of human resource management activities in agribusiness organizations
- Apply federal employment laws to recruitment, selection, performance management, and employee relations
- Practice professional communication skills related to feedback, motivation, conflict resolution, and change management
- Analyze real-world HR challenges in agricultural and food-system workplaces
- Develop and present HR-focused recommendations grounded in theory, law, and best practices

This course is intentionally applied and professionally focused. Whether you plan to manage employees directly, work in HR or operations, or lead teams in agribusiness organizations, **AEB 4424** provides practical tools and experiences that translate directly to the workplace.

By the end of the semester, students will be better prepared to **navigate human resource challenges, communicate effectively with employees, and make informed HR decisions** that support both organizational goals and workforce well-being in agribusiness settings.

Course Modules & Lesson Overview

This course is organized into six modules, each with three lessons (18 lessons total). Each lesson aligns with a textbook chapter and includes readings, activities, and assignments available in Canvas. The lesson titles below correspond directly to the structure you will follow throughout the course.

MODULE	LESSON	CANVAS TITLE
1	L1	Introduction to Human Resource Management
	L2	Equal Opportunity and the Law
	L3	Human Resource Management Strategy and Performance
2	L4	Job Analysis and the Talent Management Process
	L5	Personnel Planning and Recruiting
	L6	Employee Testing and Selection
3	L7	Interviewing Candidates
	L8	Training and Developing Employees
	L9	Performance Management and Appraisal
4	L10	Managing Careers and Retention
	L11	Establishing Strategic Pay Plans
	L12	Pay for Performance and Financial Incentives
5	L13	Benefits and Services

	L14	Building Positive Employee Relations
	L15	Labor Relations and Collective Bargaining
	L16	Safety, Health, and Risk Management
6	L17	Managing Global Human Resources
	L18	Managing HR in Small and Entrepreneurial Firms

Guidance on pacing your work across modules, lessons and assignments is provided in Canvas for each module, including recommended timelines, due dates, and reminders to stay engaged and help you stay on track throughout the semester.

Student Learning Objectives

After successfully completing this course, students will be able to:

Foundations of Human Resource Management in Agribusiness

1. Explain the role of human resource management (HRM) in agribusiness organizations, including how HR functions support productivity, organizational performance, and strategic decision-making.
2. Describe the responsibilities of managers and supervisors in recruiting, developing, motivating, and retaining employees across diverse agribusiness settings.
3. Identify key federal employment laws and regulations that govern hiring, compensation, workplace safety, employee relations, and termination in agricultural and agribusiness contexts.

Analytical & Critical Thinking Skills

4. Analyze human capital decisions related to job design, recruitment, selection, training, performance management, and compensation using HRM concepts and evidence-based practices.
5. Evaluate tradeoffs and consequences of HR decisions, including impacts on employee motivation, organizational culture, legal compliance, and long-term business performance.
6. Interpret qualitative and quantitative information (e.g., job analyses, performance data, workforce needs, policy requirements) to support effective HR planning and decision-making.

Applied Problem-Solving & Management Practice

7. Apply HRM techniques to real-world agribusiness scenarios, including interviewing, feedback delivery, conflict resolution, disciplinary action, and compliance with labor regulations.
8. Develop practical HR strategies that balance employee well-being, organizational goals, and ethical considerations in agricultural and food-system workplaces.
9. Integrate HRM concepts across organizational systems, recognizing how staffing, compensation, training, and employee relations interact to influence overall firm performance.

Communication & Professional Skills

10. Communicate professionally and effectively in written, oral, and digital formats when addressing HR issues such as performance feedback, employee development, and corrective action.
11. Collaborate with peers to practice managerial communication, provide constructive feedback, and engage in team-based problem solving related to HR challenges.
12. Produce clear, well-supported written work that applies HRM theory, legal standards, and best practices to agribusiness management issues.

Personal, Experiential, and Career Development

13. Reflect on personal leadership style, communication approaches, and professional strengths as they relate to managing people in agribusiness organizations.
14. Apply HRM concepts to career planning, including job analysis, interviewing, performance expectations, and professional workplace behavior.
15. Demonstrate readiness for professional practice by completing individual and triad applications that addresses strategic agribusiness human resource challenges through analysis, reflection, and evidence-based recommendations.

Textbooks, Learning Materials, and Supply Fees

Canvas serves as the central hub for this course and can be accessed at **elearning.ufl.edu** using your GatorLink username and password. After reviewing the syllabus, students should complete the **Orientation and Introduction Module** in Canvas, which provides an overview of the course structure, lessons, assignments, and learning activities.

The **required textbook (eBook) and course materials** for this course are provided through **UF All Access**:

- **Dessler, G. (2018). *Human Resource Management* (16th ed.).** New York: Pearson.

Registration instructions are available in the **Canvas Orientation Module**. After registering, course materials can be accessed in **Canvas → Access Pearson**. Students may begin using these resources immediately; the All Access fee will be billed to your UF student account. A **discounted rate** is available at the beginning of the semester, so students are encouraged to register promptly and not delay access.

Please feel free to contact the instructor if you have questions, anticipate any difficulty accessing course materials, or would like to discuss specific learning needs or concerns. Support is always available.

Materials and Supplies Fees: None

Graded Work

The table below summarizes all major graded assignments for this course. Each assignment is designed to support course learning objectives and General Education outcomes.

All assignment deadlines are listed in Eastern Time (ET). Please plan accordingly if you are in a different time zone.

Work item	Estimated time on task	Description	Points

Discussion [D] & Discussion Response [DR]	1 hour	Discuss HR concepts relevant to personal development in agribusiness. Each discussion includes a post and a prompted response to two peers (6 × 100 points). Due in Canvas by 11:59 PM.	600
"Addressing Strategic Agribusiness HRM Concerns" [Activities 1-6]	1 hour	Each module includes an activity that builds HR management skills through collaboration with classmates. These activities promote higher-order learning by engaging students in HR and labor issues while practicing key skills. By semester's end, students will demonstrate effective communication strategies for motivating employees and addressing behavior change (6 × 100 points). Due in Canvas by 11:59 PM.	600
Homework	2 hours per Lesson	Each lesson is based on the textbook chapter. For each lesson you will watch a lecture video, complete reading, answer the homework questions (18 × 30 points). Due in Canvas by 11:59 PM.	540
Quiz	30 minutes per Lesson	Each lesson includes an **open-book, open-notes quiz**. No proctoring is required. (18 × 30 points). Due in Canvas by 11:59 PM.	540
Reflection video	15 minutes	After each Module, record a short video reflection connecting course concepts to your own experiences, observations, or perspectives. Due in Canvas by 11:59 PM.	120
Total Points			**2,400**

Developing Professional HRM Skills for Agribusiness

1. Overview of the "Addressing Strategic Agribusiness HRM Concerns" Activities (Modules 1- 6)

As part of the experiential learning component of this course, students will complete a **series of six applied activities** focused on **strategic human resource management challenges in agribusiness**. These activities are designed to develop practical skills related to motivation, performance management, communication, compliance, and corrective behavioral strategies for employees and associates.

Throughout the semester, students will engage in **collaborative online work**, applied research, peer communication, feedback exchange, and structured reflection. Assignments build sequentially, allowing students to practice HRM decision-making and apply analytical frameworks to real-world agribusiness labor and management scenarios.

Rather than completing isolated tasks, students will use these activities to **develop and refine professional HRM judgment**, integrating course concepts, legal considerations, and best practices to address strategic HR concerns in agribusiness organizations.

2. Activity Sequence and Project Components

The six activities listed below guide students step-by-step through key areas of agribusiness human resource management:

Module	Activity Title	Purpose/Focus
1	Recognizing Average Associates (RAA)	Explore how managers can identify, support, and motivate employee performance to improve morale and engagement.
2	Analyzing a Job that Matters: Your Career Through an HR Lens	Use the O*Net database to conduct a job analysis and examine how role clarity supports effective HR decision-making.
3	Interviewing with Intention	Evaluate interview design and questioning strategies to ensure legal compliance and strategic value in hiring.
4	Helping Associates Improve Performance (HAIP I & II)	Apply communication and coaching strategies to support employee development and address resistance to feedback.
5	Inside Ag Labor: Managing Compliance and H-2A Needs	Analyze agricultural labor challenges, including H-2A visa requirements, worker protections, and regulatory compliance.
6	Discussing Disciplinary Action (DDA)	Practice delivering disciplinary feedback that balances accountability, fairness, and professionalism.

Each activity builds on prior work, reinforcing skill development through practice, feedback, and reflection.

3. Why These Activities Matter

- These assignments are designed to help students think and act like HR professionals and agribusiness managers, not simply learn terminology. Through applied scenarios, peer dialogue, and structured writing, students will:
- Explore HR strategies that balance employee well-being with organizational performance
- Practice professional communication in complex managerial situations
- Reflect on ethical, legal, and interpersonal dimensions of HR decision-making
- Build career-ready skills in strategic thinking, policy interpretation, and professional writing
- Develop competencies aligned with APLU employability expectations for agriculture and natural resources graduates

4. Project Grading Expectations: Annotated Rubric Overview

Student work for the *Addressing Strategic Agribusiness HRM Concerns* activities will be evaluated based on **thoughtfulness, clarity, engagement with course materials, and alignment with course objectives**. Detailed rubrics for each activity are provided in Canvas.

The general performance framework is outlined below:

Performance Level	Description	Points
Full Credit	Thorough, well-developed work that integrates all project components and directly engages with course concepts, scenarios, and materials.	85-100
Partial Credit	Complete and competent work that may lack clarity, depth, integration, or specific detail.	51-84
Marginal Credit	Incomplete or underdeveloped work showing limited engagement with the material.	1-50
No Credit	No submission.	0

Grading Scale

Final course grades are assigned according to the scale below. For additional information on how the University of Florida assigns grade points, please visit UF Grades and Grading Policies.

A	94%-100%		C	74%-76.99%
A-	90%-93.99%		C-	70%-73.99%
B+	87%-89.99%		D+	67%-69.99%
B	84%-86.99%		D	64%-66.99%
B-	80%-83.99%		D-	60%-63.99%
C+	77%-79.99%		E	<60%

General Writing Expectations for Assessment

The following rubric describes baseline expectations for written assignments in this course. Assignment-specific rubrics and formatting requirements are provided in Canvas.

Criterion	Satisfactory (Y)	Unsatisfactory (N)
Content	Addresses the topic with appropriate depth and complexity; demonstrates	Central idea is unclear or off-topic; discussion is minimal or

	critical evaluation and synthesis of sources; shows a clear understanding of key concepts.	inaccurate; sources are missing, inappropriate, or insufficient.
Organization & Coherence	Has a clear structure and identifiable thesis; ideas generally progress logically with appropriate transitions.	Lacks clear organization or logical flow; coherence is missing or difficult to follow.
Argument & Support	Presents ideas persuasively with evidence; analysis goes beyond summary.	Makes unsupported claims or broad generalizations; relies primarily on summary or narrative without analysis.
Style	Word choice and tone are appropriate for the discipline and audience; sentences are generally clear and well-constructed.	Word choice is inappropriate or unclear; sentences are awkward, overly simple, or confusing.
Mechanics	Mostly free of grammatical, spelling, or punctuation errors; minor issues do not interfere with meaning.	Frequent mechanical errors interfere with clarity or undermine credibility.

Additional rubric criteria and formatting instructions are provided with individual assignments in Canvas.

Weekly Course Schedule

The instructor will make every effort to adhere to the course schedule as outlined below. However, adjustments may occasionally be necessary due to unforeseen circumstances or instructional needs. Any changes to the schedule will be communicated clearly and promptly through Canvas Announcements.

Students are responsible for monitoring Canvas regularly as it is the primary source of course updates and communication.

Introduction Module – Overview of the course and introduction to the instructor						
Topic: Course introduction, expectations, and how to navigate AEB 4424. **Summary:** This introductory module welcomes you to AEB 4424: Human Resources Management in Agribusiness and introduces the instructor, course structure, and learning tools you'll use throughout the semester. You'll receive a guided overview of **Canvas**, **communication** methods, available **Zoom office hours and virtual support** options, and the **resources** designed to support your success. By the end of this module, you'll understand how the course is organized, what is expected of you, and how to stay engaged and on track from the very start.						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	1/12/26	1/13/26	1/14/26	1/15/26	1/16/26	1/17-1/18
WEEK 1	**Classes Begin**				**Due:** **Orientation Module & (all) Introduction Assignments**	
Module 1 – The Human Resource Environment (Lessons 1-3)						
Topic: Foundations of human resource management and the role of people in organizational success. **Summary:** This module introduces human resource management (HRM) as a **strategic function** within agribusiness organizations. You'll explore the idea that employees are a critical form of organizational capital and examine how effective HR practices support productivity, performance, and long-term success. The module covers the **evolution of HRM**, key **employment laws and regulations**, and the role of HRM in aligning workforce decisions with organizational goals. By the end of this module, you will understand how HRM frameworks guide decisions about hiring, development, performance, and compliance in agribusiness settings.						
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN

DATE	1/19/26	1/20/26	1/21/26	1/22/26	1/23/26	1/24-1/25
WEEK 2	HOLIDAY: Martin Luther King, Jr.	**Due: Discussion 1 Post (part a)** **Flexible pacing: Lesson 1 HW & Quiz**		**Due: Discussion Response 1 (part b)** **Flexible pacing: Lesson 2 HW & Quiz**		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	1/26/26	1/27/26	1/28/26	1/29/26	1/30/26	1/31-2/01
WEEK 3		**Flexible pacing: Lesson 3 HW & Quiz**	**Due: Activity 1**		**Due: Lessons 1-3 HW & Quiz Reflection video 1**	

Module 2 – Recruiting, Planning, and Talent Management (Lessons 4-6)

Topic: Workforce planning, job analysis, recruiting, and employee selection in agribusiness.
Summary: This module focuses on how agribusiness organizations **plan for workforce needs and attract talent** to support growth and long-term success. You'll examine how organizations use data and job analysis to identify staffing needs and define roles that align with strategic goals. The module then explores **recruiting and selection**, including how organizations identify, evaluate, and select candidates who are a good fit for both the position and the organization. By the end of this module, you will understand how effective talent management practices support productivity, reduce turnover, and strengthen organizational performance in agribusiness settings.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	2/02/26	2/03/26	2/04/26	2/05/26	2/06/26	2/07-2/08

WEEK 4		**Due: Discussion 2 Post (part a)** **Flexible pacing:** **Lesson 4** **HW & Quiz**		**Due:** **Discussion** **Response 2** **(part b)** **Flexible** **pacing:** **Lesson 5** **HW & Quiz**		
DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**2/09/26**	**2/10/26**	**2/11/26**	**2/12/26**	**2/13/26**	**2/14-2/15**
WEEK 5		**Flexible pacing:** **Lesson 6** **HW & Quiz**	**Due:** **Activity 2**		**Due:** **Lessons 4-6** **HW & Quiz** **Reflection video 2**	

Module 3 – Acquiring, Training, and Developing Human Resources (Lessons 7-9)

Topic: Employee acquisition, training, development, and performance management in agribusiness.
Summary: This module examines how agribusiness organizations **invest in employee performance and development** through effective interviewing, onboarding, training, and performance management practices. You'll explore the legal and strategic considerations involved in interviewing candidates and supporting new hires as they transition into their roles. The module also focuses on **performance management and appraisal**, emphasizing how managers evaluate employee contributions, provide feedback, and make decisions that balance costs, benefits, and long-term organizational goals. By the end of this module, you will understand how training and development tools support both individual employee growth and broader organizational strategy in agribusiness settings.

DAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SAT/SUN**
DATE	**2/16/26**	**2/17/26**	**2/18/26**	**2/19/26**	**2/20/26**	**2/21-2/22**

WEEK 6		Due: Discussion 3 Post (part a) Flexible pacing: Lesson 7 HW & Quiz		Due: Discussion Response 3 (part b) Flexible pacing: Lesson 8 HW & Quiz		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	2/23/26	2/24/26	2/25/26	2/26/26	2/27/26	2/28-3/01
WEEK 7		Flexible pacing: Lesson 9 HW & Quiz	Due: Activity 3		Due: Lessons 7-9 HW & Quiz Reflection video 3 Please complete mid-semester feedback.	

Module 4 – Managing Compensation & Employee Performance (Lessons 10-12)

Topic: Compensation systems, performance incentives, and employee retention in agribusiness.
Summary: This module explores how agribusiness organizations **design compensation systems** that reflect the knowledge, skills, and contributions employees bring to the organization. You'll examine how wages, salaries, and incentive structures vary across agricultural sectors and why compensation decisions are closely tied to productivity and performance.
The module also addresses **labor availability and retention**, highlighting how ongoing labor shortages make effective pay plans and performance incentives a strategic priority. By the end of this module, you will understand how compensation and performance management tools are used to motivate employees, support retention, and align workforce incentives with organizational goals across a range of agricultural commodities.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	3/02/26	3/03/26	3/04/26	3/05/26	3/06/26	3/07-3/08
WEEK 8		**Due: Discussion 4 Post (part a)** **Flexible pacing: Lesson 10 HW & Quiz**		**Due: Discussion Response 4 (part b)** **Flexible pacing: Lesson 11 HW & Quiz**		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	3/09/26	3/10/26	3/11/26	3/12/26	3/13/26	3/14-3/15
WEEK 9		**Flexible pacing: Lesson 12 HW & Quiz**	**Due: Activity 4**		**Due: Lessons 10-12 HW & Quiz Reflection video 4**	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	3/16/26	3/17/26	3/18/26	3/19/26	3/20/26	3/21-3/22
WEEK 10	**HOLIDAY: SPRING BREAK**					
Module 5 – Employee Well-being & Management Relations (Lessons 13-15)						

Topic: Employee benefits, workplace relations, and labor–management dynamics in agribusiness.

Summary: This module examines how agribusiness organizations **support employee well-being and manage workplace relationships** through benefits, services, and effective management practices. You'll explore how compensation extends beyond wages to include benefits and services that play a significant role in attracting, supporting, and retaining employees. The module also focuses on **employee relations and change management**, emphasizing the role of managers in fostering positive work environments and navigating organizational change. In addition, you'll examine **labor relations and collective bargaining**, including the role of unions in agribusiness settings. By the end of this module, you will understand how well-designed employee relations strategies contribute to organizational stability, compliance, and long-term performance.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	3/23/26	3/24/26	3/25/26	3/26/26	3/27/26	3/28-3/29
WEEK 11		**Due: Discussion 5 Post (part a)** **Flexible pacing: Lesson 13 HW & Quiz** **Mid-semester feedback period closes.**		**Due: Discussion Response 5 (part b)** **Flexible pacing: Lesson 14 HW & Quiz**		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	3/30/26	3/31/26	4/01/26	4/02/26	4/03/26	4/04-4/05
WEEK 12		**Flexible pacing: Lesson 15 HW & Quiz**	**Due: Activity 5**		**Due: Lessons 13-15 HW & Quiz Reflection video 5**	

Module 6 – Additional Topics in HRM (Lessons 16-18)

Topic: Risk management, global HR challenges, and HRM in small and entrepreneurial agribusiness firms.

Summary: This module shifts focus from internal HR operations to the **external environment** influencing human resource management in agribusiness. You'll explore **risk management and global HR issues**, including how organizations navigate workforce challenges in an increasingly interconnected and regulated global economy. The module also examines **HRM in small and entrepreneurial firms**, highlighting how local and regional food systems create opportunities for new business development and require flexible, adaptive HR strategies. By the end of this module, you will understand how external forces shape HR decisions and how HRM practices must evolve to support growth, compliance, and sustainability in diverse agribusiness contexts.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	4/06/26	4/07/26	4/08/26	4/09/26	4/10/26	4/11-4/12
WEEK 13		**Due: Discussion 6 Post (part a)** **Flexible pacing: Lesson 16 HW & Quiz**		**Due: Discussion Response 6 (part b)** **Flexible pacing: Lesson 17 HW & Quiz**		
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	4/13/26	4/14/26	4/15/26	4/16/26	4/17/26	4/18-4/19
WEEK 14		**Flexible pacing: Lesson 18 HW & Quiz**	**Due: Activity 6**		**Due: Lessons 16-18 HW & Quiz Reflection video 6**	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
DATE	4/20/26	4/21/26	4/22/26	4/23/26	4/24/26	4/25-4/26

WEEK 15			**Last Day of Classes** ==**Please complete UF Course Evaluation.**==	**READING DAYS**	

Conclusion Module – Final Thoughts

Topic: Reflecting on human resource management decisions and your role as a people manager or HR professional in agribusiness.

Summary: As the semester comes to a close, this module invites you to reflect on how **human resource management principles shape workplace outcomes**, organizational culture, and employee well-being in agribusiness settings. Consider how the HRM tools, communication strategies, and legal and ethical frameworks explored in this course influence your approach to managing people, giving feedback, resolving conflict, and making personnel decisions.

This is also an opportunity to reflect on your **professional growth**, including how your communication style, leadership perspective, and HR judgment have developed over the semester. Think about how these skills apply to your future career—whether in management, HR, operations, or entrepreneurial roles within agriculture and food systems.

If you have lingering questions about course content, HR career pathways, certifications, or professional development opportunities, please feel free to reach out.

End-of-Semester Feedback:

Please remember to complete the **UF Course Evaluation** at the end of the semester. Your feedback is valued and helps improve this course for future students.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
DATE	4/27/26	4/28/26	4/29/26	4/30/26	5/01/26	
WEEK 16	**SCHEDULED MAKE UP ASSIGNMENTS**			**UF Course Evaluation period closes.** Reach out to discuss potential undergrad research Projects or professional development opportunities!		

Course Policies

The policies below outline expectations specific to this course. University-wide policies and required resources are listed in the following section.

Communication Guidelines (Online Course)

Clear, respectful, and **consistent communication** is essential for success in an online course. Because we do not meet in a physical classroom each week, **staying engaged and checking Canvas regularly is part of your responsibility as an online learner**. Please keep the following expectations in mind:

- **Stay actively engaged throughout the semester.** Logging in regularly, keeping up with modules, and completing assignments on time are critical to staying connected and successful.
- **Monitor Canvas consistently.** Course updates, announcements, deadlines, and feedback are communicated through Canvas. Students are expected to check Canvas frequently and keep notifications enabled.
- **Communicate early and proactively.** If you anticipate challenges, conflicts, or periods of limited availability, please reach out as soon as possible. Waiting until the end of the semester to reconnect will limit the support that can be provided.
- **Engage with purpose in discussions and activities.** Online discussions, reflections, and peer feedback are central to learning in this course. Contributions should be thoughtful, focused on course content, and completed by posted deadlines.
- **Communicate respectfully and professionally.** Respond to ideas rather than individuals, support your statements with evidence when appropriate, and help maintain a respectful and inclusive learning environment.
- **Reach out when needed.** Online learning can feel isolating at times. If you have questions, concerns, or need clarification, please contact me. I want to support your learning and help you stay on track.

Bottom line: Online courses require intentional engagement. Staying connected, communicating regularly, and keeping up with course activities will help you avoid falling behind and make this a more meaningful learning experience.

Class Demeanor & Expectations

This course is designed to be an **engaging, respectful, and inclusive online learning environment**. Students are expected to approach class activities, discussions, and collaborative work with **curiosity, professionalism, and openness to learning**.

Differences in viewpoints are expected and encouraged; however, all interactions should remain **civil, constructive, and evidence-based**. Active participation, thoughtful listening, and a willingness to engage seriously with complex **human resource management and workplace issues** are essential to creating a positive learning experience for everyone.

Professional Communication and Growth

Developing the ability to respond in a **dispassionate, logical, and evidence-based manner** is an important part of professional growth. In academic and workplace settings, you will not always agree with everyone on your team and learning how to communicate respectfully and analytically in those situations is an **acquired skill**. This course provides a supportive space to practice engaging with differing

perspectives, focusing on ideas rather than individuals, and strengthening professional communication skills.

Attendance & Participation

Because this is an **online course**, attendance is measured through **active and consistent engagement** rather than physical presence. Your participation matters—not only for your own learning, but for the learning community we are building together.

Students are expected to:

- Log in to Canvas regularly and stay current with modules, announcements, and deadlines
- Participate meaningfully in discussions, reflections, and course activities
- Complete assignments on time or within the designated grace period
- Respond to instructor communication when outreach is initiated

Regular engagement throughout the semester places you in the strongest position for success and support. Students who disengage for extended periods without communication may have limited options for make-up work later in the semester.

Late Work, Extensions, and Make-Up Work

This course is designed to be **supportive, flexible, and fair**, while also maintaining clear expectations that allow the class to move forward together.

48-Hour Grace Period
Each assignment includes a **48-hour grace period** after the posted due date in Canvas (referred to as the "Available Until" date in Canvas). Work submitted within this window will **not receive a late penalty**. This grace period is intended to accommodate short-term disruptions, busy weeks, or unexpected challenges.

After the Grace Period
Assignments submitted after the grace period may receive a **20% deduction**, unless you have communicated with the instructor in advance or as soon as possible. Early communication provides the greatest flexibility.

Extenuating Circumstances and Extensions
The University of Florida recognizes that **extenuating circumstances** may significantly interfere with a student's ability to complete coursework. These may include, but are not limited to:

- Serious illness or medical concerns
- Personal or family emergencies
- Mental health challenges
- Official university activities
- Religious observances
- Military obligations
- Severe weather

If an extenuating circumstance affects your ability to complete an assignment, please contact the instructor **as early as possible** so we can discuss appropriate accommodations, extensions, or make-up work when warranted. Documentation may be requested depending on the situation.

Ongoing Engagement and Communication Matter

This course emphasizes steady engagement across the semester. Students who attend class (or participate online as arranged), submit work regularly, and respond to instructor outreach are in the strongest position to receive support when challenges arise.

Requests for extensive make-up work or exceptions **at the very end of the semester**, particularly from students who have not been participating, submitting work, or responding to instructor communication, generally cannot be accommodated. Late requests made without prior engagement significantly limit the available options.

Bottom line: Use the grace period when life gets busy, communicate early if challenges arise—especially in the case of extenuating circumstances—and stay engaged throughout the semester.

Course expectations regarding attendance, late work, and make-up assignments are consistent with university policy: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Instructor Interaction Plan

Email is the most effective way to reach me. For the fastest response, please send all course-related questions to my **UF email address**. While Canvas messages do forward to my inbox, they are not threaded, which can make conversations harder to track. Canvas inquiries may also be handled by the Teaching Assistant.

When emailing, please include:
- The course number **(AEB 4424)** in the subject line
- A brief description of your question or topic
- All follow-up questions within the **same email thread**

Response Time Expectations

I strive to respond to emails within **24 hours, Monday through Friday**. Emails sent over the weekend will typically receive a response by Monday. If you do not receive a response within 24 hours, please resend your email so it returns to the top of my inbox.

Assignment Feedback Timeline

Assignment grades and written feedback are generally returned within **72 hours** of the due date. Longer assignments or major projects may occasionally require additional time; if so, I will communicate expected timelines clearly.

Meetings and Support

If you would like to discuss grades, accommodations, or personal matters, please email me to schedule a **private meeting**. Students are also encouraged to attend scheduled **office hours** for academic support, project guidance, or general questions.

Course announcements will be posted regularly in **Canvas**. Please ensure your Canvas notification settings are enabled, as announcements are the primary method of communication outside of class.

Teaching Assistant Support

The Teaching Assistant assists with Canvas messages and general course logistics. If a message requires my direct attention, it will be forwarded to me promptly.

Required Technology & How to Obtain the Technology

To be successful in this course, you will need regular access to a **reliable computer and internet connection**. The University of Florida provides several resources to help ensure you have the technology and support needed to complete coursework efficiently.

- **UF Student Computer Recommendations** outline minimum and recommended device specifications needed to effectively support coursework, required software, and online learning tools.
- **UF Cloud Services:** Access to **Microsoft Office 365**, GatorCloud storage, and other required software resources.
- **Adobe Acrobat Reader** is required to view PDF files used for course readings, project templates, and instructions. The software is free to download and compatible with all major devices. **Download Adobe Reader**

If you have concerns about accessing required technology, please contact the instructor as early as possible so we can work together to identify available support options.

Technical Skills

To fully participate in this course, students should be comfortable with basic digital and academic skills commonly used across UF courses. These skills support successful completion of assignments, projects, and course activities.

Expected skills include:

- **Word processing**, including creating, editing, and formatting documents using Microsoft Word or Google Docs
- **Presentation design** using PowerPoint or similar presentation tools
- **Canvas navigation**, such as accessing modules, submitting assignments, viewing grades, and participating in discussions
- **Basic algebra skills** for interpreting data, working with simple formulas, and applying quantitative concepts in human resource analysis and decision-making
- **File management**, including saving, uploading, and organizing course materials in standard formats such as PDF, DOCX, and PPTX

If you need support with any of these skills, UF offers assistance through the **UF Computing Help Desk**, the **Writing Studio**, and other campus resources. Students are encouraged to seek guidance early in the semester and are always welcome to ask questions.

Digital Information Literacy Skills

Throughout the semester, students will be expected to **locate, evaluate, and use high-quality information** to support course assignments. Developing strong digital information literacy skills will help you distinguish credible evidence from opinion, misinformation, or unsupported claims—an essential skill for academic work and informed citizenship.

To support this learning, you will use the following digital literacy tools and UF library resources:

- **Evaluating Sources (UF Libraries Guide)**
  This guide helps you assess whether a source is credible, accurate, and appropriate for academic and policy-related work. You will apply these skills when selecting news articles, research studies, data sources, and evidence for assignments, discussions, and projects.
- **Google Scholar**
  Google Scholar provides access to scholarly articles, reports, and research across many disciplines. It is a valuable tool for locating peer-reviewed work related to human resource management, labor relations, agribusiness, organizational behavior, and public policy.
  Tip: Log in using your GatorLink to enable full-text access through UF Libraries.
- **Nexis Uni Newspaper Database**
  Using reputable news databases such as Nexis Uni helps strengthen your ability to **evaluate evidence, recognize bias, and support arguments with credible sources**—key skills for academic work and professional decision-making.

If you have questions about research, sources, or citations at any point during the semester, please reach out early. Library staff, course resources, and the instructor are all available to support you as you build confidence in using human resource and workplace information responsibly and effectively.

Technical Support: UF Computing Help Desk

For any technical issues related to **Canvas, UF e-Learning services, GatorLink, Wi-Fi, software access, or other UF systems**, students must contact the **UF Computing Help Desk** and obtain a **Help Desk ticket number**. The Help Desk is available **24 hours a day, 7 days a week**, and provides support by phone, email, and live chat.

UF Computing Help Desk

Website: https://helpdesk.ufl.edu/
Phone: (352) 392-4357
Email: helpdesk@ufl.edu

Please retain your ticket number, as it may be requested when communicating with the instructor about technical issues affecting coursework.

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

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

Additional Information

Thank you for taking the time to review this syllabus and prepare for our semester together. I'm genuinely excited to learn with you, explore new ideas, and see the perspectives and creativity you bring to your work in this course. **AEB 4424** is designed to challenge you while also providing support—helping you grow not only as a student, but as a **professional communicator, problem solver, and emerging leader**.

The skills you will practice in this course—such as giving and receiving feedback, navigating difficult conversations, making ethical decisions, and communicating clearly under uncertainty—are valuable in **any career discipline**. Whether you pursue management, human resources, entrepreneurship, policy, or another professional path, these competencies will strengthen your ability to lead, collaborate, and make informed decisions in real-world settings.

Please know that you are always welcome to reach out if you have questions, concerns, or simply want to talk through an idea. Your success matters, and I'm here to support you as you navigate the material, build confidence in your **HR decision-making, leadership skills, and professional communication**.

I look forward to getting to know you and to a rewarding and engaging semester ahead.
Let's make this a great learning experience—together.