

## Cover Sheet: Request 13569

### PLS 3XXX Introduction to Horticultural Therapy

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Elizabeth Diehl leahdiehl@ufl.edu
Created	2/1/2019 6:33:59 PM
Updated	4/11/2019 3:59:56 PM
Description of request	This request is for the approval of a new undergraduate course. This course request should go to CALS - Environmental Horticulture

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Transferred	CALS - Agricultural Education and Communication 514926000	Joel H Brendemuhl	Initially sen to the wrong program.	2/4/2019
No document changes					
Department	Approved	CALS - Environmental Horticulture 514918000	Dean Kopsell		2/11/2019
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Approved by CALS CC on 3/15/19.	3/21/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/21/2019
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 13569

### Info

**Request:** PLS 3XXX Introduction to Horticultural Therapy

**Description of request:** This request is for the approval of a new undergraduate course.

This course request should go to CALS - Environmental Horticulture

**Submitter:** Elizabeth Diehl leahdiehl@ufl.edu

**Created:** 4/11/2019 3:59:40 PM

**Form version:** 5

### Responses

**Recommended Prefix** PLS

**Course Level** 3

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Introduction to Horticultural Therapy

**Transcript Title** Intro to Hort Therapy

**Degree Type** Baccalaureate

**Delivery Method(s)** Online

**Co-Listing** No

**Co-Listing Explanation** NA

**Effective Term** Fall

**Effective Year** 2019

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** This course describes the profession and practice of horticultural therapy including its history, current state, and relevant literature and theories. The course will explore people-plant relationships, therapeutic methods and benefits, and populations served. Students will also be introduced to existing programs and the role of therapeutic gardens.

**Prerequisites** Sophomore standing

**Co-requisites** None

**Rationale and Placement in Curriculum** As the understanding of and interest in the positive impacts of plants and nature on health and well-being grows, it is important to provide structured academic opportunities for students to learn, practice, and explore facets of these interactions. Horticultural therapy is a professional field that combines knowledge of horticulture and health to help people work toward goals and increase quality of life.

**Course Objectives** Describe the history, development, and current status of horticultural therapy  
Characterize the many ways plants and nature impact human life and the theories underlying their therapeutic bases

Contrast the different therapeutic models used in the profession and analyze cognitive, physical, and psychosocial benefits

Summarize research relevant to horticultural therapy and therapeutic environments

Compare relevant tools in assessing needs of the participant, program, and facility served

List the special characteristics of populations served and relate them to treatment plans and goals

Describe the use of gardens in horticultural therapy and their special design characteristics

**Course Textbook(s) and/or Other Assigned Reading** Haller, R.L. & Capra, C.L. (2016). Horticultural

therapy methods: Connecting people and plants in health care, human services, and therapeutic programs. (2nd ed.). Boca Raton, FL: CRC Press.

**Weekly Schedule of Topics** Week 1

People-Plant Relationships  
History of Plants in Human Life  
Human Dimensions of Horticulture

Week 2

People-Plant Relationships  
The Value of Plants in Your Life  
Intrinsic Characteristics of Plants & Nature

Week 3

The Profession of Horticultural Therapy  
History & Background  
Current State of the Profession  
Registration & Types of Practice,  
Standards of Practice & Code of Ethics

Week 4

The Profession of Horticultural Therapy  
Stakeholders & the People Served  
Benefits of HT: Cognitive, Physical, Psycho-social, Physiological  
Program Spotlight: TBA

Week 5

Horticultural Therapy Models & Program Types  
Therapeutic Horticulture & Horticultural Therapy  
Therapeutic, Vocational, Social Models  
Facilities & Populations Served

Week 6

Research & Theories Related to Horticultural Therapy  
Theoretical Bases for Therapeutic Benefits  
Attention-Restoration Theory  
Psycho-Evolutionary Theory  
Other Related Theories

Week 7

Horticultural Therapy Settings  
Characteristics of Special Populations  
Program Spotlight: Wilmot Gardens

Week 8

Horticultural Therapy Settings  
Characteristics of Special Populations, (con't.)  
Program Spotlight: TBA

Week 9

Horticultural Therapy in Practice  
Treatment Teams  
Treatment Plan Process  
Program Spotlight: Misericordia Gardens

Week 10

Horticultural Therapy in Practice  
Goals & Objectives  
Individual Goals vs. Group Goals  
Documentation

Week 11

Horticultural Therapy in Practice  
Treatment Activities  
Settings & Resources  
Task Analysis

Week 12

Horticultural Therapy in Practice  
Activity Adaptation  
Activity Modification

Week 13

Horticultural Therapy Gardens  
Therapeutic Design Characteristics

- Use, Design & Accessibility  
Garden Spotlight: Chicago Botanic Garden
- Week 14  
Horticultural Therapy Gardens  
Garden Spotlight: St. Louis Children's Hospital Garden  
Garden Spotlight: Massachusetts General Hospital  
Garden & Program Spotlight: Legacy Health
- Week 15  
Project & Review Week  
Project Feedback  
Review Session
- Week 16  
Exam Week

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

**Class Attendance and Make-Up Policy:**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Academic Honesty Policy:**

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

**Online Course Evaluation Process:**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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**Campus Resources:**

Health and Wellness

U Matter, We Care:

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

Counseling and Wellness Center:

<https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

**Academic Resources**

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<https://lss.at.ufl.edu/help.shtml>.

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

<https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

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

<http://teachingcenter.ufl.edu/>

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

<http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

### **Grading Scheme Assignments:**

Videos (2 at 20 points each)

You will create and post two three-minute videos: one in Week 2 that introduces you to the class and includes information on yourself, your reason for taking this course, and your interests; and another in Week 12 that shares a nature-oriented location that you feel has therapeutic qualities. More information and a rubric will be provided within the assignment links in Canvas.

Quizzes (13 at 10 points each; lowest quiz grade dropped)

Each quiz will consist of 10 multiple-choice, matching, or fill-in-the blank questions related to the associated topic. Quizzes will be open notes, but they must be completed within a limited timeframe in one sitting. Quizzes are to be taken individually; no collaboration is allowed and they are not to be recorded or shared in any manner. Quizzes will be given at the beginning of the week based on material covered the previous week.

Discussion Board Posts & Video Responses (28 at 2 points each)

The purpose of the discussion board posts is to engage students with each other and enhance the learning environment. Each week a discussion topic or question will be posted with the expectation that you post a personal response and also respond to at least two other student's posts. The topic will be posted at the beginning of each week. Your personal post on the topic is due by Wednesday and your two responses to your peers' posts are due by Sunday. You will also be expected to respond to at least two of your peers' self-introduction video and virtual fieldtrip video.

3 Minute Research Reports (4 at 30 points each)

You will record (audio or visual) and post a three minute research report on the given topic, following the template provided in the assignment link. Your grade will be assessed on content, clarity, and delivery as detailed in the associated rubric.

Research Report Peer Evaluations (8 at 5 points each)

You are expected to listen to your classmates' research reports and post a response to two classmates (5 points each, 10 points per each of four research topics) based on the rubric provided in the assignment instructions.

Group Project (100 points)

In groups of 2-3, you will create an activity plan for a group session. The activity plan will be created based on a selected population and will emphasize therapeutic benefits applicable to that population. In addition to the written plan, a short video of the activity will be required. Each student will also include an evaluation of his/her fellow group members that will be figured into the grade. Detailed instructions are provided in the assignment link.

Group Project Peer Evaluation (25 points)

You are expected to read/watch at least one of the other Group Project submissions and submit a peer evaluation based on the rubric provided in the assignment instructions.

Final Exam (75 points)

The final exam will be comprehensive and will include multiple choice, matching, fill-in-the blank and short answer questions. There will be a review session available. The exam is to be taken individually; no collaboration is allowed. The exam is not to be recorded or shared in any way. The exam will be proctored.

Assignment	Total Points	Percent of Grade
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Videos

(2 at 20 pts)	40	7%		
Quizzes				
(13 at 10 pts each; lowest score dropped)	120	21%		
Discussion Board Posts				
(28 at 2 pts each)	56	10%		
3 Minute Research Reports				
(4 at 30 pts each)	120	21%		
Research Report Peer Evaluations				
(8 at 5 pts each)	40	7%		
Group Project	100	17%		
Group Project Peer Evaluation	25	4%		
Final Exam	75	13%		
Total Points	576	100%		

**Instructor(s)** Elizabeth R.M. Diehl, RLA, HTM

# Introduction to Horticultural Therapy

(PLS 3XXX)

Credits: 3

## Instructor:

Elizabeth Diehl, HTM, RLA

leahdiehl@ufl.edu

(352) 294-5003

Office Hours: By appointment at Wilmot Gardens Greenhouse, 1427 Gale Lemerand Dr.

## Course Description:

This course describes the profession and practice of horticultural therapy including its history, current state, and relevant literature and theories. The course will explore people-plant relationships, therapeutic methods and benefits, and populations served. Students will also be introduced to existing programs and the role of therapeutic gardens.

## Course Objectives:

After completing this course students will be able to:

- Describe the history, development, and current status of horticultural therapy
- Characterize the many ways plants and nature impact human life and the theories underlying their therapeutic bases
- Contrast the different therapeutic models used in the profession and analyze cognitive, physical, and psychosocial benefits
- Summarize research relevant to horticultural therapy and therapeutic environments
- Compare relevant tools in assessing needs of the participant, program, and facility served
- List the special characteristics of populations served and relate them to treatment plans and goals
- Describe the use of gardens in horticultural therapy and their special design characteristics

## Required Prerequisite:

Sophomore standing or permission from the department.

## Required Texts:

Haller, R.L. & Capra, C.L. (2016). *Horticultural therapy methods: Connecting people and plants in health care, human services, and therapeutic programs*. (2nd ed.). Boca Raton, FL: CRC Press.

## Selected Readings:

AHTA (2015) *Code of professional ethics for horticultural therapists*.

<https://ahta.memberclicks.net/assets/docs/ahta%20code%20of%20ethics.pdf>

Hewson, M. (1998). *Horticulture as therapy: A practical guide to using horticulture as a therapeutic tool*. Enumclaw, WA: Idyll Arbor, Inc.

Journal of Therapeutic Horticulture (selected articles)

Lewis, C.A. (1996). *Green nature/human nature: The meaning of plants in our lives*. Champaign, IL: University of Illinois Press.

Relf, P.D. (1981). Dynamics of horticulture therapy. *Rehabilitation Literature* 42:147-150.

Relf, P.D. & Dorn, S. (1995). Horticulture: Meeting the needs of special populations. *HortTechnology* 5(2) 94-103.

Simson, S.P. & Straus, M.C. (2003). *Horticulture as therapy: Principles and practice*. Boca Raton, FL: CRC Press.

**Course Website:**

This course is conducted entirely online. Lectures can be accessed in Canvas, at UF e-learning (elearning.ufl.edu). Students should view 2 narrated lectures each week to keep up with the schedule of topics, unless otherwise indicated. The student’s UF Gatorlink username and password are necessary to log into the system.

**Course Communications:**

All class members are expected to follow the rules of common courtesy in all communications, written and verbal. Guidelines for these rules are available through the course Canvas site and can also be accessed at <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

General questions of relevance to the whole class should be posted to the course’s discussion board. Private questions may be sent to the instructor via email to [leahdiehl@ufl.edu](mailto:leahdiehl@ufl.edu).

**Course Schedule:**

Week	Module & Lecture Topic	Assignments Due
Week 1	People-Plant Relationships <ul style="list-style-type: none"> <li>▪ History of Plants in Human Life</li> <li>▪ Human Dimensions of Horticulture</li> </ul>	
Week 2	People-Plant Relationships <ul style="list-style-type: none"> <li>▪ The Value of Plants in Your Life</li> <li>▪ Intrinsic Characteristics of Plants &amp; Nature</li> </ul>	Aug. 26: Syllabus Quiz Aug. 28 & Sept. 1: Discussion Board Posts Aug. 30: Self-Introduction Video
Week 3	The Profession of Horticultural Therapy <ul style="list-style-type: none"> <li>▪ History &amp; Background</li> <li>▪ Current State of the Profession</li> <li>▪ Registration &amp; Types of Practice,</li> <li>▪ Standards of Practice &amp; Code of Ethics</li> </ul>	Sept. 3: Weeks 1 & 2 Topic Quiz Sept. 4 & 8: Discussion Board Posts & Self-Introduction Video Responses



Week 4	<p>The Profession of Horticultural Therapy</p> <ul style="list-style-type: none"> <li>▪ Stakeholders &amp; the People Served</li> <li>▪ Benefits of HT: Cognitive, Physical, Psycho-social, Physiological</li> <li>▪ Program Spotlight: TBA</li> </ul>	<p>Sept. 9: Week 3 Topic Quiz  Sept. 11: 3 Minute Research Report: Program Spotlight  Sept. 15: Research Report Peer Evaluations</p>
Week 5	<p>Horticultural Therapy Models &amp; Program Types</p> <ul style="list-style-type: none"> <li>▪ Therapeutic Horticulture &amp; Horticultural Therapy</li> <li>▪ Therapeutic, Vocational, Social Models</li> <li>▪ Facilities &amp; Populations Served</li> </ul>	<p>Sept. 16: Week 4 Topic Quiz  Sept. 18 &amp; 22: Discussion Board Posts</p>
Week 6	<p>Research &amp; Theories Related to Horticultural Therapy</p> <ul style="list-style-type: none"> <li>▪ Theoretical Bases for Therapeutic Benefits</li> <li>▪ Attention-Restoration Theory</li> <li>▪ Psycho-Evolutionary Theory</li> <li>▪ Other Related Theories</li> </ul>	<p>Sept. 23: Week 5 Topic Quiz  Sept. 25: 3 Minute Research Report: HT Research  Sept. 29: Research Report Peer Evaluations</p>
Week 7	<p>Horticultural Therapy Settings</p> <ul style="list-style-type: none"> <li>▪ Characteristics of Special Populations</li> <li>▪ Program Spotlight: Wilmot Gardens</li> </ul>	<p>Sept. 30: Week 6 Topic Quiz  Oct. 2 &amp; 6: Discussion Board Posts</p>
Week 8	<p>Horticultural Therapy Settings</p> <ul style="list-style-type: none"> <li>▪ Characteristics of Special Populations, (con't.)</li> <li>▪ Program Spotlight: TBA</li> </ul>	<p>Oct. 7: Week 7 Topic Quiz  Oct. 9 &amp; 13: Discussion Board Posts</p>
Week 9	<p>Horticultural Therapy in Practice</p> <ul style="list-style-type: none"> <li>▪ Treatment Teams</li> <li>▪ Treatment Plan Process</li> <li>▪ Program Spotlight: Misericordia Gardens</li> </ul>	<p>Oct. 14: Week 8 Topic Quiz  Oct. 16 &amp; 20: Discussion Board Posts</p>
Week 10	<p>Horticultural Therapy in Practice</p> <ul style="list-style-type: none"> <li>▪ Goals &amp; Objectives</li> <li>▪ Individual Goals vs. Group Goals</li> <li>▪ Documentation</li> </ul>	<p>Oct. 21: Week 9 Topic Quiz  Oct 23: 3 Minute Research Report: Special Population  Oct. 27: Research Report Peer Evaluations</p>
Week 11	<p>Horticultural Therapy in Practice</p> <ul style="list-style-type: none"> <li>▪ Treatment Activities</li> <li>▪ Settings &amp; Resources</li> <li>▪ Task Analysis</li> </ul>	<p>Oct. 28: Week 10 Topic Quiz  Oct. 30 &amp; Nov. 3: Discussion Board Posts</p>
Week 12	<p>Horticultural Therapy in Practice</p> <ul style="list-style-type: none"> <li>▪ Activity Adaptation</li> </ul>	<p>Nov. 4: Week 11 Topic Quiz  Nov. 13 &amp; 17: Discussion Board Posts</p>

	<ul style="list-style-type: none"> <li>▪ Activity Modification</li> </ul>	Nov. 8: Virtual Fieldtrip Video
Week 13	Horticultural Therapy Gardens <ul style="list-style-type: none"> <li>▪ Therapeutic Design Characteristics</li> <li>▪ Use, Design &amp; Accessibility</li> <li>▪ Garden Spotlight: Chicago Botanic Garden</li> </ul>	Nov. 12: Week 12 Topic Quiz Nov. 20 & 24: Discussion Board Posts
Week 14	Horticultural Therapy Gardens <ul style="list-style-type: none"> <li>▪ Garden Spotlight: St. Louis Children's Hospital Garden</li> <li>▪ Garden Spotlight: Massachusetts General Hospital</li> <li>▪ Garden &amp; Program Spotlight: Legacy Health</li> </ul>	Nov. 18: Week 13 Topic Quiz Nov. 20: 3 Minute Research Report: Therapeutic Gardens Nov. 24: Research Report Peer Evaluations
Week 15	Project & Review Week <ul style="list-style-type: none"> <li>▪ Project Feedback</li> <li>▪ Review Session</li> </ul>	Nov. 24: Group Project Due Nov. 26: Group Project Peer Evaluation Nov. 26: Virtual Fieldtrip Peer Response Posts
Week 16	Exam Week	

## Assignments:

### Videos (2 at 20 points each)

You will create and post two three-minute videos: one in Week 2 that introduces you to the class and includes information on yourself, your reason for taking this course, and your interests; and another in Week 12 that shares a nature-oriented location that you feel has therapeutic qualities. More information and a rubric will be provided within the assignment links in Canvas.

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by Sunday. You will also be expected to respond to at least two of your peers' self-introduction video and virtual fieldtrip video.

### **3 Minute Research Reports (4 at 30 points each)**

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You are expected to listen to your classmates' research reports and post a response to two classmates (5 points each, 10 points per each of four research topics) based on the rubric provided in the assignment instructions.

### **Group Project (100 points)**

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### **Group Project Peer Evaluation (25 points)**

You are expected to read/watch at least one of the other Group Project submissions and submit a peer evaluation based on the rubric provided in the assignment instructions.

### **Final Exam (75 points)**

The final exam will be comprehensive and will include multiple choice, matching, fill-in-the-blank and short answer questions. There will be a review session available. The exam is to be taken individually; no collaboration is allowed. The exam is not to be recorded or shared in any way.

### **Evaluation of Grades:**

<b>Assignment</b>	<b>Total Points</b>	<b>Percent of Grade</b>
Videos (2 at 20 pts)	40	7%
Quizzes (13 at 10 pts each; lowest score dropped)	120	21%
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3 Minute Research Reports (4 at 30 pts each)	120	21%
Research Report Peer Evaluations (8 at 5 pts each)	40	7%

Group Project	100	17%
Group Project Peer Evaluation	25	4%
Final Exam	75	13%
<b>Total Points</b>	<b>576</b>	<b>100%</b>

Points	Percentage	Grade	Grade Points
538 - 576	93.4-100%	A	4.00
518 - 537	90.0-93.3%	A-	3.67
499 - 517	86.7-89.9%	B+	3.33
480 - 498	83.4-86.6%	B	3.00
461 - 479	80.0-83.3%	B-	2.67
442 - 460	76.7-79.9%	C+	2.33
423 - 443	73.4-76.6%	C	2.00
403 - 422	70.0-73.3%	C-	1.67
384 - 402	66.7-69.9%	D+	1.33
365 - 383	63.4-66.6%	D	1.00
345 - 364	60.0-D-63.3%	D-	0.67

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

*University Police Department*, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

#### **Academic Resources**

*E-learning technical support*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

*Career Connections Center*, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

*Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

*Writing Studio*, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

*Student Complaints On-Campus:* <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

*On-Line Students Complaints:* <http://distance.ufl.edu/student-complaint-process/>