# Cover Sheet: Request 13573

## PLS 4XXX Techniques in Horticultural Therapy

### Info

<table>
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<th>Submitter</th>
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<td>Pending at PV - University Curriculum Committee (UCC)</td>
<td>Elizabeth Diehl <a href="mailto:leahdiehl@ufl.edu">leahdiehl@ufl.edu</a></td>
<td>2/3/2019 1:09:29 PM</td>
<td>4/11/2019 4:03:34 PM</td>
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**Description of request**: I am requesting the approval of a new course

### Actions

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<td>CALS - Environmental Horticulture 514918000</td>
<td>Dean Kopsell</td>
<td></td>
<td>2/11/2019</td>
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<td>College</td>
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<td>CALS - College of Agricultural and Life Sciences</td>
<td>Joel H Brendemuhl</td>
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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

No document changes
Course|New for request 13573

Info
Request: PLS 4XXX Techniques in Horticultural Therapy
Description of request: I am requesting the approval of a new course
Submitter: Elizabeth Diehl leahdiehl@ufl.edu
Created: 4/11/2019 4:02:11 PM
Form version: 5

Responses
Recommended Prefix PLS
Course Level 4
Number XXX
Category of Instruction Advanced
Lab Code None
Course Title Techniques in Horticultural Therapy
Transcript Title Hort Ther Techniques
Degree Type Baccalaureate

Delivery Method(s) Online
Co-Listing No
Co-Listing Explanation NA
Effective Term Spring
Effective Year 2020
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 examines the effectiveness of horticultural therapy across a diverse range of client populations, programs, and environments, describing the physical, cognitive, and psychosocial implications. Therapeutic, vocational, and social modalities employing plants will be explored, as well as task analysis, activity analysis and tool and site adaptations.
Prerequisites PLS 3XXX Introduction to Horticultural Therapy (C-)

Course Objectives
§ Characterize treatment plans, goals and objectives, treatment analysis, and related documentation
§ List the distinct characteristics and therapeutic needs of diverse populations served in horticultural therapy programming, including unique adaptations
§ Describe the importance of plant selection and horticulture techniques in designing individual and group activities and treatment plans
§ Describe adaptive gardening strategies, plant selection criteria, and safety consideration for both indoor and outdoor settings
§ Demonstrate basic horticulture knowledge common to horticultural therapy settings

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
The Therapist's Role
- Concepts of Therapeutic Relationships
- Adjunctive Therapies & Philosophies

Week 2
- The Therapist's Role
- Group Dynamics
- Leadership
- Motivation & Behavior Management

Week 3
- The Therapist's Role
- Ethics & Professionalism
- Evidence-Based Practice

Week 4
- Individual & Group Treatment Plans
- Treatment Teams
- Intake assessments

Week 5
- Individual & Group Treatment Plans
- Goal Setting
- Treatment Process
- Documentation

Week 6
- Treatment Session Planning
- Programming Inventory
- Goals & Objectives

Week 7
- Treatment Session Planning
- Task Analysis
- Activity Adaptation & Modification

Week 8
- Treatment Session Planning
- Activity Selection Process
- Activity as a Tool
- Consideration of Program Types & Goals

Week 9
- Spring Break

Week 10
- Treatment Session Planning
- Session Structure & Process
- Resource Needs

Week 11
- Treatment Session Planning
- Session Review & Evaluation
- Resource Planning

Week 12
- Plant Use in Programming
- Choosing Plants
- Education, Creativity, Sensory Stimulation
- Linking Activities

Week 13
- Plant Use in Programming
- Outdoor Gardening
- Activity Ideas

Week 14
- Plant Use in Programming
- Greenhouse Gardening
- Activity Ideas

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/.

Services for Students with Disabilities:
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Campus Resources:
Health and Wellness
U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.
Counseling and Wellness Center:
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
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/
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 responds to a selected prompt. 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 (31 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 (125 points)
In groups of 2-3, you will create a sample treatment plan based on a case study of a client that includes two long-term goals each with three short-term objectives. You will propose an activity that incorporates the goals accompanied by a task analysis and activity analysis and modification. A short video of the activity illustrating the benefits is 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 (40 points)
You are expected to read/watch at least two 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
Videos (2 at 20 points each) 40 6%
Quizzes (13 at 10 points each; lowest score dropped) 120 20%
Discussion Board/Video Posts (31 at 2 points each) 62 10%
### 3 Minute Research Reports (4 at 30 points each)
- 120 points, 20%

### Research Report Peer Evaluations (8 at 5 points each)
- 40 points, 6%

### Group Project
- 125 points, 20%

### Group Project Peer Evaluation (2 at 20 points each)
- 40 points, 6%

### Final Exam
- 75 points, 12%

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<td>86.7-89.9% B+</td>
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<td>519 - 538</td>
<td>83.4-86.6% B</td>
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Instructor(s) Elizabeth R.M. Diehl, RLA, HTM
Techniques in Horticultural Therapy  
(PLS 4XXX)  
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 examines the effectiveness of horticultural therapy across a diverse range of client populations, programs, and environments, describing the physical, cognitive, and psychosocial implications. Therapeutic, vocational, and social modalities employing plants will be explored, as well as task analysis, activity analysis and tool and site adaptations.

Course Objectives:  
After completing this course students will be able to:

- Compare the array of treatment modalities and methods in horticultural therapy settings and apply methods to assess therapeutic outcomes and benefits
- Characterize treatment plans, goals and objectives, treatment analysis, and related documentation
- List the distinct characteristics and therapeutic needs of diverse populations served in horticultural therapy programming, including unique adaptations
- Describe the importance of plant selection and horticulture techniques in designing individual and group activities and treatment plans
- Describe adaptive gardening strategies, plant selection criteria, and safety consideration for both indoor and outdoor settings
- Demonstrate basic horticulture knowledge common to horticultural therapy settings

Required Prerequisite Course:  
PLS 3XXX - Introduction to Horticultural Therapy

Required Texts:  

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.

Course Schedule:

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<tr>
<th>Week</th>
<th>Module &amp; Lecture Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>The Therapist’s Role</td>
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<td></td>
<td>- Concepts of Therapeutic Relationships</td>
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<td>- Adjunctive Therapies &amp; Philosophies</td>
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<td>Week 2</td>
<td>The Therapist’s Role</td>
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<td></td>
<td>- Group Dynamics</td>
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<td>- Leadership</td>
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<td>- Motivation &amp; Behavior Management</td>
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<td>Jan. 15 &amp; 19: Discussion Board Posts</td>
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<td>Jan. 17: Self-Introduction Video</td>
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<td>Week 3</td>
<td>The Therapist’s Role</td>
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<td>- Ethics &amp; Professionalism</td>
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<td>- Evidence-Based Practice</td>
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<td>Jan. 21: Weeks 1 &amp; 2 Topic Quiz</td>
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<td>Jan. 22 &amp; 26: Discussion Board Posts &amp; Self-Introduction Video Responses</td>
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<td>Week 4</td>
<td>Individual &amp; Group Treatment Plans</td>
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<td>- Intake assessments</td>
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<td>Jan. 27: Week 3 Topic Quiz</td>
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<td>Jan. 29: 3 Minute Research Report: Therapeutic Method</td>
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<td>Feb. 2: Research Report Peer Evaluations</td>
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<td>Week 5</td>
<td>Individual &amp; Group Treatment Plans</td>
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<td>- Goal Setting</td>
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<td></td>
<td>- Treatment Process</td>
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<td>- Documentation</td>
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<td>Feb. 3: Week 4 Topic Quiz</td>
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<td>Feb. 5 &amp; 9: Discussion Board Posts</td>
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<td>Week 6</td>
<td>Treatment Session Planning</td>
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<td></td>
<td>- Programming Inventory</td>
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<td>- Goals &amp; Objectives</td>
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<td>Feb. 10: Week 5 Topic Quiz</td>
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<td>Feb. 12 &amp; 16: Discussion Board Posts</td>
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<td>Week 7</td>
<td>Treatment Session Planning</td>
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<td>- Task Analysis</td>
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<td>- Activity Adaptation &amp; Modification</td>
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<td>Feb. 19: 3 Minute Research Report: Education Method</td>
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| Week 8   | Treatment Session Planning  
- Activity Selection Process  
- Activity as a Tool  
- Consideration of Program Types & Goals | Feb. 23: Research Report Peer Evaluations  
Feb. 24: Week 7 Topic Quiz  
Feb. 26 & March 1: Discussion Board Posts |
| Week 9   | Spring Break                                                               |                                                                                   |
| Week 10  | Treatment Session Planning  
- Session Structure & Process  
- Resource Needs               | March 9: Week 8 Topic Quiz  
March 11: 3 Minute Research Report: TBA  
March 15: Research Report Peer Evaluations |
| Week 11  | Treatment Session Planning  
- Session Review & Evaluation  
- Resource Planning            | March 16: Week 10 Topic Quiz  
March 18 & 22: Discussion Board Posts |
| Week 12  | Plant Use in Programming  
- Choosing Plants  
- Education, Creativity, Sensory Stimulation  
- Linking Activities           | March 23: Week 11 Topic Quiz  
March 25 & 29: Discussion Board Posts  
March 27: Virtual Fieldtrip Video |
| Week 13  | Plant Use in Programming  
- Outdoor Gardening  
- Activity Ideas                | March 30 Week 12 Topic Quiz  
April 1 & 5: Discussion Board Posts |
| Week 14  | Plant Use in Programming  
- Greenhouse Gardening  
- Activity Ideas                | April 6: Week 13 Topic Quiz  
April 8: 3 Minute Research Report: TBA  
April 12: Research Report Peer Evaluations |
| Week 15  | Project & Review Week  
- Project Feedback  
- Review Session              | April 13: Week 14 Topic Quiz  
April 15: Virtual Fieldtrip Peer Response Posts  
April 15 & 19: Discussion Board Posts  
April 20: Group Project Due  
April 22: Group Project Peer Evaluations |
| 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 responds to a selected prompt. 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 (31 at 2 points each)**
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**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 (125 points)**
In groups of 2-3, you will create a sample treatment plan based on a case study of a client that includes two long-term goals each with three short-term objectives. You will propose an activity that incorporates the goals accompanied by a task analysis and activity analysis and modification. A short video of the activity illustrating the benefits is 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 (40 points)**
You are expected to read/watch at least two 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:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Videos (2 at 20 points each)</td>
<td>40</td>
<td>6%</td>
</tr>
<tr>
<td>Quizzes (13 at 10 points each; lowest score dropped)</td>
<td>120</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Board/Video Posts (31 at 2 points each)</td>
<td>62</td>
<td>10%</td>
</tr>
<tr>
<td>3 Minute Research Reports (4 at 30 points each)</td>
<td>120</td>
<td>20%</td>
</tr>
<tr>
<td>Research Report Peer Evaluations (8 at 5 points each)</td>
<td>40</td>
<td>6%</td>
</tr>
<tr>
<td>Group Project</td>
<td>125</td>
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<tr>
<td>Group Project Peer Evaluation (2 at 20 points each)</td>
<td>40</td>
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<tr>
<td>Final Exam</td>
<td>75</td>
<td>12%</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>622</strong></td>
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<table>
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<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>581 - 622</td>
<td>93.4-100%</td>
<td>A</td>
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<td>560 - 580</td>
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<td>539 - 559</td>
<td>86.7-89.9%</td>
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<td>83.4-86.6%</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>498 - 518</td>
<td>80.0-83.3%</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>477 - 497</td>
<td>76.7-79.9%</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>457 - 476</td>
<td>73.4-76.6%</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>435 - 456</td>
<td>70.0-73.3%</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>Course</td>
<td>Grade</td>
<td>Percentage</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>415 - 434</td>
<td>66.7-69.9%</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>394 - 414</td>
<td>63.4-66.6%</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>373 - 393</td>
<td>60.0-D-63.3%</td>
<td>D-</td>
<td>0.67</td>
</tr>
</tbody>
</table>

For information on current UF policies for assigning grade points, see: [https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/](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](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/](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](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/](https://evaluations.ufl.edu/results/).

**Services for Students with Disabilities:**
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Campus Resources:**
Health and Wellness
U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
Counseling and Wellness Center:
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
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/
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/