

Cover Sheet: Request 10756

ANS2XXX

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Tenbroeck,Saundra Hodge sht@ufl.edu
Created	2/4/2016 5:29:34 PM
Updated	3/14/2016 8:51:40 AM
Description	The course surveys the importance of animals through human history, from the Stone Age to the present. The domestication of dogs, cats, major farm animals and some less familiar, such as camels, reindeer and buffalo and the role they played in different societies and cultures across human history is discussed.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 514909000	Tenbroeck, Saundra Hodge		2/4/2016
Deleted Animals-human history Syllabus Oltenacu.pdf					2/4/2016
College	Approved	CALS - College of Agricultural and Life Sciences	Brendemuhl, Joel H	Approved by CALS CC 2-12-16	2/19/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the March agenda.	2/22/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/22/2016
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 10756

Info

Request: ANS2XXX

Submitter: Tenbroeck,Saundra Hodge sht@ufl.edu

Created: 3/14/2016 8:52:37 AM

Form version: 5

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, in rare cases SCNS will assign a different prefix.

Response:

ANS

Course Level

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

Response:

2

Number

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

Response:

XXX

Lab Code

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

Response:

None

Course Title

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

Response:

The Role of Animals in Human History

Transcript Title

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

Response:
Animals-Human History

Effective Term

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

Response:
Spring

Effective Year

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

Response:
2017

Rotating Topic?

Select "Yes" if the course will have rotating (varying) topics in different terms. For rotating topics courses, the course title in the Schedule of Courses and the transcript can vary with the topic.

Response:
No

Amount of Credit

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

Response:
3

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. Some courses, such as independent study courses, will have rotating (variable) topics. Students may be allowed to repeat these courses provided the content is different.

Response:

No

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

Contact Type

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

Response:

Regularly Scheduled

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

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

Degree Type

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

Response:

Baccalaureate

Weekly Contact Hours

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

Response:

3

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some

prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Introductory

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

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

Delivery Method(s)

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

Response:
On-Campus

Course Description

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

Response:
The course surveys the importance of animals through human history, from the Stone Age to the present. The domestication of dogs, cats, major farm animals and some less familiar, such as camels, reindeer and buffalo and the role they played in different societies and cultures across human history is discussed.

Prerequisites

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

Response:
None

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).

- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

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

Co-requisites

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

Response:

None

Rationale and Placement in Curriculum

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

Response:

The ways we interact with animals has changed through the ages but their contributions to our lives has not diminished. The course surveys the importance of animal factor through human history, from the Stone

Age to the present and a glimpse into the future. The domestication of farm animals, from dogs and cats to sheep, cattle, chicken, swine and horses and some less familiar, such as camels, reindeer and buffalo and the role they played in different societies and

cultures across human history are discussed. This is an elective course that (upon course approval) would be an appropriate general education humanities with international scope.

Course Objectives

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

Response:

- Recognize the role of domestication of other species in the greatest transition in human history, from food procurer (hunter-gatherer) to food producer (farmer).
- Recount the steps that led to domestication and explain why animal domestications occurred.
- Discuss the process of domestication and the difference between a true domesticate or animals that are just tamed.
- Understand and discuss how domestication opened the door to food production and made it possible for civilization to develop i.e., agriculture as a transformative process in human society.
- Analyze the role of adaptation, the importance of local breeds for the future of animal agriculture and conservation of genetic resources.
- Evaluate the history and synthesize the role of animals which is critical as we contemplate how to feed the growing world population in a sustainable way.
- Expand the learner's worldview and understanding by exploring the role and worth of animals in several different cultures.

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned, or a representative list of readings.

Response:

No formal text is required.

Students will be provided handouts, which are current and relevant to topics discussed in class. Articles for the assigned readings will be posted on CANVAS.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week 1 Introduction

Week 2 Paleolithic revolution - Stone tools, evolution of human hunter

Readings: "The First Cookout" - Scientific American, September 2013

"Rise of the Human Predator" - Scientific American, April 2014

Week 3 Cognitive revolution - language - symbolic behavior - human journey

Reading: "The animal connection and human evolution" - Current Anthropology Vol. 51(4)

Week 4 Neolithic revolution - man the domesticator; Pathways to domestication: commensal, prey and directed pathway

Readings: "Central Questions in the Domestication of Plants and Animals" - Evolutionary Anthropology 15:105-117 (2006)

Week 5 Belyaev's experiment - domestication of silver foxes; Domestication of dogs & cats

Reading: "Dawn of the dog" Science Vol 348 Issue 6232 (17 April 2015)

Week 6 Domestication of barn animals (sheep, goats, cattle, pigs)

Readings: "Interrogation of modern and ancient genomes reveals the complex domestic history of cattle" - Animal Frontiers, Vol. 4, No. 3 (July 2014).

"On the Origin of Cattle: How Aurochs Became Cattle and Colonized the World" - Evolutionary Anthropology 19:148-157 (2010)

"Bringing back the Aurochs" - Science Vol. 350 Issue 6265 (December 2015)

Week 7 Domestication of chickens, horses, water buffalo and its utility in the world

- documentary (Nature) "Buffalo Warrior" - Breeding disease-free African buffalo

Readings: "Brainy bird" - Scientific American, February 2014

"In Search of the Wild Chicken" - Science Vol. 338 (23 November 2012)

Essay Paper 1 (100 points): View in class the film "Guns, germs and steel - Episode I - Out of Eden".

Week 8 Pastoralism and nature conservation - nomadic and semi-nomadic pastoralism, transhumance - enclosed systems (ranching) - pastoralism, biodiversity and trade; Conservation of livestock genetic resources - "Keepers of the genes" documentary.

Reading: "Beyond milk, meat, and eggs: Role of livestock in food and nutrition security" - Animal Frontiers, Vol. 3, No. 1 (January 2013)

"The roles of livestock in developing countries" - Animal, 2012

SPRING BREAK

Week 9 Evolutionary Adaptations to Dietary Changes - genetic adaptations associated with major dietary changes in human history (meat eating ? cooking ? plant & animal domestication), such as lactase persistence in response to milk and increase amylase in saliva in response to starch-rich diet.

Readings: "The milk revolution" – Nature Vol. 500 (August 1, 2013)
"The Fat Gene" – Scientific American, October 2015
Paper 1 due; Exam 1 in class
Week 10 Animals that changed the course of history – camels and reindeer, elephant and lion
Readings: "Marketing products from local livestock breeds" - Animal Genetic Resources, 2010, 47
Week 11 Honeybee and silkworm, Atlantic herring and cod, seal and whale
Readings: "Return of the Native Bees" - Scientific American, September 2013
Essay Paper 2 (150 points): View in class the film "The Masai today - Changing traditions"
Week 12 Livestock and colonization of the New World, American buffalo
Reading: "The First Americans" - Scientific American, November 2011
Week 13 Domestication & human diseases – use of animals in research-science
Reading: "The origin of human pathogens – role of agriculture and domestic animals" - Biol. Rev. (2006), 81
Week 14 Livestock controversies – environment – wellbeing – GMO – diet&health
Reading: "Animal Agriculture and the Importance of Biotechnology" - Agric & Food Secur (2015) 4:21
Paper 2 due
Week 15 Review, Q&A
Final week Exam 2

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity.

Response:

5-10 In class quizzes (50 points) 8.3%
2 Writing assignments (100 points) 16.7%
2 exams (200 points) 33.3%
Paper 1 (100 points) 16.7%
Paper 2 (150 points) 25%

Instructor(s)

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

Response:
Pascal Oltenacu

The role of animals in human history

ANS 2XXX (3 credits)

Lecture Mon, Wed, Fri, 9:35am – 10:25am, Period 3

Instructor Pascal (Toni) Oltenacu, PhD
oltenacu@ufl.edu
L.E. 'Red' Larson Building, Room 104E
Office hours: M, W, F 10:30am- 11:00am

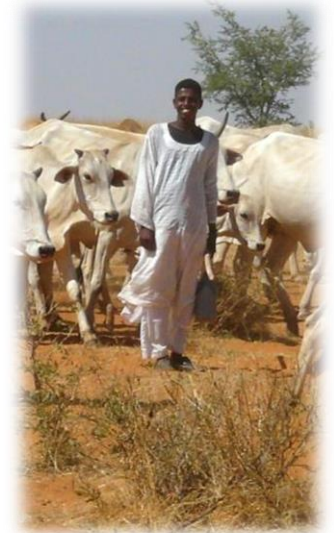


Course Description

The course surveys the importance of animals through human history, from the Stone Age to the present. The domestication of dogs, cats, major farm animals and some less familiar, such as camels, reindeer and buffalo and the role they played in different societies and cultures across human history is discussed.

Course Objectives and Learning Outcomes

This course explains the importance of animals in human evolution and the role animals played by providing the food, clothing and the power humans needed to develop the rich succession of civilizations. The three major developments in history of humanity were tool making, acquiring of language and domestication of animals and plants. These developments changed humanity's way of life, facilitating the transitions from prey to predator, from hunter to herder and from herder to breeder, in short, from food procurer to food producer. We will discuss the role of animals in driving these developments and the contributions of animals to human societies across time and space.



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

- Recognize the role of domestication of other species in the greatest transition in human history, from food procurer (hunter-gatherer) to food producer (farmer).
- Recount the steps that led to domestication and explain why animal domestications occurred.
- Discuss the process of domestication and the difference between a true domesticate or animals that are just tamed.
- Understand and discuss how domestication opened the door to food production and made it possible for civilization to develop i.e., agriculture as a transformative process in human society.
- Analyze the role of adaptation, the importance of local breeds for the future of animal agriculture and conservation of genetic resources.

- Evaluate the history and synthesize the role of animals which is critical as we contemplate how to feed the growing world population in a sustainable way.
- Expand the learner’s worldview and understanding by exploring the role and worth of animals in several different cultures.

Textbook

No formal text is required. Students will be provided handouts, which are current and relevant to topics discussed in class. Articles for the assigned readings will be posted on CANVAS.

Course schedule

Week 1	Introduction
Week 2	Paleolithic revolution - Stone tools, evolution of human hunter Readings: “The First Cookout” - Scientific American, September 2013 “Rise of the Human Predator” - Scientific American, April 2014
Week 3	Cognitive revolution – language – symbolic behavior – human journey Reading: “The animal connection and human evolution” – Current Anthropology Vol. 51(4)
Week 4	Neolithic revolution – man the domesticator; Pathways to domestication: commensal, prey and directed pathway Readings: “Central Questions in the Domestication of Plants and Animals” - Evolutionary Anthropology 15:105–117 (2006)
Week 5	Belyaev’s experiment – domestication of silver foxes; Domestication of dogs & cats Reading: “Dawn of the dog” Science Vol 348 Issue 6232 (17 April 2015)
Week 6	Domestication of barn animals (sheep, goats, cattle, pigs) Readings: “Interrogation of modern and ancient genomes reveals the complex domestic history of cattle” - Animal Frontiers, Vol. 4, No. 3 (July 2014). “On the Origin of Cattle: How Aurochs Became Cattle and Colonized the World” - Evolutionary Anthropology 19:148–157 (2010) “Bringing back the Aurochs” – Science Vol. 350 Issue 6265 (December 2015)
Week 7	Domestication of chickens, horses, water buffalo and its utility in the world – documentary (Nature) “Buffalo Warrior” - Breeding disease-free African buffalo Readings: “Brainy bird” - Scientific American, February 2014 “In Search of the Wild Chicken” – Science Vol. 338 (23 November 2012) Essay Paper 1 (100 points): View in class the film “Guns, germs and steel – Episode I - Out of Eden”.
Week 8	Pastoralism and nature conservation – nomadic and semi-nomadic pastoralism, transhumance – enclosed systems (ranching) – pastoralism, biodiversity and trade; Conservation of livestock genetic resources – “Keepers of the genes” documentary. Reading: “Beyond milk, meat, and eggs: Role of livestock in food and nutrition security” - Animal Frontiers, Vol. 3, No. 1 (January 2013) “The roles of livestock in developing countries” – Animal, 2012
	SPRING BREAK
Week 9	Evolutionary Adaptations to Dietary Changes – genetic adaptations associated with major dietary changes in human history (meat eating → cooking → plant & animal domestication), such as lactase persistence in response to milk and increase amylase in saliva in response to starch-rich diet.

	Readings: “The milk revolution” – Nature Vol. 500 (August 1, 2013) “The Fat Gene” – Scientific American, October 2015 Paper 1 due; Exam 1 in class
Week 10	Animals that changed the course of history – camels and reindeer, elephant and lion Readings: “Marketing products from local livestock breeds” - Animal Genetic Resources, 2010, 47
Week 11	Honeybee and silkworm, Atlantic herring and cod, seal and whale Readings: “Return of the Native Bees” - Scientific American, September 2013 Essay Paper 2 (150 points): View in class the film “The Masai today - Changing traditions”
Week 12	Livestock and colonization of the New World, American buffalo Reading: “The First Americans” - Scientific American, November 2011
Week 13	Domestication & human diseases – use of animals in research-science Reading: “The origin of human pathogens – role of agriculture and domestic animals” - Biol. Rev. (2006), 81
Week 14	Livestock controversies – environment – wellbeing – GMO – diet&health Reading: “Animal Agriculture and the Importance of Biotechnology” - <i>Agric & Food Secur (2015) 4:21</i> Paper 2 due
Week 15	Review, Q&A
Final week	Exam 2

The instructor reserves the right to modify the syllabus during the semester with verbal or written announcements in class. It is the student’s responsibility to stay informed of such announcements.

Quizzes

There will be 10 random pop quizzes worth 5 points each. The quizzes will be given in class and they will consist of short questions from the material covered in lecture or the assigned readings.

Exams

There will be 2 exams worth 100 points each. The final exam is not comprehensive. The material covered in the exam will be detailed prior to each exam.

Writing Assignments

There will be 2 writing assignments worth 50 points each. For each assignment, two scientific articles relevant for the topics covered in class will be posted on CANVAS. Please read both articles and write a short summary (one summary for each of the two articles) including any comments you might have related to the topic discussed in the article and how it relates to materials presented in class. Each summary should be between 1-2 pages (at least one page), single spaced, written in Word (12 pts., 1 inch margins all around). Please use your own words when writing these summaries – do not copy parts of the articles or other materials on the web. All your online submissions will be checked through Turnitin. Upload your summaries in the Dropbox on CANVAS before “time and date”. Instructions and due dates will be provided in class.

Essay Papers

There will be 2 essay papers worth 100 and 150 points.

- **Essay Paper 1** (100 points): View in class the film “Guns, germs and steel – Episode I - Out of Eden”. In *Guns, Germs, & Steel*, Jared Diamond argues that geographic location and resource access determine the “haves” and “haves-not” of our contemporary world. Consider the argument Diamond makes and the evidence he uses to support it. Write a 1,000-word essay in which you will:
 - 1) Describe in few paragraphs the approach Jared Diamond took to identify the roots of inequality in the world and what he concluded.
 - 2) Elaborate on how and why domestication of animals played a critical role in this outcome. You may go beyond the material from the video and use information from lectures or other sources to elaborate on the role played by animal domestication in this outcome.

Take a position with respect to Diamond’s argument regarding the roots of inequality in the world (in agreement, or in disagreement) and provide support for your position.

- **Essay Paper 2** (150 points): View in class the film “The Masai today - Changing traditions”. You have been employed by a non-governmental organization (NGO) to educate American workers who will travel to Africa for additional training prior to their assignment with various Masai tribes/sub-tribes. The purpose of the program is to work with the Masai people and help them navigate through turbulent changing times. Everyone understands that to survive the Masai must change. Your job is to ensure the workers have the necessary **background knowledge** on the Masai to be able to understand their traditional way of life with its culture and traditions, their perspectives, and their willingness (or lack thereof) to change. Write a 1,500-word essay in which you will compare and contrast the “old” (traditional lifestyle) way of life of the Masai with the “new” evolving way of life (modern lifestyle) as depicted in the film. As examples, compare and contrast such things as the way the more modern of the Masai people are dealing with the modern world compared to the traditional members of the tribe, the animals, the agriculture and other means the traditional Masai used to support themselves and how this is changing, how traditional vs. modern Masai view each other and what are the agents of change in Masai society today.

Evaluation of Grades

Assignment	Total Points	Percent of Grade
Quizzes (10)	50	8.3%
Exams (2)	200	33.3%
Writing Assignments (2)	100	16.7%
Essay Paper 1	100	16.7%
Essay Paper 2	150	25%
TOTAL	600	100%

Grading Scale Distribution

Letter grades will be assigned based upon the following scale:

A	A-	B+	B	B-	C+	C
93-100%	90-92.9%	87-89.9%	83-86.9%	80-82.9%	77-79.9%	73-76.9%

C	C-	D+	D	D-	E
73-76.9%	70-72.9%	67-69.9%	63-66.9%	60-62.9%	60% and Below

The scale may be lowered but it will not be raised.

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Attendance Policy

All exam information will be covered during the course of the lectures. Attendance is strongly encouraged and students are responsible for all material covered in lectures.

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

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

Make-up examinations will be given only if arrangements are made prior to missing the exam. It is the student's responsibility to schedule make-up exams to be taken, preferably no longer than one week after the original exam, ***unless in case of emergencies that will be accommodated.***

Writing assignments and essay papers may be handed in late (with no penalty) in emergency situations or if it is arranged with the instructor. Otherwise there will be a 2-point penalty per day.

General information

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 which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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/>.

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

Academic Honesty

UF students are bound by The Honor Pledge which 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 (<https://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 or TAs in this class.

Campus Helping Resources

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

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/ Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Student Complaint Process

For information see https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.