

**CALS Curriculum Committee Meeting**  
**January 22, 2021**  
**2:00 p.m.**

**Via Zoom:** <https://ufl.zoom.us/j/355458614>  
Meeting ID : 355458614

**Members:** S. Ahn, J. Brendemuhl, D. Coenen, D. Gabriel, M. Gillen, V. Hull, P. Inglett, J. Larkin, L. Lundy, T. Martin, G. Nunez, K. Padgett-Pagliai, B. Pearson, W. Porter, N. Roberts, J. Scheffler, M. Sharp, J. Weeks (Chair), C. Wilson, A. Wysocki

**Agenda and Index for Materials**

**Approve Minutes from December 18, 2020 meeting**

**Dr. Brendemuhl: Update from UCC**

**Undergraduate Course Change Proposal**

1. ANS 3079L – Relationship of Form to Function in Horses (req. #15551)

**Proposed Syllabus Statements**

2. Proposed final version of CALS DEI statement.
3. Proposed Lauren's Promise statement from Dr. Lisa House

**CALS Curriculum Committee Meeting**  
**December 18, 2020**  
**Submitted by James Fant**

**Members Present:** S. Ahn, J. Brendemuhl, D. Coenen, M. Gillen, V. Hull, P. Inglett, J. Larkin, L. Lundy, T. Martin, G. Nunez, B. Pearson, W. Porter, N. Roberts, J. Scheffler, M. Sharp, J. Weeks, C. Wilson

**Guests:** Jeanette Andrade, Chad Carr, Heather Enloe, Bryan Kolaczowski, Scott Sager

**Call to Order:** The College of Agricultural and Life Sciences Curriculum Committee met via Zoom on December 18, 2020. Dr. Weeks called the meeting to order at 2:02 p.m.

**Previous agenda items and supporting material can be found on the CALS College Committees homepage under document archives:** <https://cals.ufl.edu/faculty-staff/committees/>

**Approval of Minutes:** A motion was made by Dr. Porter to approve the minutes from the November 20, 2020 meeting of the CALS CC. The motion was approved.

**All items approved by the committee will be forwarded to either the Graduate Curriculum Committee (GCC), Graduate Council (GC) or the University Curriculum Committee (UCC) once any changes requested are made and the submission is complete.**

**Links:** Grades – <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>  
Syllabus Statements – [https://cals.ufl.edu/content/PDF/Faculty\\_Staff/CALS-Syllabus-Policy.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf)  
Absences & Make-Ups – <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>  
Writing Learning Objectives - [https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf).

**Update from UCC:** Dr. Brendemuhl noted the following were **ALL APPROVED** at the **DECEMBER UCC** meeting; 1) **New Certificates** – Microbiome and Health (GR); Animal Genetics (UG); and 2) **Other** – Most programs have submitted their 8-semester plans to include Quest 2.

**Graduate New Course Proposal**

1. HUN 6XXX – Nutrition Education (req. #15481)

A motion was made by Dr. Sharp to approve this item with edits required. The motion was approved. Please be sure to include all changes on both the UCC form and syllabus if necessary. The course objectives on the UCC form and syllabus must match.

2. HUN 6XXX – Nutrition Research Method: Systematic Review (req. #15483)

A motion was made by Dr. Porter to approve this item with edits required. The motion was approved. Please be sure to include all changes on both the UCC form and syllabus if necessary. The class meeting days need to be changed to Tuesday and Thursday. Include additional required readings on the UCC form.

**Undergraduate New Course Proposal**

3. ALS 3XXXC – AI in Agricultural and Life Sciences (req. #15466)

A motion was made by Dr. Porter to approve this item with a change required. The motion was approved. Please be sure to include all changes on the UCC form and syllabus if necessary. The maximum percentage points for a grade of C- and the minimum for a C grade need to be adjusted.

**Undergraduate Course Change Proposals**

4. MCB 4503 – General Virology (req. #15518)

A motion was made by Dr. Porter to approve this item as submitted. The motion was approved.

5. ANS 4241L – Intermediate Horse Training (req. #15503)

This item was reviewed with item #6. Any comments apply to both submissions unless otherwise noted. A motion was made by Dr. Sharp to approve this item with changes required. The motion was approved. Please make all changes to both the syllabus and UCC form if necessary. The material and supply fees need to be explained. Explain what is expected for class attendance/participation. Include due dates for all assignments. Review the course prerequisites for item #6 and remove departmental approval statement. The COVID remarks in the proposed syllabus need to be removed and the updated version of the CALS Syllabus Statements boilerplate needs to replace the existing version. The updated version contains a COVID statement. The document can be found at: [https://cals.ufl.edu/content/PDF/Faculty\\_Staff/CALS-Syllabus-Policy.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf).

6. ANS 4218L – Horse Psychology and Training (req. #15493)

A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. See item #5.

7. ANS 4604C – Live Animal Evaluation (req. #15469)

A motion was made by Dr. Porter to approve this item as submitted. The motion was approved.

8. ANS 3613 – Livestock and Meat Evaluation (req. #15471)

A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. Please make all changes to both the UCC form and syllabus if necessary. Change the rationale on the UCC form. When adding credit to a course there must be a clear value being added. Speak to the importance of the additional material. Include the dates and times of all lecture meetings. The most recent version of the CALS Syllabus Statements boilerplate needs to

be included. The document can be found at:

[https://cals.ufl.edu/content/PDF/Faculty\\_Staff/CALS-Syllabus-Policy.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf).

9. ANS 2615C – Meat Selection and Grading (req. #15476)

A motion was made by Dr. Porter to approve this item with changes required. The motion was approved. Please make all changes to both the UCC form and syllabus if necessary. Due dates need to be included in in the course schedule. The syllabus statements are listed twice. Please remove and replace with most recent version of the CALLS Syllabus Statements Boilerplate. The document can be found at:

[https://cals.ufl.edu/content/PDF/Faculty\\_Staff/CALS-Syllabus-Policy.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf).

10. EVS 3000 – Environmental Science (req. #15472)

A motion was made by Dr. Wilson to approve this item with a change required. The motion was approved. Please make all changes to both the UCC form and syllabus if necessary. Add BSC2010 as an option to the list of proposed prerequisite courses.

### **Certificates**

11. Proposed Urban Forestry Undergraduate Certificate (req. #15544)

Reviewed with items #12, #13, and #14. All changes apply to all items unless stated otherwise. A motion was made by Dr. Porter to approve these items with a change required. The motion was approved. See item #13

12. Proposed Fire Ecology and Management Undergraduate Certificate (req. #15545)

See item #11.

13. Proposed Environmental Policy, Law, and Regulation Undergraduate Certificate (req. #15546)

See item #11. Provide an outside consultation from Food and Resource Economics.

14. Proposed Nature-Based Recreation Undergraduate Certificate (req. #15547)

See item #11.

### **Curriculum**

15. Proposed Common Prerequisite Manual Change for AOM

A motion was made by Dr. Sharp to approve this item as submitted. The motion was approved.

The meeting was adjourned at **3:55** p.m.

## Cover Sheet: Request 15551

### ANS 3079L course revision

#### Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Saundra Tenbroeck sht@ufl.edu
Created	12/7/2020 3:13:18 PM
Updated	1/6/2021 1:06:57 PM
Description of request	ANS 3079L is a critical course for our Equine Specialization ANS students as well as Biology specialization ANS students planning to focus on equine practice as a DVM. Two single period lectures and a two period lab would provide a more complete coverage of the material and would better reflect what the course has morphed into. We have departmentally controlled registration for this course and have required completion of ANS 3043 as a prerequisite. It is logical to make this a C designation warranting 3 credit hours and a 4000 level number based on the degree of rigor and the prerequisite. ANS 3043.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Animal Sciences 60090000	Saundra Tenbroeck		1/6/2021
SYLLABUS ANS 4XXXC Relationship of Form to Function.docx					1/6/2021
CALS CC Checklist ANS 3079L.pdf					1/6/2021
College	Pending	CALS - College of Agricultural and Life Sciences			1/6/2021
No document changes					
University Curriculum Committee					
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|Modify for request 15551

### Info

**Request:** ANS 3079L course revision

**Description of request:** ANS 3079L is a critical course for our Equine Specialization ANS students as well as Biology specialization ANS students planning to focus on equine practice as a DVM. Two single period lectures and a two period lab would provide a more complete coverage of the material and would better reflect what the course has morphed into. We have departmentally controlled registration for this course and have required completion of ANS 3043 as a prerequisite. It is logical to make this a C designation warranting 3 credit hours and a 4000 level number based on the degree of rigor and the prerequisite. ANS 3043.

**Submitter:** Saundra Tenbroeck sht@ufl.edu

**Created:** 1/6/2021 12:52:52 PM

**Form version:** 2

### Responses

**Current Prefix** ANS

**Course Level** 3

**Number** 079

**Lab Code** L

**Course Title** Relationship of Form to Function in Horses

**Effective Term** Spring

**Effective Year** 2022

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** Yes

**Current Level** 3

**Proposed Level** 4

**Change Course Number?** No

**Change Lab Code?** Yes

**Current Lab Code** L

**Proposed Lab Code** C

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** Yes

**Current Credit Hours** 2

**Proposed Credit Hours** 3

**Change Variable Credit?** No

**Change S/U Only?** No

**Change Contact Type?** No

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Change Course Description?** No

**Change Prerequisites?** Yes

**Current Prerequisites** None

**Proposed Prerequisites** ANS3043 Growth and Development of Farm Animals or (APK 2100C Applied Human Anatomy & APK 2105C Applied Human Physiology)

**Change Co-requisites?** No

**Rationale** The course includes significant Anatomy and Physiology. Growth and Development in Farm Animals, a required course in our major, will provide necessary baseline of information to build upon in Relationship of Form to Function in Horses.

# CALS Curriculum Committee Submission Checklist

**NOTE: This checklist must be included with all course and certificate submissions.**

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

**CHECKLIST: PLEASE MARK DONE OR N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.**

It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

Review the CALS Syllabus Policy. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

The Course Description is the catalog copy and cannot exceed 50 words. The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.



The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. ([https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf)). Do not use the words demonstrate or understand when listing learning objectives.

The course schedule should be concise and include the appropriate number of weeks in the semester.

All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

The most recent version of the CALS Syllabus Statements boilerplate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

## **Certificates**

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers.

# ANS 4XXXC

## Relationship of Form to Function in Horses

### **Meeting Time:**

- Lectures: MW period 5 (11:45am-12:35pm)
- Lab: W periods 8-9 (1:55-3:50pm) or W periods 9-10 (4:05-6:00pm)

### **Credits:** 3

### **Semester Offered:** Spring

### **Prerequisites:**

ANS 3043 Growth and Development of Farm Animals

\*or

APK 2100C Applied Human Anatomy \*and\* APK2105C Applied Human Physiology

### **Instructor:**

Dr. Lori K. Warren

Office: Animal Sciences building, Suite 210, Office 210G

Phone: (352) 392-1957

Email: [LKWarren@ufl.edu](mailto:LKWarren@ufl.edu)

Preferred method of communication: Email or CANVAS messaging

Office Hours: M (10:00-11:30am, 1:00-3:00pm), W (10:00-11:30am), or by appointment

### **Teaching Assistants:**

Lab A (W period 8-9): *[insert TA name], [insert TA email]*

Lab B (W period 9-10): *[insert TA name], [insert TA email]*

**Course Description:** Principles of conformation and performance evaluation of horses. Studies the anatomy, physiology, and dynamics of the horse as it affects athletic potential and performance.

### **Course Objectives:**

1. Differentiate the anatomical and biological features that enable the horse to be an exceptional athlete compared to humans and other species.
2. Appraise the horse's conformation and predict how it will affect the biomechanics of movement and the horse's suitability for different sports.
3. Identify anatomical structures within the organ systems covered and describe the relationship between structure and function.
4. Explain the integration of the equine musculo-skeleton, cardio-respiratory, and thermoregulatory systems during exercise and how these systems adapt to training.
5. Evaluate the horse's physical fitness and design sport-specific conditioning programs to optimize athletic performance.
6. Communicate with peers and horse industry professionals using correct anatomical, physiological, and veterinary medical terminology.

## Course Schedule:

### Lecture and Laboratory Topics:

WEEK	LECTURE Topic(s)	LABORATORY Topic
1	Amazing Athletes (course introduction) Skeletal Anatomy	Horse and Lab Safety
2	Conformation – balance and symmetry	Skeletal Anatomy
3	Conformation – Limb alignment	Conformation - Balance
4	Gaits and Biomechanics	Gaits and Limb Tracking
5	Bone – growth, physiology, adaptation to exercise	Breed conformation standards
6	Tendons and Ligaments	Conformation Review
7	Exam 1 Joints and Osteoarthritis	Limb Dissections (part 1)
8	Hoof Muscle – Anatomy	Limb Dissections (part 2)
9	Energetics of Exercise Muscle – Physiology	Muscle Anatomy
10	Muscle – Training Adaptations and Disorders	Muscle Biology
11	Cardiovascular System	Exercise Testing
12	Exam 2 Respiratory System	Cardio-Respiratory Systems
13	Thermoregulation	Thermoregulation
14	Evaluating Fitness Principles of Conditioning	Fitness Evaluation
15	Conditioning Programs	eXtreme Obstacle Course Challenge
Finals week	Exam 3	

### Important Dates:

- Exam dates: Feb XX, Mar XX, April XX
- Project due dates: Feb XX, Apr XX
- 25-Furlong Derby: Apr XX

### Course Textbooks and Reading List:

1. \*Recommended\* The Horse Conformation Handbook. H. Smith-Thomas. Storey Publishing, LLC (2005) ISBN-13: 978-1580175586
2. \*Recommended\* The Athletic Horse: Principles and Practice of Equine Sports Medicine, 2nd Edition. D.R. Hodgson, C.M. McGowan, and K.H. McKeever (editors). Saunders (2013) ISBN-13: 978-0721600758
3. \*Recommended\* Horse Gaits, Balance and Movement. S.E. Harris. John Wiley & Sons Ltd (2005) ISBN-13 : 978-0764587887
4. A variety of scientific and popular press articles will also be available on CANVAS. A partial listing of these articles is below:
  - Bryant, J.O. Heart of the matter: A look at the remarkable equine heart and what can go wrong. The Horse, July 2014.

- Cherdchutham, W., et al. Effects of exercise on biomechanical properties of the superficial digital flexor tendon in foals. *Am. J. Vet. Res.* 2001; 62:1859-1864.
- Contino, E.K. Management and rehabilitation of joint disease in sport horses. *Vet. Clin. Equine* 2018; 34:345-358.
- Firth, E.C. The Response of bone, articular cartilage and tendon to exercise in the horse. *J. Anat.* 2006; 208:513-526.
- Hoyt, D.F., C.R. Taylor. Gait and the energetics of locomotion in horses. *Nature* 1981; 292:239-240.
- Leste-Lasserre, C. Developmental Orthopedic Disease in Young Horses. *The Horse*, January 2018.
- Navarra, K., M. Anderson. Podotrochlosis: Navicular is no longer the end of the road for horses. *The Horse*, February 2019.
- Ortved, K.F. Regenerative medicine and rehabilitation for tendinous and ligamentous injuries in sport horses. *Vet. Clin. Equine* 2018; 34:359-373.
- Rivero, J.L., E.W. Hill. Skeletal muscle adaptations and muscle genomics of performance horses. *Vet. J.* 2016; 209:5-13.
- Valberg, S.J. Muscle conditions affecting sport horses. *Vet. Clin. Equine* 2018; 34:253-276.

**Course Fee:** \$150.00 (covers lab supplies and materials and horse per diem)

**Course Website:**

All course materials and communications will be hosted on CANVAS. You can access CANVAS at <https://elearning.ufl.edu>. CANVAS will contain announcements, course notes, supplementary materials (e.g., articles, videos, web links), assignments, and a running tally of your grade.

**Course Activities and Assessments:**

This course will involve reading, writing, group work, and outside effort. The study of anatomy requires memorization; you will need to study lecture and supplemental materials outside of class and put in consistent effort throughout the semester. To get the most out of this course, take advantage of the opportunities offered, get dirty, and ask questions! Learning is not a spectator sport.

**EXAMS:** there will be 3 exams, each covering approximately one-third of the course material. Format will consist of multiple choice, true/false, matching, short answer, & essay questions. Total points = 300 (100 pts each × 3 exams).

**QUIZZES:** short quizzes will be administered each week on Wednesdays at the beginning of your lab period. Format will be multiple choice or matching. Total points = 50 (5 pts each × 10 quizzes).

**LAB ACTIVITIES:** a 2-hour weekly lab will be held each Wednesday. Plan for most labs to last the entire time. The location of labs will vary (e.g., Horse Teaching Unit, Animal Sciences, Large Animal Clinical Sciences) and will be announced at the beginning of each week. Labs will consist of live animal evaluation, dissection and study of harvested tissues, video discussions, and other activities. Each lab is designed to supplement and enhance your understanding of lecture material. All labs will have graded worksheets. Appropriate dress is required. Unsafe footwear (open-toed shoes) will NOT be allowed. Boots are preferred, but athletic shoes can suffice. Labs may be messy (eg, tissue

fluids, blood, paint, horse slobber); avoid wearing clothes that you don't want damaged. Horses can exhibit unpredictable behavior that can cause serious bodily harm – pay attention and seek guidance if you are uncomfortable working with them. Total points = 140 (10 pts each × 14 lab worksheets).

PROJECTS: there will be two course projects in this course. A summary of each is provided below; see CANVAS for more details. Total points = 100 (50 pts each × 2 projects).

1. *Relating Form to Function* – Due February XX.

In this project, you will explore the concept that “form follows function” by choosing your favorite equine athlete and researching what made this horse excel at their sport (e.g., breed, conformation, attitude, and athleticism). You will prepare and submit a 10-minute video on your equine athlete.

2. *Training the Equine Athlete* – Due April XX.

In this project, you will attend two different equine competitive events of your own choosing during the semester. For each event, you will need to evaluate the athletic demands of each activity and investigate how the horse should be prepared for each type of competition. You will submit a written report (2500 words) on your findings. A calendar of local equine sporting events and exhibitions will be listed under this project on CANVAS.

EXTRA CREDIT – 25-Furlong Derby: What does the horse go through training for competition? Experience it yourself! Train to run 25 furlongs (5 kilometers or 3.1 miles) this semester and earn 20 points extra credit! To earn the extra credit, you must: [1] keep a training journal documenting your training routine; [2] perform at least two fitness assessments during your training program; and [3] complete the 25-furlong Derby on April XX in 34 minutes or less (or an alternative race/sport approved by Dr. Warren). For more information, go to CANVAS > Assignments.

### **Grading Policy:**

#### Grade Distribution:

40% = Lab Activities, Quizzes and Course Projects

60% = 3 Exams

#### Grading Scale:

A = 90 – 100 %

B = 80 – 89.9 %

C = 70 – 79.9 %

D = 60 – 69.9 %

E = less than 60 %

#### Additional Grading Information:

- Scores on individual assignments and exams, as well as a running tally of your cumulative course grade will be available at CANVAS > Grades.
- You have one week after the return of graded items to resolve any questions or disputes you have about the grading. After that, the grade will be final.
- Note there will be no +/- letter grades in this course.

#### Grades and Grade Points:

For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

### **Attendance and Make-Up Work:**

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/UGRD/academic-regulations/attendance-policies/>.

### **COVID Response:**

The laboratory sessions in this course will involve face-to-face instruction to accomplish the student learning objectives. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies, go to: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Lectures will be delivered online using the Zoom platform. To avoid privacy issues with students enrolled in the course, these online sessions will NOT be recorded. Instead, separate lecture videos will be recorded by the instructor and made available to students who are unable to attend live lectures due to COVID-19 absences. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Online Course Evaluation Process:**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

### **Academic Honesty:**

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

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

### **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.

### **Services for Students with Disabilities:**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

### **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](http://www.counseling.ufl.edu)  
Counseling Services  
Groups and Workshops  
Outreach and Consultation  
Self-Help Library  
Wellness Coaching

- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- *Career Connections Center*, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

**Student Complaints:**

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>



## CALS SYLLABUS STATEMENT FOR CONSIDERATION

### **DIVERSITY, EQUITY, AND INCLUSION**

The University of Florida's College of Agricultural and Life Sciences (CALs) supports the University of Florida's commitment to diversity, equity, and inclusion. By fostering a sense of belonging for students, staff, and faculty; while leveraging the uniqueness of the people who study and work at the university; we believe our campus community is enriched and enhanced by diversity, including but not limited to race, ethnicity, national origin, gender, gender identity, sexuality, class, and religion. This course will support an understanding of the diversity of our distance and campus communities as well as our agricultural and natural resource communities, locally and globally.

This course will strive to create a learning environment for students that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. In this class we will take the following approaches to help achieve this:

- All course participants will use the names and pronouns provided by students for use in class. If these differ from those that appear in official university records, you can change your Display Name at One.UF.
- If your performance in this course is being impacted by your experiences inside and/or outside the classroom, do not hesitate to contact the instructor and/or teaching assistant (TA). Instructors in CALs are a great resource for you and you may provide feedback anonymously. Feedback may result in general announcements to the class, if necessary, or reporting to appropriate UF personnel to address your concerns.
- CALs instructors and TAs like many people, are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that makes you feel uncomfortable, please discuss with your instructor or TA or contact the CALs Dean's Office.

To: CALS Curriculum Committee

From: Lisa House, Professor and Chair, Food and Resource Economics Department

I would like to propose an optional statement for faculty to include in their syllabus. To provide some context, Lauren McCluskey was the daughter of the Chair and a Professor of Agricultural Economics at Washington State University. She was killed after repeated attempts to get help from University Police when an ex-boyfriend was stalking and blackmailing her. Her parents have started a non-profit foundation to honor her memory. One of their goals is to increase safety on college campuses. They developed a statement for faculty to include on a syllabus. I would like to work on the language to include UF appropriate resources and make this available to faculty that choose to use it (many FRE faculty are familiar with the McCluskey family and would like to have this statement of support). Thank you for considering. Below I am including what is being used at Ohio State University. Note we would need to edit on this to substitute language appropriate to resources at UF.

**Lauren's Promise: I will listen and believe you if someone is threatening you**

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, by a man she briefly dated on the University of Utah Campus. We must all take actions to ensure this never happens again.

Any form of sexual harassment or violence will not be excused or tolerated at The Ohio State University.

In cases of sexual harassment or violence, Ohio State will:

- Respond promptly and effectively to sexual assault, relationship violence, and stalking,
- Provide interim measures as necessary
- Provide confidential and non-confidential support resources,
- Conduct a thorough, reliable, and impartial investigation,
- Provide remedies as necessary.

If you are experiencing sexual assault, relationship violence, or stalking, you can take the following actions:

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.
- Seek confidential sources of support and help:
- Counseling and Consultation Service Available 24/7 through the Office of Student Life, [ccs.osu.edu](http://ccs.osu.edu), 614-292-5766
- Medical services through the Office of Student Life Wilce Student Health Center, [shs.osu.edu](http://shs.osu.edu), 614-292-4321
- Legal services through Student Legal Services, [Studentlegal.osu.edu](http://Studentlegal.osu.edu), 614.292-5853

OSU's Office of Institutional Equity has established procedures and resources for Sexual Misconduct Response and Prevention.