

Cover Sheet: Request 11787

ALS 4XXX Project Team Research

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Cynthia Hight chight@ufl.edu
Created	8/24/2017 3:18:24 PM
Updated	10/13/2017 1:58:02 PM
Description of request	New experiential learning undergraduate course

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agronomy 514908000	Cynthia Hight		8/24/2017
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Cynthia Hight	Approved at the CALS CC meeting 9/15/17.	9/19/2017
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Cynthia Hight	Added to October agenda	9/22/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			9/22/2017
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 11787

Info

Request: ALS 4XXX Project Team Research

Description of request: New experiential learning undergraduate course

Submitter: Cynthia Hight chight@ufl.edu

Created: 10/13/2017 1:53:15 PM

Form version: 3

Responses

Recommended PrefixALS

Course Level 4

Number XXX

Category of Instruction Advanced

Lab Code None

Course TitleProject Team Research: Building Skills in Agrobiolgy

Transcript TitleProj Team Res Agrobio

Degree TypeBaccalaureate

Delivery Method(s)4136,4137On-Campus, Off-Campus

Co-ListingNo

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic?Yes

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Hands-on experience in addressing a real-world problem faced by an agricultural industry partner. Production of a detailed plan, project design, and preliminary data for evaluating and solving the problem. Offered every term.

Prerequisites N/A

Co-requisites Junior Standing

Rationale and Placement in Curriculum This course is designed to address the need for broad training in agricultural fields as food production systems become more complex with interdisciplinary challenges. Hands-on experience solving specific problems faced by industry representatives is also critical for employment preparation and competitive standing. This course will emphasize acquiring/refining skills within the following areas: professionalism; project management; working in interdisciplinary teams; effective communication (written and oral) with peers and mentors; tackling complex projects through creative and novel approaches, and formulating, designing, and presenting methodologies to solve problems.

Course Objectives Upon the completion of this course, students should be able to:

- Display mastery of experimental approaches and vocabulary terms covered in the course and assigned reading materials
- Create a scope or statement of work, timeline, activity list, and deliverables associated with team project
- Define and evaluate the industry problem, determine potential solutions, and identify appropriate data collections
- Communicate experimental approaches and design to team members and industry partners
- Apply theoretical knowledge attained in this course to other agricultural production situations/systems to properly evaluate and solve problems

Course Textbook(s) and/or Other Assigned ReadingASSIGNED READINGS

Readings and videos will be assigned for each week of the course.

Additional readings from literature will be chosen throughout the semester in support of the project

question. These will be based on additional information required for the design or implementation of the project. Assigned weekly readings will be posted in Canvas or emailed each week.

READING LIST

- New Scientist, "The Smart Way to Manage a Large Research Project", <http://www.nextscientist.com/manage-a-large-research-project/>
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- Feliú-Mójer, M. 2015. Effective Communication, Better Science. Scientific American, Guest Blog, February 24. <https://blogs.scientificamerican.com/guest-blog/effective-communication-better-science/>
- Hunt, A. 2005. Your research project – How to manage it. Routledge Press, ISBN: 0-415-34408-5 https://www.york.ac.uk/media/biology/documents/careers/managing_research_project.pdf
- Portny, S.E. and J. Austin. 2002. Project Management for Scientists. Science. Jul 12, 2002. <http://www.sciencemag.org/careers/2002/07/project-management-scientists>
- Boss, J.M. and Eckert, S.H. 2004. Academic scientists at work: where'd my day go? Science, April 9. <http://www.sciencemag.org/careers/2004/04/academic-scientists-work-whered-my-day-go>
- Managing conflict in your lab group <http://www.sciencemag.org/careers/2005/09/mind-matters-managing-conflict-lab>
- An Introduction to Conflict Resolution <https://www.skillsyouneed.com/ips/conflict-resolution.html>
- King, A. 2016. Humility in Science: Because Science Always Wins. In-Training. <http://in-training.org/humility-science-science-always-wins-11239>
- Payne, D. 2017. Lindau: The charge of Nobel lasses (and lads): Be humble. Naturejobs, June 28. <http://blogs.nature.com/naturejobs/2017/06/28/lindau-the-charge-of-the-nobel-lasses-and-lads-be-humble#more-53247>
- Stirling, A. 2010. Keep it complex. Nature 468: 1029-1031. <https://www.nature.com/nature/journal/v468/n7327/pdf/4681029a.pdf>
- Historical perspective on Professionalism in Science: Professionalism and Science. 1931. Nature 127:961-963. <https://www.nature.com/nature/journal/v127/n3217/pdf/127961a0.pdf>
- Jensen, D.G. 2015. The many faces of leadership. Science, Dec. 16. <http://www.sciencemag.org/careers/2015/12/many-faces-leadership>
- Pain, E. 2009. Academia or Industry? Finding the Right Fit. Science, May 22. <http://www.sciencemag.org/careers/2009/05/academia-or-industry-finding-right-fit>

Weekly Schedule of Topics Week: Milestone

Week 1: Get to know your team

Week 2: Conduct a team brainstorming session around the problem

Week 3: Create project management plan

Week 4: Literature review – identify missing science and novel approaches

Week 5: Literature review – identify missing science and novel approaches

Week 6: Identify solution ideas

Week 7: Focus and prioritize solutions

Week 8: Presentation of concept solutions to organizational mentor

Week 9: Refine solutions according to feedback provided by mentor

Week 10: Refine solutions according to feedback provided by mentor

Week 11: Draft final written project report

Week 12: Draft final oral project report

Week 13: Refinements to written project report

Week 14: Refinements to oral presentation/practice

Week 15: Present to company

Week 16: Project final presentation and final report turned in to instructors

CLASS FORMAT

The class will meet for one, 1-hour time period weekly plus the team (or sub-teams) is expected to hold a 2-hour weekly meeting independently or with instructors as requested. Each meeting will be held in person and by video for students not on campus. Additional group or sub-group meetings may be added as needed once the project progresses. A one-day meeting at the industry's headquarters in FL may also be scheduled according to the availability of all team members. Tentative dates are November 27-28. One 3-hour symposium will be scheduled to allow for presentation of the team's proposed approach, design, and preliminary data to the stakeholders prior to the end of the semester.

COURSE SCHEDULE

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Week 1 (8/21-8/25)	Course Overview
Week 2 (8/28-9/1)	Smart goals
Week 3 (9/4-9/8)	Working in teams
Week 4 (9/11-9/15)	Writing effectively
Week 5 (9/18-9/22)	Scientific Ethics
Week 6 (9/25-9/29)	Project Management
Week 7 (10/2-10/6)	Time management
Week 8 (10/9-10/13)	Communicating effectively
Week 9 (10/16-10/20)	Conflict resolution
Week 10 (10/23-10/27)	Humility in Science
Week 11 (10/30-11/3)	Scientific Integrity
Week 12 (11/6-11/10)	Giving effective oral presentations
Week 13 (11/13-11/17)	Professionalism
Week 14 (11/20-11/24)	– Thanksgiving Leadership skills
Week 15 (11/27-12/1)	Networking
Week 16 (12/4-12/6)	– Reading Days Presentation Overview

ASSIGNMENTS: READINGS AND VIDEOS

You are expected to have viewed or read any materials prior to the class meeting time for the week. The first part of the class will involve the discussion of this material. Part of your participation evaluation will involve your active discussion of the materials.

Week 1: Class Introduction

- 1) Review Syllabus
- 2) Fill out personal introduction on Canvas class site

Week 2: Smart goals

- Tom Wujec: Build a tower, build a team, Ted Talks, Feb. 2010, TED2010.
- https://www.ted.com/talks/tom_wujec_build_a_tower
- New Scientist, “The Smart Way to Manage a Large Research Project”, <http://www.nextscientist.com/manage-a-large-research-project/>

Week 3: Working in Teams

- Quiet – Chapter 3

Week 4: Writing Effectively

- Scitable, Effective Writing, NatureEducation, English Communication for Scientists, Unit 2.2. <https://www.nature.com/scitable/topicpage/effective-writing-13815989>
- Feliú-Mójer, M. 2015. Effective Communication, Better Science. Scientific American, Guest Blog, February 24. <https://blogs.scientificamerican.com/guest-blog/effective-communication-better-science/>
- Melissa Marshall, Talk nerdy to me, Ted Talk, June 2012, TEDGlobal 2012. https://www.ted.com/talks/melissa_marshall_talk_nerdy_to_me#t-90573

Week 5: Scientific Ethics

- Ben Goldacre, Battling bad science, Ted Talks, July 2011, TEDGlobal 2011 https://www.ted.com/talks/ben_goldacre_battling_bad_science

Week 6: Project Management

- Hunt, A. 2005. Your research project – How to manage it. Routledge Press, ISBN: 0-415-34408-5 https://www.york.ac.uk/media/biology/documents/careers/managing_research_project.pdf
- Portny, S.E. and J. Austin. 2002. Project Management for Scientists. Science. Jul 12, 2002. <http://www.sciencemag.org/careers/2002/07/project-management-scientists>

Week 7: Time Management

- Laura Vanderkam, How to gain control of your free time, Ted Talks, Feb. 7, 2017

https://www.ted.com/talks/laura_vanderkam_how_to_gain_control_of_your_free_time

- Rory Vaden, How to multiply your time, Ted Talks, June 1, 2015
<https://m.youtube.com/watch?v=y2X7c9TUQJ8>

- Boss, J.M. and Eckert, S.H. 2004. Academic scientists at work: where'd my day go? Science, April 9. <http://www.sciencemag.org/careers/2004/04/academic-scientists-work-where-d-my-day-go>

Week 8: Communicating Effectively

- Julian Treasure, How to speak so people want to listen, Ted Talks, June 2013, TEDGlobal 2013. https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen

Week 9: Conflict Resolution

- Margaret Heffernan, Dare to disagree, Ted Talks, June 2012, TEDGlobal 2012.
https://www.ted.com/talks/margaret_heffernan_dare_to_disagree

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- Snippet from "The Office": <https://www.nbc.com/the-office/video/conflict-resolution/n21591>

- Managing conflict in your lab group <http://www.sciencemag.org/careers/2005/09/mind-matters-managing-conflict-lab>

- An Introduction to Conflict Resolution <https://www.skillsyouneed.com/ips/conflict-resolution.html>

Week 10: Humility in Science

- King, A. 2016. Humility in Science: Because Science Always Wins. In-Training. <http://in-training.org/humility-science-science-always-wins-11239>

- Payne, D. 2017. Lindau: The charge of Nobel lasses (and lads): Be humble. Naturejobs, June 28. <http://blogs.nature.com/naturejobs/2017/06/28/lindau-the-charge-of-the-nobel-lasses-and-lads-be-humble#more-53247>

- Stirling, A. 2010. Keep it complex. Nature 468: 1029-1031.
<https://www.nature.com/nature/journal/v468/n7327/pdf/4681029a.pdf>

Week 11: Scientific Integrity

- View DOI video to 14:15 and review the codes of conduct from the PDF document. We will use the scenarios to discuss in class. https://www.doi.gov/ppa/seminar_series/video/whats-all-the-fuss-about-scientific-integrity

- DOI Code of Scientific and Scholarly Conduct
<https://www.doi.gov/sites/doi.gov/files/migrated/scientificintegrity/upload/DOI-Code-of-Scientific-and-Scholarly-Conduct-Poster-December-2014.pdf>

Week 12: Giving an Effective Oral Presentation

- Chris Anderson, TED's secret to great public speaking, Ted Talks, March 2016, TED Studio.
https://www.ted.com/talks/chris_anderson_teds_secret_to_great_public_speaking#t-336004

- Nancy Duarte, The secret structure of great talks, Ted Talks, November 2011, TEDxEast
https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks#t-855068

Week 13: Professionalism

- Kathryn Schulz, On being wrong, Ted Talks, March 2011, TED2011.
https://www.ted.com/talks/kathryn_schulz_on_being_wrong#t-703757

- Korenman, S.G. Professionalism in Science.
<https://ori.hhs.gov/education/products/ucla/chapter1/page03.htm>

- Historical perspective on Professionalism in Science: Professionalism and Science. 1931. Nature 127:961-963.
<https://www.nature.com/nature/journal/v127/n3217/pdf/127961a0.pdf>

- Dale Atkins, Being a Professional, Tedx Talk, May 4, 2013, TEDxYouth@EHS
<https://www.youtube.com/watch?v=sLv7sdGJWPI&app=desktop>

Week 14: Leadership Skills

- Jensen, D.G. 2015. The many faces of leadership. Science, Dec. 16.
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- Drew Dudley, Everyday Leadership, Tedx Talks, September 2010, TEDxToronto
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Week 15: Networking

- Pain, E. 2009. Academia or Industry? Finding the Right Fit. Science, May 22.
<http://www.sciencemag.org/careers/2009/05/academia-or-industry-finding-right-fit>

Links and Policies<http://lss.at.ufl.edu>

<http://www.distance.ufl.edu/student-complaints>

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

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

<https://evaluations.ufl.edu/results>

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

www.dso.ufl.edu/drc/

www.counseling.ufl.edu/cwc/

www.umatter.ufl.edu/

www.crc.ufl.edu/

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

<http://www.distance.ufl.edu/student-complaint-process>

Grading Scheme Team Project - 70% - Final report and presentation, 700 points
Participation - 25% - Graded weekly; 15 points/week, 225

Rubric Preparation for Class:

7.5 - Fully prepared, notes/ observations on assignments & readings

4 - Minimum preparation, superficial knowledge of assignments & readings

2 - Unprepared, obviously did not complete assignments & readings

Rubric Frequency of Participation:

7.5 - Actively participated in discussions with classmates & industry partners

4 - Minimal involvement in discussions with classmates & industry partners

2 - Did not participate in discussions with classmates & industry partners

We will use the following grading for the course:

- A 94.0 – 100%
- A- 90.0 – 93.9%
- B+ 87.0 – 89.9%
- B 83.0 – 86.9%
- B- 80.0 – 82.9%
- C+ 77.0 – 79.9%
- C 73.0 – 76.9%
- C- 70.0 – 72.9%
- D+ 67.0 – 69.9%
- D 63.0 – 66.9%
- D- 60.0 – 62.9%
- E

< 60%

Instructor(s) Dr. Diane Rowland

ALS 4XXX: Project Team Research: Building Skills in Agrobiology

Fall 2018; 3 Credits

Meeting Times: Mondays 12:50 – 3:50 p.m. (periods 6-8)

INSTRUCTORS

Dr. Diane Rowland, Professor, University of Florida, Institute of Food and Agricultural Sciences, Agronomy Department, 3105 McCarty Hall-B, Gainesville, FL 32611; drowland@ufl.edu, 229-869-2952; Office Hours: Tuesday & Thursday 1:00-2:30

Dr. Marcio Resende, Assistant Professor, University of Florida, Institute of Food and Agricultural Sciences, Horticultural Sciences Department, 1241 Fifield Hall, Gainesville, FL 32611; mresende@ufl.edu, 352-273-4772; Office Hours: Tuesday & Thursday 1:00-2:30

PREREQUISITES

Junior Standing

COURSE DESCRIPTION

Hands-on experience in addressing a real-world problem faced by an agricultural industry partner. Production of a detailed plan, project design, and preliminary data for evaluating and solving the problem. Offered every term.

JUSTIFICATION

This course is designed to address the need for broad training in agricultural fields as food production systems become more complex with interdisciplinary challenges. Hands-on experience solving specific problems faced by industry representatives is also critical for employment preparation and competitive standing. This course will emphasize acquiring/refining skills within the following areas: professionalism; project management; working in interdisciplinary teams; effective communication (written and oral) with peers and mentors; tackling complex projects through creative and novel approaches, and formulating, designing, and presenting methodologies to solve problems.

COURSE OBJECTIVES

Upon the completion of this course, students should be able to:

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will be held in person and by video for students not on campus. Additional group or sub-group meetings may be added as needed once the project progresses. A one-day meeting at the industry's headquarters in FL may also be scheduled according to the availability of all team members. Tentative dates are November 27-28. One 3-hour symposium will be scheduled to allow for presentation of the team's proposed approach, design, and preliminary data to the stakeholders prior to the end of the semester.

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Week 13 (11/13-11/17)	Professionalism
Week 14 (11/20-11/24) – Thanksgiving	Leadership skills
Week 15 (11/27-12/1)	Networking
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Week 3: Working in Teams

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- DOI Code of Scientific and Scholarly Conduct <https://www.doi.gov/sites/doi.gov/files/migrated/scientificintegrity/upload/DOI-Code-of-Scientific-and-Scholarly-Conduct-Poster-December-2014.pdf>

Week 12: Giving an Effective Oral Presentation

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Week 15: Networking

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SUGGESTED MILESTONE PLAN (changes to be determined by team)

Weeks (Dates)	Milestone
Week 1 (8/21-8/25)	Get to know your team
Week 2 (8/28-9/1)	Conduct a team brainstorming session around the problem
Week 3 (9/5-9/8)	Create project management plan
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Week 15 (11/27-12/1)	Present to company
Week 16 (12/4-12/6)	Project final presentation and final report turned in to instructors

TEXTBOOK

None Required

ASSIGNED READINGS

Readings and videos will be assigned for each week of the course.

Additional readings from literature will be chosen throughout the semester in support of the project question. These will be based on additional information required for the design or implementation of the project. Assigned weekly readings will be posted in Canvas or emailed each week.

READING LIST

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- Feliú-Mójer, M. 2015. Effective Communication, Better Science. Scientific American, Guest Blog, February 24. <https://blogs.scientificamerican.com/guest-blog/effective-communication-better-science/>
- Hunt, A. 2005. Your research project – How to manage it. Routledge Press, ISBN: 0-415-34408-5 https://www.york.ac.uk/media/biology/documents/careers/managing_research_project.pdf
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SPECIAL SOFTWARE

None required

E-LEARNING

E-learning Canvas. The entire course will be managed through e-learning using Canvas. All materials and content will be available fully on-line delivered in **E-Learning Canvas**, the centrally-supported course management system at UF. Canvas is the on-line source for the majority of your learning resources and assignments in this course. For a link to the tutorial regarding E-Learning Canvas functionality, go to the class home page on canvas. Students enrolled in the course should login to Canvas on the first day of the course at: <http://lss.at.ufl.edu>. You will use your Gatorlink name and password to login to Canvas. Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

GRADING

Task	Description	Points	%
Team Project	Final report and presentation	700	75%
Participation	Graded weekly; 15pts/week	225	25%

GRADING SCALE

We will use the following grading for the course:

- A 94.0 – 100%
- A- 90.0 – 93.9%
- B+ 87.0 – 89.9%
- B 83.0 – 86.9%
- B- 80.0 – 82.9%
- C+ 77.0 – 79.9%
- C 73.0 – 76.9%
- C- 70.0 – 72.9%
- D+ 67.0 – 69.9%
- D 63.0 – 66.9%
- D- 60.0 – 62.9%
- E < 60%

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

PROJECT

Students will work in interdisciplinary teams to evaluate, research, and create solutions for an existing problem facing an industry partner. The research teams will work cooperatively with faculty and industry mentors to create a detailed research plan and design and collect necessary data to identify the most effective solution to the industry problem. The final project will consist of a written report that will be submitted to the faculty instructor and a group presentation to the industry representatives.

PARTICIPATION

Your active participation is critical to your success and the quality of your project and experience in this course. Class participation grades are determined based on class preparation and participation in class discussions with classmates and industry mentors. See rubric below for grading criteria and point distribution.

	7.5pts	4pts	2pt
Preparation for Class	Fully prepared, notes/ observations on assignments & readings	Minimum preparation, superficial knowledge of assignments & readings	Unprepared, obviously did not complete assignments & readings
Frequency of Participation	Actively participated in discussions with classmates & industry partners	Minimal involvement in discussions with classmates & industry partners	Did not participate in discussions with classmates & industry partners

FINAL EXAM

None

CLASSROOM ETIQUETTE AND DEMEANOR

Students are expected to arrive for class on time. Cell phones must be muted during class. Professional attire required when meeting with Industry Partners.

ABSENCES AND MAKE-UP WORK

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/ugrad/current/regulations/info/attendance.aspx>.

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. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

MATERIALS AND SUPPLY FEES:

None

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, www.dso.ufl.edu/drc/

CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general wellbeing 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 COMPLAINTS

- Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>