

Cover Sheet: Request 12016

Change ADV 4931 from 2 credits to 3 and change prerequisite to MMC 3203

Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Thomas Kelleher tkell@ufl.edu
Created	11/2/2017 12:23:42 PM
Updated	1/19/2018 3:55:58 PM
Description of request	Requesting that ADV 4931 "Seminar: Ethics and Problems in Advertising" be converted from a 2-credit course to a 3-credit course, and that prerequisites change from "Prereq: 3JM ADV; minimum grade of C in ADV 3001" to "Prereq: 3JM ADV; minimum grade of C in MMC 3203."

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	JOU - Advertising 012302000	Thomas Kelleher		11/2/2017
No document changes					
College	Approved	JOU - College of Journalism and Communications	Thomas Kelleher		11/2/2017
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Thomas Kelleher	Added to December agenda	11/28/2017
ADV4931SyllabusExample.docx					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Thomas Kelleher	Please upload document detailing history of the course prior to this request detailing the rationale for the change and the courses placement in the curriculum in light of its previous format. This will be reevaluated by the UCC at the January 2018 meeting.	12/13/2017
No document changes					
College	Approved	JOU - College of Journalism and Communications	Thomas Kelleher		1/19/2018
ADV 4931 Fall 2008 ETHICS AND PROBLEMS IN ADVERTISING.pdf					
Addendum to Request 12016 - History of ADV 4931.docx					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/19/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 12016

Info

Request: Change ADV 4931 from 2 credits to 3 and change prerequisite to MMC 3203

Description of request: Requesting that ADV 4931 "Seminar: Ethics and Problems in Advertising" be converted from a 2-credit course to a 3-credit course, and that prerequisites change from "Prereq: 3JM ADV; minimum grade of C in ADV 3001" to "Prereq: 3JM ADV; minimum grade of C in MMC 3203."

Submitter: Thomas Kelleher tkell@ufl.edu

Created: 11/2/2017 12:02:20 PM

Form version: 1

Responses

Current PrefixADV

Course Level4

Number 931

Lab Code None

Course Title Seminar: Ethics and Problems in Advertising

Effective Term Earliest Available

Effective Year Earliest Available

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

Change Course Prefix?No

Change Course Level?No

Change Course Number?No

Change Lab Code?No

Change Course Title?No

Change Transcript Title?No

Change Credit Hours?Yes

Current Credit Hours2

Proposed Credit Hours3

Change Variable Credit?No

Change S/U Only?No

Change Contact Type?No

Change Rotating Topic Designation?No

Change Repeatable Credit?No

Maximum Repeatable Credits0

Change Course Description?No

Change Prerequisites?Yes

Current Prerequisites3JM ADV; minimum grade of C in ADV 3001.

Proposed Prerequisites3JM ADV; minimum grade of C in MMC 3203.

Change Co-requisites?No

RationaleChanging this to a 3-credit class allows deeper inquiry into seminar topics during the course of an academic term. It also makes the course credits consistent with other options for professional electives in advertising.

We now offer (and require of all ADV majors) MMC 3203, Ethics and Problems in Mass Communications, which covers foundations of media ethics that will serve to prepare students for more advanced seminar-style exploration and discussion. Therefore, faculty believe that MMC 3203 is a more appropriate prerequisite than ADV 3001, Advertising Strategy, but we would retain the prerequisite of students reaching 3JM ADV status so they are prepared to engage ethical issues with a specific focus on the field of advertising.

Addendum to Request 12016

Change ADV 4931 from 2 credits to 3 credits, and change prerequisite to MMC 3203

Description of Original Request

Requesting that ADV 4931 "Seminar: Ethics and Problems in Advertising" be converted from a 2-credit course to a 3-credit course, and that prerequisites change from "Prereq: 3JM ADV; minimum grade of C in ADV 3001" to "Prereq: 3JM ADV; minimum grade of C in MMC 3203."

Course History and Additional Rationale

This course has not been offered in many years. At one point in departmental history it was offered and listed as a 2-credit course, apparently to help even out the total number of advertising credits required in a recommended degree plan, which has since changed multiple times. A syllabus from the 2-credit course as it was offered in 2008 is attached.

The proposed changes to the course do not substantively change the high-order learning outcomes or catalog description, but expand the time and expectations to allow for a meaningful seminar-style exploration of "Major concepts and issues in the effects of advertising on society, culture and the economy with emphasis on ethical systems and ethical decision making" (this is the catalog description, which remains unchanged). The sample syllabus also modernizes the topics for discussion to align better with major industry changes while honoring the original intent to learn about and apply ethical concepts and processes of decision-making to advertising issues and effects in cultural and economic contexts.

Also, as noted in the original course modification request, since the last time ADV 4931 was offered, we have developed and require a new ethics course, MMC 3203, Ethics and Problems in Mass Communications, which covers foundations of media ethics that will serve to prepare students for the more advanced seminar-style exploration and discussion we are requesting for and updated 3-credit ADV 4931.

Faculty concur that MMC 3203 is a more appropriate prerequisite than ADV 3001, Advertising Strategy, but we would like to retain the prerequisite of students reaching 3JM ADV status so they are prepared to engage ethical issues with a specific focus on the field of advertising.

ADV 4931: ETHICS AND PROBLEMS IN ADVERTISING

FALL 2008

Section 5982 M, 7-8 Period (1:55 - 3:50) Weimer 1078



Course Description

This course examines the major issues and effects of advertising on society, with a focus on ethics systems and ethical decision making. Specific concentration is given to examining the responsibility to of the advertising industry to adhere to standards of conduct that reflect the best interest not just of its clients, but also the interests of the markets it reaches. The course will explore contemporary issues in a context that explores the ethical considerations essential to various advertising genres, as well as the economic, political, and social impact of advertising in mass communication.

Course Goals

Underlying any course founded in the study of ethics is the assumption that students will acquire conceptual and/or theoretical knowledge of right and wrong. Moreover, these principles will have less to do with legal doctrine or social policy, but with protocols for demonstrating character, integrity, and honor in one's behavior. However, the application of ethics in the workplace can get relegated behind many other objectives, including the company's earnings potential, individuals' personal need for social acceptance, or simple apathy toward situations that do not adversely affect one's own contentedness.

This course explores some of the issues that influence the practice of ethics, and ultimately drive self-regulation agendas, in the advertising industry. The purpose of the course is to provide students with some fundamental skills necessary to examine advertising practice in terms of its potential to generate more far-reaching outcomes. The format of the course intends to accomplish this by giving students regular opportunities to further develop skills in

1. dissecting ethically-charged issues and practices for the purpose of gaining an understanding of foundations on which a position is based;
2. evaluating the intended and unintended ramifications of a position's foundation; and
3. developing a position formulated on evidence that can be supported with rational, factual information

Although the analyses of ethical issues will not always result in an agreeable resolution to every topic addressed in the course, the process of discussion and examination will make the student more adept at giving deeper consideration to the ways that the industry managing business situations, in addition to how the individual will evaluate the implications of one's own professional decisions in the future.



Course Format

The course work will consist of lectures, class discussions, screenings, and readings. Students should complete all reading assignments prior to class. In order to do well, you are expected and required to add to the dynamics of respectful, yet energetic idea exchange. Class discussions will be guided by a combination of topic-specific lectures, assigned readings, and course-related media intended to contribute students' understanding of the subject matter. Students will be encouraged to demonstrate their understanding of the course material through a variety of evaluative measures including, but not limited to, his/her contribution to class discussions, individual written assignments, and oral presentations.

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Course Materials

Although no formal textbook will be used for this course, a readings list will be provided via the ARES online library reserve system under the course prefix and number ADV4931. In order to access the system, students must use their Gatorlink username and password. Readings will be posted on a weekly basis according to the discussion topic.

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Written Assignments

The goal of the written assignments is to help you better understand the concepts explored in class and to acquire skills applicable to the industry. All assignments submitted for a grade should 1) represent the individual's own original work (unless otherwise stated), 2) be typed or word-processed, 3) on 8 ½ x 11" paper with the student's name, the course name, and date of submission, and 4) submitted at the beginning of the class on the day it is due. Late assignments will be penalized for tardiness unless the student has received approval for the assignment's tardiness from the instructor. If a student anticipates not being in class on the day that a pre-announced assignment is due, s/he should make advanced arrangement with the instructor to submit the assignment early. If a student misses an assignment and can supply legitimate documentation that supports rationale for the tardy assignment within 48 hours of the class on which the assignment was due, s/he will be allowed to turn in the assignment for partial credit of one letter grade for each class period it is tardy. Any student who fails to contact the instructor about a tardy assignment within the designated time period forfeits his/her opportunity to make up the assignment and will be issued a zero score for the missed assignment.



Academic Integrity

Academic honesty is an important issue of concern at the University of Florida. Students who violate University rules on scholastic integrity are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. All individual or group work submitted for academic credit should be the original work of the individual or individuals seeking credit. Materials used to support an individual's or group's efforts should be appropriately cited in a bibliography or footnotes section of the work. Plagiarized work in which an individual takes credit for a work product that is not exclusively his/her own and cases where the individual shares work with other authors and submits the work for individual credit are viewed as a breach of the University's Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

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Students with Special Challenges

I am committed to taking whatever actions are appropriate and feasible to help a student with documented disabilities to succeed in my class, while abiding by the standard code of confidentiality. In order to address special academic needs, I must be informed of the student's circumstance at the beginning of the semester *before* performance evaluation becomes a concern. This is not to imply that standards of fairness will not be generally applied when evaluating student work; only that reasonable and appropriate measures will be taken to ensure that officially recognized challenges do not become a hindrance to a student's ability to succeed in this course. Students affected with challenges

should provide me with an official statement from the Office of Student Services explaining his/her situation and schedule a face-to-face office meeting to discuss the specifics of the accommodations request.

Personal Emergencies/ Excused Absences

Students are responsible for advising the instructor of any personal emergency that might affect his/her performance in the course. In the case of emergency or extenuating circumstances that cause you to miss class over an extended period of time, students are asked to notify me as soon as possible via telephone, e-mail, or message in the department office. The student will be held responsible for missed class notes, handouts, and any announcements made in his or her absence.

Occasionally, a student's participation in extracurricular organizations (e.g., Ad Society, UF Marching Band, UF Athletics, etc.) will require that s/he miss class due to participate in organizationally sponsored events. Under such circumstances, students are required 1) to provide the instructor with appropriate documentation from the sponsoring organization prior to his or her absence from class and 2) to make the necessary accommodations with his/her classmates for retrieving missed class notes and any announcements made in his or her absence.

Course Evaluation Criteria

Students will be evaluated based on a 375-point scale. The following exercises and assignments will form the basis for course evaluation:

1. **Position Paper: (100 points)** Students will be asked to write a short position paper (10 to 15 pages) that discusses an issue related to advertising's effect on society. The paper can build on one of the many topics we will address in the course or look at a relevant topic (or case) that we do not discuss. The purpose of the position paper is for the student to build a case for his/her position about media's influence, whether positive or negative, on an issue with a broad societal impact. In order to build the best argument in favor of your position, you should shed light on opposing perspective to the position you select. You should have an adequate number of bibliographic sources to reinforce your presentation and should use appropriate citations throughout the discussion.
2. **Class Discussion Leader: (100 points)** Each student work with a small team of other students to lead the discussion on an assigned topic from the syllabus. The team will prepare and present a 15 minute group formal presentation on the assigned discussion topic the course readings, focusing on one or two main ideas from the assigned readings. The purpose of the exercise for the team is to add more to the discussion than is covered in the reading on the face. Therefore, teams are encouraged to include discussion questions within the presentation outline to help stimulate class interest and interaction.
3. **Personal Journal (75 points)** Each student will document his or her personal progression through the course with weekly entries on the topic of Research. The journaling process is supposed to be somewhat introspective and should reflect one's feelings and/or observations about real-world or conceptual issues related to advertising ethics, including the consequences of and implication for advertisers' actions on individual consumers, its clients, and society as a whole. A minimum of one entry is required per week, although a student may make up to three if desired. It is advisable to set a regular point in the week to make the entry (for example, Friday at the end of a week or Sunday before a new week begins), as this will help to commit you to a routine more quickly. The journal may be hand-written and should be submitted at the end of the semester.
4. **Participation (50 points)**: The class is structured for experiential learning. You will be expected to take part in class discussions and class exercises. During class presentations your attention is expected.
5. **Attendance (50 points)**: The weekly course schedule ensures that topics to which the class will examine must be covered in a limited period of time. As such, class attendance is not only necessary, but also strongly encouraged. In order to encourage this you will begin the class with 50 points. You can miss class twice without penalty.

Beyond that you will lose 10 points for each absence or for leaving class early without express approval from the instructor.



The grading scale for the course will be based roughly on the following percentiles:

- 100 – 90% = A
- 89 – 86% = B+
- 85 – 80% = B
- 79 – 76% = C+
- 75 – 70% = C
- 69 – 66% = D+
- 65 – 60% = D
- Below 60% = E

Cell-phones/ personal communication devices

All cell phones or other personal communication devices that may serve as distractions to the learning environment should be turned to the "off" or vibrate position. Making or taking phone calls, text messaging, or gaming during class time is strongly frowned on as these actions are a distraction to students' ability to actively participate in the learning process. Students associated with the latter will receive two demerit points per infraction. Demerit points will be deducted from the student's final course point total.



The Use of Electronic Devices in Class

Personal electronics such as notebook computers can be useful tools for enhancing the education process, managing course information, note taking, and stimulating ideas that contribute to in-class discussion. However, they can also be a source of distraction to a student and his/her peers if used inappropriately (i.e., Web cruising social networking, doing assignments for other courses, etc.). The latter circumstance not only detracts from the quality of the learning experience, but may also compromise the student's ability to digest the lecture content satisfactorily. As the instructor of the Advertising Research course I have found that a class built on advanced preparation, idea exchange, and energetic class discussion is far more stimulating for both students and instructor than an environment dictated by technology. While there will be times when we will need to turn our collective attention to technology in order to demonstrate specific research techniques, the occasions when this occurs will be infrequent. Therefore, computer notebooks, PDAs, or other electronic technologies used for following the lecture are prohibited unless a student can show documented reason from the Office of Student Disability Services for needing an electronic device as a learning tool.

Course Schedule

The attached schedule represents a tentative outline of topics that will be covered over the course of the semester. Students should use the schedule as a reference for keeping up with readings, assignments, and deadlines. We will make every effort to adhere to the schedule as presented, particularly as it relates to the specified exam dates. However, because the outline of topics has been planned many weeks in advance of their presentation dates it may become necessary to make modifications to accommodate unforeseen circumstances. The instructor will advise the class of any events that necessitate revision to the present schedule.

TENTATIVE CLASS SCHEDULE

The following represents a tentative outline of topics that will be covered over the course of the semester. Please use it as a reference for keeping up with readings, assignments, and deadlines. Although we will make every effort to adhere to the schedule, it may become necessary to make modifications to accommodate unforeseen circumstances. The

instructor will advise the class of any events that necessitate revision to the present schedule.

<u>Day/Date</u>	<u>Topic</u>	<u>Weekly Readings</u> (All Readings can be accessed through the ARes library reserves system)	<u>Discussion Leaders</u>
(M) 8/25	Course Introduction & Overview		
(M) 9/1	LABOR DAY HOLIDAY	No Class Meeting	
(M) 9/8	Ethics Foundation and Overview		
(M) 9/15	Consumer Culture	<p>“Branding Identities: The Loss of Meaning” from <i>Consumed: How Markets Corrupt Children, Infantilize Adults, and Swallow Citizens Whole</i> by Benjamin R. Barber (ARes library reserves)</p> <p>Frontline: The Merchants of Cool (video)</p>	Destin & Angie
(M) 9/22	Advertising & Materialism	<p>Ch 14: “Beyond the Thing Itself” from <i>Buying In</i> by Rob Walker (library reserves)</p> <p>Ch 5: “The Stress of Excess” from <i>Affluenza: The All Consuming Epidemic</i> by John de Graaf, David Wann, and Thomas H. Naylor</p>	Marley, Asia, & Kyle Samanth & Tamara
(M) 9/29	Advertising to Children	<p>Ch 9: “Empowered or Seduced?: The Debate About Advertising & Marketing to Kids” from <i>Born to Buy</i> by Juliet Schor (library reserves)</p> <p>Ch. 6: “The Princess Lifestyle” from <i>Buy, Buy Baby</i> by Susan Gregory Thomas</p>	Lindsey & Scott
(M) 10/6	Advertising and Self-Perception	Ch: 5 “Stereotyping – The Commodification of Identity” from <i>Advertising Ethics</i> by	Amy & Brian

Edward Spence & Brett Van
Heekeren ([library reserves](#)
)

Erica & Lauryn

Paper Proposal due via email
or in class

(M) 10/13 Advertising and Adult Infantilization

"Infantilizing Consumers:
The Coming of Kidults" from
*Consumed: How Markets
Corrupt Children, Infantilize
Adults, and Swallow Citizens
Whole Consumed: How Markets
Corrupt Children, Infantilize
Adults, and Swallow Citizens
Whole* by Benjamin R. Barber
([library reserves](#))

Emily & April

(M) 10/20 Green Advertising

"Green Consumerism" from
*The Myth of Green Marketing:
Tending our Goats at the Edge of
Apocalypse* by Toby M. Smith
([library reserves](#))

Stephanie & Morgan

(M) 10/27 Food Advertising

"Marketing To Children
Harmful: Experts Urge
Candidates to Lead Nation in
Setting Limits" from
Perspectives in Business Ethics
(3rd Ed.) by Laura P.
Hartman ([library reserves](#)
)

Super Size Me: A Film
of Epic Portions (video)

(M) 11/3 Advertising Tobacco, Alcohol, & Lottery

Ch 8: "The Economics and
Ethics of Selling Sin" from
*Selling the Dream: Why
Advertising is Good Business*
by John Hood, pp. 195 -214.

Andrew & Ellie

(M) 11/10 Direct-To-Consumer Advertising
(Health-related & Pharmaceutical
products)

Ch 6: "Health Claims and
the Problem of Fraud" from
*Selling the Dream: Why
Advertising is Good Business*
by John Hood, pp. 151 -170.

Alexandria & Allison

(M) 11/17 Political Advertising

Ch. 9: "How Campaigns

Influence and/or Control Mass Media" pp. 232-255. From *Political Communication in American Campaigns* by Joseph S. Tuman.

James & Sandra

(M) 11/24 Keeping Up With the Joneses: Debt Advertising

"Coming of Age in Consumer Society" from *Keeping Up With the Joneses: Envy in American Consumer Society* by Susan J. Matt ([library reserves](#))

Ryan & Maria

(M) 12/1 Hot Topics In Advertising Ethics

Journal Due

(M) 12/8 Course Wrap Up

Position paper due

SAMPLE SYLLABUS FOR 3-CREDIT COURSE

ADV 4931

Seminar: Ethics and Problems in Advertising

Professor: Tom Kelleher, tkell@jou.ufl.edu, Weimer Hall 2088, 392-4046

Overview

Catalog description: *Major concepts and issues in the effects of advertising on society, culture and the economy with emphasis on ethical systems and ethical decision making.*

Prerequisites

3JM ADV designation and MMC 3203 with minimum grade of C.

Resources

Canvas

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

Required Textbook and Readings

- Snyder, W. (2016). *Ethics in Advertising: Making the Case for Doing the Right Thing*. Taylor & Francis.
- Additional readings and research will be assigned from online resources and handouts throughout the semester, including student-selected cases and readings.

Requisite Skills for this Course

You should be prepared to 1) manage academic responsibilities and meet deadlines on the Canvas online course management system, 2) employ analytical skills in the evaluation of situations and content presented in course discussions and readings, 3) articulate these thoughts and ideas clearly orally and in writing, and 4) justify/defend your own perspectives, as well as argue on behalf of perspectives that potentially run counter to your position about ethics situations.

Course Goals

Successful completion of this course will require you to:

- Demonstrate understanding of key principles and concepts of advertising ethics.
- Identify and define pressing moral issues facing advertising professionals today.
- Critique cases involving ethical dilemmas in advertising.
- Apply analytical skills to resolve dilemmas through a systematic ethical reasoning process.

Expectations and Assignments

This seminar is designed to explore advertising ethics through social, professional/business and moral lenses. The class will require weekly readings, quizzes on readings and cases, in-class writing, and discussions (including student-led discussions). Each student will develop his or her own advertising ethics case study designed to practice moral reasoning in advertising. Quizzes will all be weighted equally in grading and may include true-false, multiple-choice, and open-ended questions.

Grading Weight

Quizzes on readings	30%
Discussion participation	30%
Discussion leading	20%
Case study assignment	20%

Final grade requirements

A = 90-100

B = 80-89.9

C = 70-79.9

D = 60-69.9

F = 59.9 and below

Tentative Course Timeline

	General Topics	Notes and Deadlines
Week 1	<p>Introductions and syllabus</p> <p>Ethics and moral reasoning</p>	<ul style="list-style-type: none"> • Ensure access to course resources • Discuss final case study assignment
Week 2	Advertising & marketing codes of ethics and justification models	<ul style="list-style-type: none"> • Read codes of ethics as assigned • Review justification models • Readings TBD • Quiz 1
Week 3	The business case for ethics	<ul style="list-style-type: none"> • Snyder, Chapter 1 • Other readings TBD • Quiz 2
Week 4	Advertising law and ethics	<ul style="list-style-type: none"> • Snyder, Chapter 2 • Other readings TBD • Quiz 3
Week 5	Advertising to children	<ul style="list-style-type: none"> • Snyder, Chapter 3 • Other readings TBD • Quiz 4

Week 6	Native advertising and transparency	<ul style="list-style-type: none"> • Snyder, Chapter 4 • Other readings TBD • Quiz 5
Week 7	“Behavioral advertising” and privacy	<ul style="list-style-type: none"> • Snyder, Chapter 5 • Other readings TBD • Quiz 6
Week 8	Multicultural advertising and diversity	<ul style="list-style-type: none"> • Snyder, Chapter 6 • Other readings TBD • Quiz 7
Week 9	Business transactions and ethical dilemmas	<ul style="list-style-type: none"> • Snyder, Chapter 7 • Other readings TBD • Quiz 8
Week 10	Finding inspiration in ethics	<ul style="list-style-type: none"> • Snyder, Chapter 8 • Other readings TBD • Quiz 9
Week 11	Student-selected cases and topics	<ul style="list-style-type: none"> • Student-assigned readings • Quiz 10 • Case study topics due
Week 12	Student-selected cases and topics	<ul style="list-style-type: none"> • Student-assigned readings • Quiz 11 • Case study outlines due
Week 13	Student-selected cases and topics	<ul style="list-style-type: none"> • Student-assigned readings • Quiz 12 • Case study rough draft due
Week 14	Peer feedback, editing, and final project	<ul style="list-style-type: none"> • Peer review and feedback • Final case study project due

More information on grades and grading policies is here:

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

Class Attendance and Make-Up Policy

Class attendance is expected. Each unexcused absence will result in a 5-point reduction in the final grade and a zero on any missed quizzes during those days. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require proper documentation.

Course Evaluation

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>.

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:
<http://www.counseling.ufl.edu/cwc/Default.aspx> 392-1575;
and the University Police Department: 392-1111 or 9-1-1 for emergencies.