

Cover Sheet: Request 11694

HUN3XXX Mentoring the Scientific Process

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Robin Henken henken@ufl.edu
Created	5/19/2017 5:19:29 PM
Updated	10/20/2017 8:48:15 AM
Description of request	Expose students, who have a background in science, to the research process. Students will demonstrate their understanding of the research process by designing and completing an individual science research project and mentoring underserved middle-school students who are working on a science fair project.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food Science and Human Nutrition 514915000	Robin Henken		9/6/2017
Syllabus Ment Res Proc 5-19-17.pdf					5/19/2017
College	Approved	CALS - College of Agricultural and Life Sciences	Robin Henken	Approved at the CALS CC on 10/13/17.	10/20/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/20/2017
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 11694

Info

Request: HUN3XXX Mentoring the Scientific Process

Description of request: Expose students, who have a background in science, to the research process. Students will demonstrate their understanding of the research process by designing and completing an individual science research project and mentoring underserved middle-school students who are working on a science fair project.

Submitter: Robin Henken henken@ufl.edu

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Form version: 1

Responses

Recommended PrefixHUN

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course TitleMentoring the Scientific Process

Transcript TitleMentor Scientif Proc

Degree TypeBaccalaureate

Delivery Method(s)4136On-Campus

Co-ListingNo

Effective Term Fall

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit2

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 2

Course Description Expose students, who have a background in science, to the research process. Students will demonstrate their understanding of the research process by designing and completing an individual science research project and mentoring underserved middle-school students who are working on a science fair project.

Prerequisites BSC2011 & CHM2046

Co-requisites none

Rationale and Placement in Curriculum This course is an elective. It exposes UF students to the research process and provides an opportunity for them to obtain a community-service learning experience.

Course Objectives

1. Apply knowledge of the research process to design, complete, present and critique research projects.
2. Demonstrate the skills to reach out to underserved middle-school students and interest them in science.

Course Textbook(s) and/or Other Assigned Reading•

Society for Science & the Public.

International rules for pre-college science research. 2017

<http://www.societyforscience.org/isef/rulesandguidelines>.

- Dahl WJ, Wright AR, Specht GJ, Christman M, Mathews A, Meyer D, Boileau T, Willis HJ, Langkamp-Henken B. Consuming foods with added oligofructose improves stool frequency: A randomised trial in healthy young adults. J Nutr Sci. 2014;3:1-8. doi:10.1017/jns.2014.6. We will discuss this article in class.
- Regular access to the middle school science class webpage

<https://sites.google.com/a/gm.sbac.edu/mrs-charbonnet-s-science/home>. This webpage has the directions for the science fair project and due dates for your middle-school mentee.

- Daily access to E-Learning on Canvas - <http://elearning.ufl.edu/>.

Weekly Schedule of Topics Week 1 Introductions

Discuss syllabus and course objectives
The mentoring process
Negotiating Westwood – how to check into school
Volunteer forms
Dress code
Discuss cultural differences

Week 2 Class pictures and nametags
Icebreakers for mentors (birds and songs)
How to complete a science project successfully (presentation)
Mentoring middle-school science students - survival skills (presentation)
Schedule forms – talk about mentoring 2 students working on a group project
Carpooling discussion
Assign TA groups
View example science project poster boards

Week 3 Discuss science fair forms and rules – basic information
Project designs for research projects (presentation and discussion)
Group presentations on ideas for science fair topic areas (i.e. animal sciences, behavioral & social sciences, biomedical & health sciences, cellular / molecular biology & biochemistry, chemistry, earth & environmental sciences, mathematics & computational sciences, microbiology, physics & astronomy, plant sciences)

Assignments:

- Review science fair rules and be prepared to answer quiz questions and discuss at the next class
- Rules and Guidelines: <http://www.societyforscience.org/isef/rulesandguidelines>
Overview: <http://www.societyforscience.org/page.aspx?pid=517>
- Plan a research project (at the 6th grade level, see Westwood Science Fair Project Guide)
 - Complete the science fair rules tutorial and use the Rules Wizard for your project by next class
- Tutorial: <https://apps2.societyforscience.org/wizard/index.asp>
- Create PowerPoint presentation of project design to be presented weeks 4 and 5.

Week 4 Quiz on science fair forms and rules
Stickman the Middle Schooler
What science fair forms are needed for this project? Case scenarios.
Presentation of project design for research project to peer group
Due: PowerPoint presentations of individual project designs to class. If you have presented your study to the class, you may begin your experiment.
Keep a logbook.
Make sure your science fair forms are completed before you start your project.
Mentee assignments
Prepare parent letters
Icebreakers for mentees

Week 5 Presentations of individual project designs to class
Discuss “lesson plans” for planning what you hope to accomplish with your mentee at each visit
Discuss mentee issues
Assignment:

- Complete science fair forms (1, 1A, 1B, Research Plan and others as needed). Print out and bring to class. Due week 7.

Week 6 Presentations of individual research project designs to class
What do you do with your data - graphing and analyzing your data (presentation and discussion)
Discuss mentee issues
Demonstration on how to make graphs and prepare a bibliography

Assignments:

- Worksheet on graphing and simple statistics. Due week 7.
- Please read the journal article distributed in class and complete the worksheet. We will discuss in class next week. Due week 7
- Complete 1-page review of literature and 3 references. Due week 10.
- Create a small science fair display board poster of completed project Due week 11.

Week 7 Mentors' science fair forms due – please check over as a group.
Discuss mentee presentations and mentee issues
Discussion of journal article and worksheet. Discussion of what makes a good clinical study – CONSORT Checklist

Quiz

Due: Worksheet on graphing and simple statistics and Completed science fair forms

Assignment:

- Prepare mentee presentation for next class. Upload your presentation to Canvas by noon today.

Week 8 Review judging criteria for science fair projects

Due: Mentee presentations

Discuss mentee issues

Assignment:

- Begin work on your display board for your individual research project (Due week 11)

Week 9 Mentee progress check by appointment – no formal class

Quiz

After school help session

Week 10 Mentee presentations

Mentee progress check

Discuss mentee issues

Correct science fair forms from 6th grade classes

Due: 1 page report and bibliography

Week 11 Judging of mentors' individual research projects

Due: Bring your display board and logbook

Optional project notebook due

Discuss Mentee Display Board Workshop that we will have on November 9th

Week 12 Class discussion on issues related to mentee and projects.

Assignments:

- Help mentee finish display board
- Class reflection essay (see handout) Due week 15

Week 13 Mentee Display Board Workshop (Note: the workshop counts toward community service hours)

Optional mentee progress check by appointment with Ms. Charbonnet

Week 14 Presentation of mentee's project and display board

Note: If your mentee does not have a partial or completed display board for their project, then you will need to do a PowerPoint presentation of the project.

Quiz

Assignment:

- Class reflection essay (Due week 15)
- Complete online course evaluations <https://evaluations.ufl.edu>

Week 15 Final Class

Discuss mentee issues

Due: Mentee Project and Display Board Presentations

Class reflection essay

Complete online course evaluations <https://evaluations.ufl.edu>

Links and Policies Attendance is required for all classes and 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>.

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

Academic Honesty Policy: 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 (0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/) 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.

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

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,

www.counseling.ufl.edu/cwc/

Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Wellness Coaching

and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.

- U Matter We Care: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available

by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 352-392-1161.
- University Police Department: 352-392-1111 (or 9-1-1 for emergencies).
<http://www.police.edu/>
- E-learning technical support: 352-392-4357 (select option 2) or email to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Library Support: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

University of Florida Complaints Policy: The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy. A student who is unsure as to the official responsible for handling his or her particular complaint may contact the Ombuds office or the Dean of Students Office. For complaints that are not satisfactorily resolved at the department level or which seem to be broader than one department, students are encouraged to submit those complaints to one of the following locations:

Ombuds: <http://www.ombuds.ufl.edu/>
31 Tigert Hall, 352-392-1308.

The purpose of the Ombuds office is to assist students in resolving problems and conflicts that arise in the course of interacting with the University of Florida. By considering problems in an unbiased way, the Ombuds works to achieve a fair resolution and works to protect the rights of all parties involved.

Dean of Students Office: <http://www.dso.ufl.edu/>
202 Peabody Hall, 352-392-1261.

The Dean of Students Office works with students, faculty, and families to address a broad range of complaints either through directly assisting the student involved to resolve the issue, working with the student to contact the appropriate personnel, or referring the student to resources or offices that can directly address the issue. Follow up is provided to the student until the situation is resolved. Additionally, the University of Florida regulations provide a procedure for filing a formal grievance in Regulation 4.012: <http://regulations.ufl.edu/regulations/uf-4-student-affairs/>

Grading Scheme Mentor (i.e., undergrad) Research Project
Project Design Presentation (PowerPoint)

20

Completed Science Fair Project Forms

20

Written report - a 1-page review of literature (see "How to Write a Report and Report Rubric" handed out in class) and 3 references in a bibliography.

30

Logbook

10

Completed Project Poster Presentation (Display board)

20

Meet My Mentee (i.e., 6th grader) PowerPoint Presentation (use only first name of your mentee)

20

My Presentation of My Mentee's Poster (Display board or if not finished a PowerPoint presentation)

20

Community Service Learning Time/ Activity Logs (20 hour minimum)

200*

Final Reflection Essay

20

Class Attendance 140

A= 450 to 500 points (90% to 100%); B+= 425 to 449 points (85% to < 90%); B= 400 to 424 points (80% to < 85%); C+= 375 to 399 points (75% to < 80%); C= 350 to 374 points (70% to < 75%); D+=325 to 349 points (65% to 70%); D= 300 to 324 points (60% to <65%); E=<275 points (< 60%).

Instructor(s) Bobbi Langkamp-Henken, Ph.D.

Tentative Course Outline and Schedule
HUN 3XXX: Mentoring the Scientific Process
Fall, 2 credits
Wednesday periods 9 and 10 (4:05 to 6 PM)

INSTRUCTORS:

Bobbi Langkamp-Henken, Ph.D.
Food Science and Human Nutrition Department

FSHN Building, Room 309
Office: (352) 294-3721
Email: henken@ufl.edu

Office Hours: Tuesdays 2:30 to 4:00 p.m. (walk-in) and Wednesdays 1:30 p.m. to 3:00 p.m. (by appt. – call or email Mindy at (352) 294-3700; [mindye@ufl.edu](mailto:mindy@ufl.edu) to schedule)

Sara M. Charbonnet, M.Ed., N.B.C.T, Guest lecturer and contact for middle-school experiences
School Board of Alachua County
at Westwood Middle School
3215 NW 15th Avenue
Gainesville, FL 32605

Email: charbosm@gm.sbac.edu
Phone: (352) 955-6718 ext. 264

COURSE DESCRIPTION:

Expose students, who have a background in science, to the research process. Students will demonstrate their understanding of the research process by designing and completing an individual science research project and mentoring underserved middle-school students who are working on a science fair project.

Prerequisites: 1 year of biology and 1 year of general chemistry

COURSE OBJECTIVES - At the conclusion of this course, students will be able to:

1. Apply knowledge of the research process to design, complete, present and critique research projects.
2. Demonstrate the skills to reach out to underserved middle-school students and interest them in science.

COURSE MATERIALS: The following are required readings and resources.

- Society for Science & the Public. International rules for pre-college science research. 2017 <http://www.societyforscience.org/isef/rulesandguidelines>.
- Dahl WJ, Wright AR, Specht GJ, Christman M, Mathews A, Meyer D, Boileau T, Willis HJ, Langkamp-Henken B. Consuming foods with added oligofructose improves stool frequency: A randomised trial in healthy young adults. *J Nutr Sci.* 2014;3:1-8. doi:10.1017/jns.2014.6. We will discuss this article in class.
- Regular access to the middle school science class webpage <https://sites.google.com/a/gm.sbac.edu/mrs-charbonnet-s-science/home>. This webpage has the directions for the science fair project and due dates for your middle-school mentee.
- Daily access to E-Learning on Canvas - <http://elearning.ufl.edu/>.

STUDENT EVALUATION AND ATTENDANCE:

Students will be evaluated on assignments, presentations, class participation, and community service hours/log. Attendance is required for all classes and consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ASSIGNMENTS: In-class and out-of class work will be assigned and graded. Activities include designing, completing, and presenting an individual research project. As part of the course requirements, students will also be asked to apply what they have learned in class to help middle-school science students with a science fair project. All students will be asked to maintain time/activity logs for this community service activity. Students will be asked to complete a minimum of 20 hours of course-related community service. These activities will be done at Westwood Middle School located at 3215 NW 15th Ave. This school is on the corner of NW 34th Street and 1 block south of NW 16th Avenue.

GRADING:

Mentor (i.e., undergrad) Research Project	
Project Design Presentation (PowerPoint)	20
Completed Science Fair Project Forms	20
Written report - a 1-page review of literature (see “How to Write a Report and Report Rubric” handed out in class) and 3 references in a bibliography.	30
Logbook	10
Completed Project Poster Presentation (Display board)	20
Meet My Mentee (i.e., 6 th grader) PowerPoint Presentation (use only first name of your mentee)	20
My Presentation of My Mentee’s Poster (Display board or if not finished a PowerPoint presentation)	20
Community Service Learning Time/ Activity Logs (20 hour minimum)	200*
Final Reflection Essay	20
<u>Class Attendance</u>	<u>140</u>

*Additional time can be earned by

- completing a project notebook similar to that required of your mentee. The only exception is that only a 1-page written report with 3 references is required (60 minutes).
- taking quizzes (15 minutes for 100%).
- completing worksheets.
- helping students on Wednesdays after school (record on time sheet).
- participating in class and earning Science Fair Bucks (5 to 10 minutes).
- participating in the Mentee Display Board Workshop (up to 90 minutes)

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>.

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Grades and Grade Points: For information on current UF policies for assigning grade points, see

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

DATE

TOPIC

Week 1

Introductions
Discuss syllabus and course objectives
The mentoring process
Negotiating Westwood – how to check into school
Volunteer forms
Dress code
Discuss cultural differences

Week 2

Class pictures and nametags
Icebreakers for mentors (birds and songs)
How to complete a science project successfully (presentation)
Mentoring middle-school science students - survival skills (presentation)
Schedule forms – talk about mentoring 2 students working on a group project
Carpooling discussion
Assign TA groups
View example science project poster boards

- Week 3
- Discuss science fair forms and rules – basic information
 Project designs for research projects (presentation and discussion)
 Group presentations on ideas for science fair topic areas (i.e. animal sciences, behavioral & social sciences, biomedical & health sciences, cellular / molecular biology & biochemistry, chemistry, earth & environmental sciences, mathematics & computational sciences, microbiology, physics & astronomy, plant sciences)
- Assignments:**
- Review science fair rules and be prepared to answer quiz questions and discuss at the next class
 Rules and Guidelines: <http://www.societyforscience.org/isef/rulesandguidelines>
 Overview: <http://www.societyforscience.org/page.aspx?pid=517>
 - Plan a research project (at the 6th grade level, see Westwood Science Fair Project Guide)
 - Complete the science fair rules tutorial and use the Rules Wizard for your project by next class
 Tutorial: <https://apps2.societyforscience.org/wizard/index.asp>
 - Create PowerPoint presentation of project design to be presented **weeks 4 and 5.**
- Week 4
- Quiz** on science fair forms and rules
 Stickman the Middle Schooler
 What science fair forms are needed for this project? Case scenarios.
 Presentation of project design for research project to peer group
Due: PowerPoint presentations of individual project designs to class. If you have presented your study to the class, you may begin your experiment.
 Keep a logbook.
 Make sure your science fair forms are completed before you start your project.
 Mentee assignments
 Prepare parent letters
 Icebreakers for mentees
- Week 5
- Presentations of individual project designs to class
 Discuss “lesson plans” for planning what you hope to accomplish with your mentee at each visit
 Discuss mentee issues
Assignment:
- Complete science fair forms (1, 1A, 1B, Research Plan and others as needed). Print out and bring to class. **Due week 7.**
- Week 6
- Presentations of individual research project designs to class
 What do you do with your data - graphing and analyzing your data (presentation and discussion)
 Discuss mentee issues
 Demonstration on how to make graphs and prepare a bibliography
Assignments:
- Worksheet on graphing and simple statistics. **Due week 7.**
 - Please read the journal article distributed in class and complete the worksheet. We will discuss in class next week. **Due week 7**
 - Complete 1-page review of literature and 3 references. **Due week 10.**
 - Create a small science fair display board poster of completed project **Due week 11.**
- Week 7
- Mentors’ science fair forms due – please check over as a group.
 Discuss mentee presentations and mentee issues
 Discussion of journal article and worksheet. Discussion of what makes a good clinical study – CONSORT Checklist
Quiz
Due: Worksheet on graphing and simple statistics and Completed science fair forms
Assignment:
- Prepare mentee presentation for next class. **Upload your presentation to Canvas by noon today.**

- Week 8 Review judging criteria for science fair projects
Due: Mentee presentations
 Discuss mentee issues
Assignment:
- Begin work on your display board for your individual research project (**Due week 11**)
- Week 9 Mentee progress check by appointment – no formal class
Quiz
 After school help session
- Week 10 Mentee presentations
 Mentee progress check
 Discuss mentee issues
 Correct science fair forms from 6th grade classes
Due: 1 page report and bibliography
- Week 11 Judging of mentors' individual research projects
Due: Bring your display board and logbook
 Optional project notebook due
 Discuss Mentee Display Board Workshop that we will have on November 9th
- Week 12 Class discussion on issues related to mentee and projects.
Assignments:
- Help mentee finish display board
 - Class reflection essay (see handout) **Due week 15**
- Week 13 Mentee Display Board Workshop (Note: the workshop counts toward community service hours)
 Optional mentee progress check by appointment with Ms. Charbonnet
- Week 14 Presentation of mentee's project and display board
 Note: If your mentee does not have a partial or completed display board for their project, then you will need to do a PowerPoint presentation of the project.
Quiz
Assignment:
- Class reflection essay (**Due week 15**)
 - Complete online course evaluations <https://evaluations.ufl.edu>
- Week 15 Final Class
 Discuss mentee issues
Due: Mentee Project and Display Board Presentations
 Class reflection essay
 Complete online course evaluations <https://evaluations.ufl.edu>

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>.

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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>.

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Services for Students with Disabilities: The Disability Resource Center (0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/) 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.

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

- **University Counseling & Wellness Center**, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Wellness Coaching
and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.
- **U Matter We Care:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
- **Career Resource Center**, First Floor JWRU, 392-1601, www.crc.ufl.edu/
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 352-392-1161.
- **University Police Department:** 352-392-1111 (or 9-1-1 for emergencies). <http://www.police.edu/>

- **E-learning technical support:** 352-392-4357 (select option 2) or email to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.
- **Library Support:** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

University of Florida Complaints Policy: The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy. A student who is unsure as to the official responsible for handling his or her particular complaint may contact the Ombuds office or the Dean of Students Office. For complaints that are not satisfactorily resolved at the department level or which seem to be broader than one department, students are encouraged to submit those complaints to one of the following locations:

Ombuds: <http://www.ombuds.ufl.edu/>

31 Tigert Hall, 352-392-1308.

The purpose of the Ombuds office is to assist students in resolving problems and conflicts that arise in the course of interacting with the University of Florida. By considering problems in an unbiased way, the Ombuds works to achieve a fair resolution and works to protect the rights of all parties involved.

Dean of Students Office: <http://www.dso.ufl.edu/>

202 Peabody Hall, 352-392-1261.

The Dean of Students Office works with students, faculty, and families to address a broad range of complaints either through directly assisting the student involved to resolve the issue, working with the student to contact the appropriate personnel, or referring the student to resources or offices that can directly address the issue. Follow up is provided to the student until the situation is resolved. Additionally, the University of Florida regulations provide a procedure for filing a formal grievance in Regulation 4.012: <http://regulations.ufl.edu/regulations/uf-4-student-affairs/>