Monday, Periods 10-E1 (5:10 to 8:10 PM), 3124 McCarty Hall B

Instructor Information
Mickie Swisher   MESW@ufl.edu
3025 McCarty Hall D
352-273-3538
Office Hours: 2-5 PM, Monday and Wednesday, weekly

All correspondence regarding this course must occur through your UFL e-mail account. This is a UF regulation. I cannot respond to e-mails you send through non-UFL accounts.

Consultation Policy

Please request a meeting by telephone or e-mail prior to coming to my office even during office hours so that I set aside a block of time for the meeting. Office hours are 2-5 p.m. every Monday and Tuesday. However, I will meet with you in person, by telephone, or through Zoom any time that I am free. Please contact me any time you have a question or want to discuss something.

Course Description

This course explores how science generates new knowledge, how to evaluate the applicability of research results in your professional work, and how to assess whether science-based claims are justified. 3 Cr., no prerequisites.

Course Goals

- Improve your ability to determine the degree to which you can apply reported research findings in your professional work, including needs assessments, program planning, and evaluation;

- Prepare you to create reliable research findings in order to reach science-based conclusions, conclusions regarding clientele needs, programmatic development, and evaluation of programmatic activities; and

- Enhance your ability to assess science-based claims in order to make decisions in your personal and professional life.

Course Objectives -- After completing this course, you will be able to:

1. Assess the strength of the empirical evidence that supports different explanations of why social problems, issues and needs have developed and what we should do to solve them;

2. Formulate relevant and suitable questions for social scientific research, including applied research, needs assessment, program planning, and evaluation;

3. Evaluate the empirical evidence and conclusions reached in applied research about social problems, issues and needs with an emphasis on internal and external validity and explanatory power;

4. Assess the degree to which sampling procedures described in the research, program planning, and evaluation literature are appropriate and likely to produce reliable and useful research findings and conclusions;

5. Create your own sampling protocols;

6. Interpret and evaluate the rigor of the qualitative and quantitative data analysis procedures reported in the research, needs assessment, program planning, and evaluation literature;

7. Select appropriate analytic procedures for your own research, including needs assessment, program planning and evaluation;

8. Assess the strengths and weaknesses of research designs in the research literature that we use to inform practice, including the literature regarding needs assessments, program planning and evaluation of interventions; and

9. Select appropriate designs, based on the nature of the research question, to use in your own work, including research, needs assessment, program planning, and evaluation.

What I Have Learned about Success in This Course

- Prior training with **research methods** in graduate or undergraduate courses is not critical to success because research **design** and research **methods** differ greatly.

- Some background in research methods may help you gain command of the **language of research**.

- You **do not need prior experience or knowledge of statistics or any other form of data analysis** to succeed in this course, although you need some familiarity with very basic statistical concepts like the mean, the standard deviation, and significance. If you do not have this familiarity, consult this [quick reference guide from Texas A&M University](#)

- My experience is that **class standing is not a predictor of success in this class**. Contrary to popular belief, grades in this class tend to be high.

- Students who **fall behind** on assignments are **unlikely** to succeed in the class.

- Students who do **not consult with me when they are confused** are **unlikely** to succeed in the class.

Basic Steps You Must Take NOW to Succeed in This Course

- You need to **know how to use the e-learning system at UF**. You will submit all assignments and receive all of my comments through this system. If you are not familiar with it, go to https://wiki.helpdesk.ufl.edu/FAQs/E-Learning.

- You have to be able to **use the library**. If you are new to graduate study, I strongly recommend that you register for one of the workshops as soon as possible – see http://guides.uflib.ufl.edu/workshops_instruction.

- Finding appropriate materials about research design is critical to success in this class. You must know how to use the *University of Florida library literature search engines* in a sophisticated way. Do not rely on Google Scholar, OneSearch and similar search engines. Those are ineffective for finding literature about research design that is appropriate for this course because you need more ability to define the search parameters than those engines provide. Academic Search Premier is the recommended search engine. Seek help if you need it. You will fall behind quickly if you fail to use the library effectively during the first part of the course. The Family, Youth & Community Sciences subject matter specialist is Dr. Melody Royster, mroyster@uflib.ufl.edu, 352-273-2661.

- You must know how to use the UF library *e-reserve system*. There is a link to the reserve system through e-learning. The URL is https://ares.uflib.ufl.edu/ares/ *All of the required readings for the course are available to UF faculty and students free of charge either on e-reserve or because UF Library provides direct electronic access to the journal in which the article is published. I do NOT ask you to purchase anything except the textbooks.* However, almost every year someone ends up paying for an article early in the course because the individual failed to access the article through the UF library system.

- If you plan to use your computer to find materials during your graduate program, you need to **establish off-campus access to the library**. If you do not set up an off-campus (VPN) account, you will not be able to access the research journals that the UF library system provides or you will have to pay for them. Do not count on the Option #1: UF Proxy Server – that is not nearly good enough access for this class.

- I strongly encourage you to *learn to use the citation management tools available through the library*. These tools will save you hours of work in this class and throughout your graduate program. Consult the library website to learn about these tools, especially RefWorks and EndNote.

- You need a *very basic knowledge of social science theory*, which includes theories of behavioral change like the theory of planned behavior or value, belief and norms theory. You do not need extensive knowledge. If you have no familiarity with or knowledge of social theory, please make an appointment with me so that I can help you get off to the right start in this class.

Approach and Expectations

Pay attention to the specific performance criteria for every assignment. It is impossible to perform well on assignments if you do not understand the evaluation criteria. I provide a list of the performance criteria you need to achieve to receive full points for every assignment. While

there are similarities, the criteria **differ for different assignments. Examine the performance criteria BEFORE you start the assignment.**

Focus on thinking, not reciting rote answers or repeating what others have said or written, including what I say and write. Your performance in this course focuses on your ability to apply the concepts that we address during the course. Devoting time, attention and thought to your assignments is critical to success. I expect you to develop and demonstrate analytical and critical thinking skills during this course. Both are central to science and are prerequisites for using science to develop new knowledge and to apply effectively the knowledge generated by science. In practical terms, this means that I am **NOT** looking for rote answers to the questions I ask. Rather, I want to see that you can apply the concepts that we discuss to analyze and evaluate research studies and to develop your own studies, including needs assessments, program planning, and evaluation. Simply repeating what you hear or read will earn 0 points for most evaluation criteria.

I do not grade by page length. Almost every year, I end up telling students to spend **less** time on my assignments. If you read efficiently (which we will practice), use all of the materials I provide, and practice "thinking before writing," you will be able to respond much more quickly and effectively to my questions. I value quality, not quantity.

Use, cite and reference the research design literature. This is a graduate course. I assume that you have enrolled in this course because you want to acquire the knowledge and skills needed to conduct your own research or evaluation and apply research findings in a professional capacity. I use a combination of assigned readings, self-directed exploration of the literature and classroom activities to try to create an environment in which you can gain the critical skills and knowledge you need. Taking advantage of these opportunities is your responsibility. I expect you to provide evidence in the form of citations in assignments and class participation that you have used the resources, including the texts, my lecture material, our class activities, and materials that you find for yourself, to maximize your learning experience.

- **Use** means indicate what ideas or concepts or conclusions in a specific resource that you relied upon – that you **used the material** in some way. I do not want the long list of citations with no indication of how you used the material to develop your own conclusions like this one: "Several authors (Jones, 2013; Smith, 2004; Williams, 2001) discuss random sampling." What was it that you learned and applied from Jones, from Smith, and from Williams? **Be specific and explain how you used the resource.** Example: "I considered Smith's comments about the role of sample size in random sampling, which I found somewhat confusing. Jones' explanation of the differences between a true random sample (what I believe Smith means) and the best achievable standard for a random sample (the pragmatic answer as Jones calls it) helped me understand how to determine a sample size that is achievable and still provides a good basis for generalization of results."

- **Cite** means that you place a citation in the body of your response using APA style. Be very careful to give full credit to authors when you "borrow" their ideas. Cite the author. You probably know that you need to provide authors name, date of publication and **page number** when you quote an author. However, paraphrasing – just changing a few words or saying "more or less" exactly what an author said also requires use of the page numbers. Even general references to an author's ideas require citation. Your continued enrollment in this course indicates your pledge to comply with all UF policies, including UF policies regarding plagiarism. UF takes plagiarism very seriously and the UF graduate school and all graduate departments have stringent plagiarism policies. If you are unaware of those

policies and of the basic definition of plagiarism, go to http://graduateschool.ufl.edu/personnel-and-policy/mentoring. If in doubt – cite and cite fully including page numbers.

- *Reference* means that you provide a full reference to the original work at the end of the assignment. Include all the materials that you cite. If you are not familiar with APA style, you probably need to buy the style manual since most sciences use this format. You can take a tutorial on APA style at http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx. I see one common error very often having to do with journal versus internet citation form. (1) Only use the APA style for *internet documents* if the material you cite is in html form and is therefore *subject to change over time*. In this case, you have to provide the URL and the date you downloaded the information. This is because html documents change over time. (2) Do *NOT use this format when you download a journal article*. Use the journal citation form. Journal articles – whether you get them in hard copy from a physical location in the library or download the electronic copy from the publisher – *do not change over time.*

Go beyond required readings. It is critical that you explore the body of literature about research design beyond required readings to complete assignments. I base my evaluation of your performance, in part, on the degree to which you provide evidence that you have taken responsibility for your own learning experience and that you are actively seeking out all of the resources possible to make the learning experience as profound and meaningful as possible. You will see that this is a performance criterion for most assignments. Some students routinely lose 20% of the points on an assignment because they fail to meet this performance criterion. I do not tell you how many references to include. For some assignments, the answer might be five or six items, for others ten or twelve, and for others two. You have consulted "enough" literature about research design *when you can demonstrate that you fully understand and can apply the concepts at issue to your own work*.

Participate fully in class. You should read the material in the texts or other assigned readings **before** class. I base my comments in class and the class exercises on the assumption that you already know the material in the assigned readings. Our class activities, including my comments, will build upon and extend your competence in each topical area. I assess your class participation every week. *If you do not participate actively during class, you receive 0 points for class preparation and participation for the week*.

Work together. Most of us learn more effectively when we can discuss our ideas with others. I encourage you to engage in collaborative learning. We will have two group assignments, but I encourage you to work together as much as possible. Share your ideas and discuss the assignments with some of your colleagues. Form teams if you want. I want to see the product of your individual work, but I want you to maximize your learning experience by collaborating with others. Sharing materials about research design is one very good way to learn collaboratively. Helping each other is **not** cheating. In fact, you will be able to award Give-A-Gator Points to one or more individuals during this course if you want. Those are points you award to someone who *really helped you* in the class.

Materials

Gorard, S. (2013) *Research Design: Creating Robust Approaches for the Social Sciences.* Sage Publications, Thousand Oaks, CA.

Frey, B.A. (2016). *There's a Stat for That!* Sage Publications, Thousand Oaks, CA.

Most of the additional readings for the course consist of research journal articles. Some are chapters of books of mine that I have placed on e-reserve. I also provide a list of suggested readings for most topics. These will be useful in completing the assignments.

Grading Philosophy and Approach

My goal is for every student to earn an A in this course. I expect to see increased mastery of the concepts and ideas that we discuss as we progress through the course. Therefore, expectations grow as the semester progresses and what was an acceptable or adequate response on an early assignment will most likely **not** be acceptable on a later assignment. I will provide comments for every assignment, in addition to a numerical score. My intent is to help you recognize both the weaknesses *and* the strengths in your submissions – which will help you improve performance on future assignments. However, I have two sections in this class and my time is limited. I am sure I will end up concentrating more on telling you how to improve than congratulating you on the things you did well. Please accept my apology for the "biased" nature of the comments you will probably get.

Late Submission Policy

UF policy covers the student's responsibility for informing the professor of planned absences and illness and these policies are followed in this class. I will award zero (0) points for any assignment that is submitted after the due date that fails to meet UF policy for excused absences. All due dates are given at the class web site. 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.

Where to Find Reference Materials

Most disciplines support several journals. You need to learn to use **research journals.** Many journals report research, but there are important differences between them in terms of the audience for which they are intended. A research journal means just what it says. The primary audience for the material is other researchers. These journals are of the quality that you will use throughout your graduate experience and your employer after graduation will expect you to know these journals in your area of expertise and use them regularly. Whatever your undergraduate experience, relying on popular web sites is **not acceptable** in graduate school or in professional work.

However, even among research journals, the scholarly sophistication of the material they contain varies. High impact research journals are internationally recognized. See http://guides.uflib.ufl.edu/content.php?pid=320458&sid=2761617 where the UF library system explains the impact factor for journals and how to find it. This site also explains how to find other important indicators like the article influence or immediacy index score. High impact journals are always peer reviewed. They report original research findings. They do not accept material published elsewhere. The articles they publish provide an in-depth description of the research design and sampling protocol, the methods of data collection and analysis, and the findings of the research. Both non-profit (professional societies mostly) and for-profit presses publish very good research journals. Most professional societies and for-profit publishers also produce journals for practitioners. They, too, are normally peer reviewed, but they are often usually less scholarly in nature than the high impact research journals. They often focus on the recommendations that grow out of research, but do not provide a detailed description of the

research design, sampling, analytic processes and results. Do not use these journals in this class. Other journals are for a general public readership. You should **not** rely on these publications in this class or in your work as a professional.

How can you identify a research journal? You can always consult with me or other faculty members in your area of interest to identify appropriate journals, but you need to develop the ability to judge the quality of journals yourself. Several characteristics distinguish between high quality journals and other kinds of publications. First, in research journals, the majority of the articles will report original research results. Opinion pieces, reviews and the like will be a minor component in the content of any given issue. Second, the articles will be for a sophisticated reader. You can see this by the use of technical terms, for example. Perhaps most telling, research reports in these journals explain research design, sampling and methodology in detail. They include a thorough analysis of the results. Third, the research reports focus on the results and implications of the research (the knowledge created) rather than on recommendations for how to apply or use the findings. Finally, the description of the journal (somewhere near the very front) will give clear clues. Look for words like scholarly, cutting-edge, and international interest. In my discipline, geography, the Association of American Geographers (AAG) publishes two journals. The first, the *Annals of the American Association of Geographers,* is a high quality research journal. Here is how the AAG describes it:

> "The Annals of the Association of American Geographers publishes original, timely, and innovative articles that advance knowledge in all facets of the discipline. Papers accepted for publication must meet the highest standards of scholarship, address significant research problems and issues, interest the broad readership of the journal, and be attuned to the sensibilities of a diverse scholarly audience."

Lower impact journals do not aim their material at such a research audience. The audience might be the family practice doctor rather than the doctor at a research hospital or the school camp counselor rather than the professional whose work focuses on interventions for problematic adolescent behaviors. Articles in these journals often provide only a brief description of research design and methodology. The section about data analysis is usually not well developed and the results are typically in summary form, not detail. These journals often focus on recommendations for applying research findings, not how the research advances knowledge. They often do not provide enough information to make an adequate evaluation of the degree to which their findings are justified or the degree to which they can be applied outside the context in which the study was conducted. *The Professional Geographer* is a typical journal of this type: "[*The Professional Geographer*] publishes short articles on academic or applied geography, emphasizing empirical studies and methodologies, as well as book reviews. These features may range in content and approach from rigorously analytic to broadly philosophical or prescriptive." *National Geographic* is an example of a general interest journal in geography. It has beautiful pictures and interesting content, but it is for the general public, not professionals.

Grading Scale

Grade	Range	Grade	Range	Grade	Range
A	95 – 100%	A-	90-94%		
B+	87-89%	B	83-86%	B-	80-82%
C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%
E	<60%				

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

Distribution of Grade – All submissions due at 5:00 PM on the date indicated

Component of Grade	Possible Points	Due Date
Class Preparation & Participation	75	
Proof of Completion of CITI Training	50	Aug. 30
Assignment 1: The Research Question	150	Sept. 13
Assignment 2: Theoretical Basis for Your Research	125	Oct. 04
Assignment 3: Sampling & Data Analysis (group assignment)	150	Oct. 18
Team Member Assessment for Assignment 3	25	Oct. 18
Assignment 4: True or Quasi-Experimental Design (group assignment)	150	Nov. 15
Team Member Assessment for Assignment 4	25	Nov. 15
Assignment 5: Individual Project Research Design	250	Dec. 09
TOTAL	**1000**	

Give-A-Gator Points

In addition, you may award **Give-A-Gator** Points to people who has helped you master the content and succeed in this class. These are points that will be awarded *in addition to* the 1,000 possible points listed in the table above. You can award 50 points **total**. You may award points to as many as three people as long as you do not award more than the 50 total points. You are not required to award any points. Please be fair and take this seriously. Only award Give-A-Gator Points if someone really did help you understand and learn in this class. This is **NOT** for your best friend or the nicest person in the class or someone you just really like or admire. It is a way to reward someone who was important in your mastery of materials in this class. Give the complete name of the person (first and last) and the number of points to award. Provide no other information. This opportunity is open from November 6 through December 4.

Class Preparation and Participation. I expect you to participate actively and positively in classroom activities and to demonstrate through your comments and participation that you have prepared for class. There is a learning guide for most weeks. It includes a set of questions that you should be able to answer prior to coming to class based on the readings. I want you to read the assigned materials *quickly and efficiently to gain a few key ideas,* not the word-by-word with yellow highlighter approach you may be used to using. Look at the study guides *before you read* the material. Literally "look for the answers" to those questions as you read. There are almost always just some key ideas that I want you to get from an assigned reading. There will be lots of topics and ideas covered in most readings that I simply do not think are important enough to ask about – **skim those sections.** I indicate other specific preparation for class for most weeks. Consult the web site for each week to make sure that you complete these preparations.

I will assess your overall class participation three times during the semester, once after week 5, once after week 10 and once at the end of the semester. I will award up to 25 points on each of those occasions. These scores are my assessment of your preparation based on your *active*

contribution to classroom discussions, your ability to respond to questions posed to the group in class, and the quality of your participation in classroom activities. If you do not speak up in class, you will lose these points – just sitting in the room does **NOT** earn any points for class preparation and participation.

Finding, consulting, citing and using published material about research design is an important part of your grade in this course. **Use of the research design literature – beyond required materials – is an evaluation criterion on most assignments.** I provide a list of suggested readings for most topics. You will probably find some excellent materials on your own, too. By sharing this information with your colleagues, you will let your colleagues know about materials that may be of use to them and if your colleagues reciprocate, all of you will have additional references. This sharing is not cheating – it's being smart. There is a one-page form called "Sharing Materials" you can use to share materials. Post the completed form to the discussion board forum called sharing materials. Title the document *YourLastName_LastNameofFirstAuthor_Keyword or phrase that describes the content of interest* (such as explanatory power, qualitative analysis, or retrospective design).

How to Complete the Form. Your objective is to provide your colleagues with a clear, concise description of the major points in the article *about research design.* You can use any kind of article – research reviews, methodological discussions, published literature about a specific topic of concern like sampling, and research reports**. Focus on what you learned about research design, not the subject matter or results of the study itself,** especially if your review is of a research report. For example, you might find a good discussion of some of the problems with referral (snowball) sampling in a research report about teenage risky behaviors. Perhaps the authors discuss the problems they encountered in some detail and that gave you insights into a sampling issue. In this case, do not focus on the data that they collected and their results. Focus on what you learned about sampling. Be brief. You are giving your colleagues a "heads up" about a good source of materials about research design. They have to decide if they want to consult the material or not. Limit your comments to one page maximum.

Assignments. You will complete three individual and two group assignments. I provide learning objectives for each assignment and a list of the criteria that I will use to evaluate your performance on the assignments. Submit all assignments through Canvas. For details about the assignments, click on the link to the assignment at the course website.

Team Member Assessment. Your peers will evaluate your contribution to the group effort for completing Assignments 3 and 4.

Week	Date	Topic	Readings in Textbooks
1	Aug. 21	Science, Scientific Reasoning & Theory	Preface, glossary, pp. 1-22
2	Aug. 28	Understanding Research Questions	Pp. 23-41
3	Sep. 04	Holiday – class does not meet	
4	Sep. 11	The Nature and Validity of Scientific Conclusions	Pp. 41-72
5	Sep. 18	Types of Samples	Pp. 73-92
6	Sep. 25	Implications of Sampling for Scientific Conclusions	Pp. 171-186
7	Oct. 02	Logic of Data Analysis Using Statistical Techniques	Pp. 108, 9, 23, 41, 61 **in Frey**
8	Oct. 09	Analysis of Data Using Qualitative Techniques	

9	Oct. 16	Review, Clarification & Work on Assignment 3	
10	Oct. 23	Designs with Interventions Ture & Quasi-Experiments	Pp. 123-142
11	Oct. 30	Sampling for True & Quasi-Experiments & Work on Assignment 4	Pp. 143-158
12	Nov. 06	Designs Based on Comparisons with NO Time Component	Pp. 93-110
13	Nov. 13	Designs Based on Comparisons WITH a Time Component	Pp. 111-122
14	Nov. 20	Case Studies	
15	Nov. 28	Perspectives on Scientific Reasoning and Research & Work on Assignment 5	Pp. 159-170, 197-204
16	Dec. 05	Review Session, Course Recommendations and Work on Assignment 5	

University of Florida 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/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.

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