Scientific Reasoning and Research Design
FYC 6800, Fall 2022, Section OSE2 & OSF2
Phone 352-273-3538
No Prerequisites

FYCS Diversity, Equity and Inclusion Statement
The UF/IFAS Department of Family, Youth and Community Sciences is committed to engaging positively in a global and diverse society through its teaching, extension, and research efforts. That commitment is demonstrated by creating an inclusive educational environment that fosters belonging as we mentor students, perform relevant scholarship, and conduct outreach for families, youth, and communities that is sensitive and responsive to the needs of diverse audiences. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond. (adopted April 30, 2021)

Instructor: Mickie Swisher (mesw@ufl.edu)
3026 McCarty Hall
Office Hours: A*vailable by appointment*

Communication

All correspondence regarding this course must occur through Canvas (e-learning).
Meetings: Please request a meeting by e-mail. We will meet via Zoom or telephone.
Website: Detailed information for all class assignments, activities and educational materials are at [my teaching website](#)
Technical issues: Contact the [helpdesk website](#) or call 352.392-4357

We will establish a time for a synchronous course meeting for 1.5 to 2.0 hours each week.
The choice of time will be based on a vote by all students in the course. Students in the past have found these meetings to be very helpful – much better than a recorded lecture or exchanges on discussion boards. You do not have to participate in the weekly meeting. I will provide a digital recording of the class session each week. However, the recordings are not of high quality. I will also be available for consultation by telephone and Zoom when requested if at all possible. I will provide you with the number for my personal phone so that you can reach me outside of work hours.

Course Submissions & Attendance: This class employs UF policy covering the student's responsibility for informing the professor of planned absences and illness. Requirements for class attendance, make-up exams, assignments and other work are consistent with university policies. [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

Policies for Submissions
- Assignments and al other required are due before 11:59 PM on the date indicated on Canvas and at the course web site.
- Submit all materials through e-learning – do **not** submit through e-mail.
- If you have a valid reason to believe you will be late with a submission, contact me by telephone or e-mail to discuss your options.
- All late submissions (assignments, postings, etc.) will result in a reduction of 10 points per day to your total course score of 1000 points and after 48 hours, a score of 0 (zero) will be

submitted for the assignment.

Consultation Policy: I will be available for individual or team consultations from 10:45 to 12:30 on Wednesday of each week *by appointment -- in person, by telephone or through video conference.* I will accommodate meetings outside of office hours as much as I can. **Please request a meeting by e-mail.**

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
This course explores how science generates new knowledge, how to assess whether science-based conclusions are justified, how to evaluate the applicability of the conclusions researchers draw in your professional work, and how to design your own research. The primary course goals are to:
- Improve your ability to conduct rigorous, systematic assessments of the research processes that produce the findings in any individual study in order to determine the degree to which you can apply the conclusions drawn in your professional work
- Improve your ability to identify the strengths and weaknesses of the body of knowledge about a given topic generated by scientific research
- Enhance your ability to assess science-based claims to make decisions in your personal and professional life

Course Objectives -- After completing this course, you will be able to:
- 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
- Evaluate the empirical evidence and conclusions reached in research about social problems, issues and needs with an emphasis on internal and external validity and explanatory power
- Assess the degree to which sampling procedures described in the research literature are appropriate and likely to produce reliable and useful research findings and create your own sampling protocols
- Interpret and evaluate the rigor of the qualitative and quantitative data analysis procedures reported in the research literature and select appropriate analytic procedures for your own research
- Assess the strengths and weaknesses of research designs in the research literature that we use to inform practice and select appropriate designs, based on the nature of the research question, to use in your own work.

"Need to Know" for Success in this Course

- <u>Research design and research methods are distinct components in scientific research and are largely independent of each other</u>. Do not confuse the two. Therefore, prior training with research methods in graduate or undergraduate courses is not critical to success in this class. However, confusing the two will create problems for you. Some background in research methods may help you gain command of the language of research, which can be helpful in this class.

- <u>You do not need prior experience or knowledge of statistics or any other form of data analysis to succeed in this course, but you do need to know the basic statistical concepts</u>. This YouTube presentation is a good introduction (9 minutes long): <u>https://www.youtube.com/watch?v=-JXDd52XsQE</u>

- Do not fall behind in this course and consult with me when you are confused or struggling with the materials and assignments. Every class meeting will introduce different ideas and a good understanding of what went before is critical to understanding the new material.

- 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://elearning.ufl.edu/e-learning-basics/uf-e-learning-faqs/

- You have to be able to use the resources of the US library system. Melody Royster (mtoyster@ufl.edu) is the librarian for our department. Visit this website NOW if you have limited prior experience with the UF library system. (https://guides.uflib.ufl.edu/familyyouthcommunity)

- All materials used in this class except the textbook are available at no charge to you, BUT you must access the materials through Canvas or the UF library system. Make sure you use the VPN connection (virtual private network) for Off-Campus Access when you try to get journal articles or other UF materials. Journals may charge you if you do not use VPN.

- You must know how to use the UF library search engines in a sophisticated way to find appropriate materials about research design for this class. Do not rely on Google, for example. Academic Search Premier is the recommended search engine through the library. Web of Science is a good engine.

- You must know how to use the UF library e-reserve system. There is a link to the reserve system through Canvas. Or click Course Reserves (bottom left under Students) at the library home page.

- 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.

- 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. If you have no familiarity with or knowledge of social theory, please look at the materials provided under the link for "Theories" at the course home page.

Approach and Expectations

I provide a list of the performance criteria I use to evaluate each assignment. ***Read and understand the criteria for each assignment before you start to work on the assignment***. It is not smart to try to complete a task without knowing how your performance will be judged.

Focus on thinking, not on repeating what others, including me, have said or written. I grade your performance in this course on your ability to apply the concepts that we discuss to analyze and evaluate research studies and to develop your own research. Simply repeating what you hear or read will earn 0 points for most evaluation criteria. I expect you to develop and demonstrate analytical and critical thinking skills in this class. These skills are prerequisites for using science to develop new knowledge and to effectively apply scientific knowledge.

I do not grade by page length. 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. If I say "list …" I mean **bullet points, not paragraphs.**

Use, cite and reference the research design literature. This is a graduate course. I assume that 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 expect you to provide evidence in the form of citations in assignments and class participation that you have **consulted** the resources provided.

- ***Use*** means to tell me how you applied the ideas or concepts or conclusions in a specific resource that you consulted to ***develop your response.*** What was it that you learned and applied from Jones, from Smith, and from Williams? 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 doable and still provides a good basis for generalization of results."

- ***Cite*** means that you place a citation in the body of your response. Look over the [material about plagiarism provided by the UF library](). Give credit to authors when you "borrow" their ideas by citing the author. Paraphrasing – just changing a few words or saying "more or less" exactly what an author said also requires citation, including in many cases the page numbers.

- ***Reference*** means that you provide a full reference to the author's 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. Consult this [tutorial on APA style](). 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 provide the URL and the date you downloaded the information. (2) Do ***NOT use this format when you download a journal article***. Use the journal citation form. Journal articles do not change overtime.

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 resources to make the learning experience as meaningful as possible

I assess your class preparation and participation every week. ***If you do not participate actively during class, you receive 0 points for class preparation and participation for the week***. In other words, simply coming to class does **not** generate points for your class preparation and participation.

Work together. Most of us learn more effectively when we can discuss our ideas with others. We will have some group assignments, but I encourage you to work together as much as possible. I want to see the product of your individual work, but I also want you to maximize your learning by collaborating with others. Helping each other is **not** cheating. In fact, you will be able to award Give-A-Gator Points to one or more individuals who ***really helped you learn*** in the class.

Materials

Gorard, Stephen. (2013) *Creating Robust Approaches for the Social Sciences.* Sage Publications. **Required Textbook**

Frey, Bruce A. (2016) *There's a Stat for That!* Sage Publications*.* **Optional**

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.

Weekly Schedule

Week	Date	Topics	Submissions Due	Due Date
1	8/24-27	Introductions, Course Expectations & Review of Syllabus Thinking Like a Scientist	Assignment 1: Proof of Training in Human Subjects Research	8/29
2	8/29-9/02	How Science Works – The Cycle and Proving Ourselves WRONG	Post Full Reference for Article Selected for Assignments 2 & 3	9/05
3	9/05-08	The Research Question and Overview of Design Types	Assignment 2: How to Read a Research Report Part 1: Question & Objectives	9/09
4	9/12-16	Validity & Reliability of Conclusions	Assignment 2: How to Read a Research Report Part 2: Conclusions	9/16
5	9/19-23	Sampling Principles & Types of Samples	Assignment 3: How to Read a Research Report Part 1: Sampling	9/23
6	9/25-30	Statistical Analyses		
7	10/03-07	Qualitative Analyses	Assignment 3: How to Read a Research Report Part 2: Data Analysis & Results	9/30
7	10/10-14	Experimental Design	Posting to Weekly Board	
8	10/17-21	Cross-Sectional Designs	Partners Review Experimental Designs	
9	10/24-28	Longitudinal Designs	Assignment 4: Experimental Design	9/22
10	10/31-11/04	Case Study Designs	Select Design for Assignment 5 – Anything BUT an Experiment	9/29
11	11/07-11	Review – Non-Experimental Designs **11/11 HOLIDAY NO CLASS**	Select final design	11/10
12	11/14-18	Work on Assignment 5		
13	11/21-11/25	**HOLIDAY – NO CLASS**	None	
14	11/28-12/02	Design and Rigor in Social Scientific Research		
15	12/05-07	Classes end Dec. 07	Assignment 5: Non-Experimental Design	12/05

Grading
Grades and Grade Points: For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/ More information on UF grading policy may be found at: UF Graduate Catalog and Grades and Grading Policies
I will post your total points accrued (except for team member assessment points which I total at the end of the semester) after Weeks 5, 10 and at end of semester.

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 assignments 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. However, I teach three graduate courses this semester 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 receive.

Assessment

Distribution of Grade

Component of Grade	Possible Points
Class Preparation & Participation	200
Research Reviews	50
Assignment 1 Proof of Completion of CITI Training	50

Assignment 2: How to Read a Research Report (individual assignment)
    Part 1, The Research Question
    Part 2, The Conclusions
	125

Assignment 3: How to Read a Research Report (Individual assignment)
    Part 3, Sampling
    Part 4, Data Analysis
	125

Assignment 4: Experimental Design (group assignment)	200
Team Member Assessment for Assignment 4	25
Assignment 5: Non-Experimental Design (group assignment)	200
Team Member Assessment for Assignment 5	25
TOTAL	**1000**

Grading Scale					
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%				

Human Subject Research Training
UF requires that all students and faculty who will engage complete required training related to the conduct of research. You must complete the required training for conduct human subjects research (HSR). In essence, HSR includes any research that involves observing or asking people to answer questions (see https://irb.ufl.edu/index/humanrsch.html). Most social scientific research goes through UF's IRB02 Board, although some of our research may require IRB01 clearance. You must submit proof of completion of the required training for IRB02 through Canvas. A screen shot of the certificate of completion with your scores on it is sufficient. Proof of completion will be submitted as an assignment in Canvas. See Assignment 1 instructions. This is

an individual assignment.

Assignments

You will complete two group and four individual assignments. I provide learning objectives for each assignment, instructions, and the criteria used to assess your performance. The instructions for each assignment are provided through the Assignments link at the course home page. **All assignments are due on or before 11:59 PM on the date indicated in the Course Schedule above and on Canvas.** Submit all assignments through Canvas. **I will award zero (0) points for any assignment submitted after the due date if you do not meet UF policy for excused absences.**

Team Member Assessments

You submit these assessments of your colleges as an assignment in Canvas to ensure privacy -- Peer Review for Assignment 2 and Peer Review for Assignment 3. The procedure is described in more detail in the document Peer Assessment Protocol where I provide a list of factors to consider in your assessments. You will list each member of your team by first and last name and indicate the number of points you want to award to each person. Submit this as a text entry for each of the Assignment 2 and 3 in Canvas (NOT a Word document). Provide *no other information. Do not include comments.* You will award a *total of 25 points in each assessment.* You can award 0 points, but you must complete each of these assignments. If you do not follow instructions, I will deduct 25 points from your class score. You cannot award fractions of a point (e.g., 12.5 points) or more than a total of 25 points in any one assessment. Here is what I should see on your assessment for (as an example only): Sally Everston – 13 points, Julio Alvarado – 9 points, Alysha Achyara – 3 points.

Class Preparation & Participation

Prepare for and participate fully in class. You should consult the assigned materials **before** class. I base my comments in class and the class exercises on the assumption that you already know the material in the assigned materials. Our class activities, including my comments, will build upon and extend your competence in each topical area. You must participate *actively in class. By this I mean that you come prepared to answer the question or share the observations I asked you to make for a given week. If you cannot come to class via Zoom, you can enter these in a discussion board. I will set up a weekly discussion board on Canvas. Submissions are due by the time class meets.*

Give-A-Gator Points

You may award **Give-A-Gator** Points to people who help you master the content and succeed in this class. These are points that will accrue *in addition to* the 1,000 possible points listed in the table above. You can award up to **20 points total – all to one person or divided among as many as three people (e.g., Joe Alpha 5, Julia Beta 10, and Julie Theta 5).** You are not required to award any points and may award fewer than 20 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. Enter your Give-A-Gator points through the e-learning assignment called "Give-A-Gator Points." Write the complete name of the person (first and last) and the number of points to award in the assignment space. **Provide no other information.** This opportunity will be open during the last week of the semester.

Materials

Bernard, H. Russell. (2012) *Social Research Methods: Qualitative and Quantitative Approaches.* **Second Edition.** Sage Publications. **REQUIRED – New & Used Copies Available on Amazon and through other book vendors.**

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.

Using the e-Learning and Library System
You need to know how to **use the e-learning system**. You will submit all assignments and receive all of my comments on the assignments through this system. If you are not familiar with it, go to https://elearning.ufl.edu/instructor-help/getting-started-with-e-learning/

You have to be able to **use the library**. Go to https://uflib.ufl.edu/using-the-libraries/ . ALL reference materials except the textbook – every article or video or reading – is available to you free of charge. However, you must be connected to the internet through VPN to get library materials. You must know how to use the UF library *e-reserve system*. Click the drop-down icon and then "my accounts." There is a link to the reserve system through e-learning and through the library home page (https://uflib.ufl.edu). Click the dropdown menu and select my accounts – you will find a section for course reserves.

Approach and Expectations

Pay attention to the specific performance criteria for every assignment. You cannot perform well on assignments if you do not understand the evaluation criteria. I provide a list of the performance criteria you need to achieve for every assignment. Examine the criteria BEFORE you start the assignment. It is not smart to try to complete a task without knowing how your performance will be evaluated.

Your performance in this course focuses on your ability to apply the concepts that I 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 are am **NOT** looking for rote answers to the questions I ask. Rather, I want to see that you can apply the concepts that I 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. Express your ideas in your own words.*

Write your responses as succinct bullet points, not long paragraphs. Almost every year, I end up telling students to spend **less** time on my assignments. If you read efficiently (I will provide input about this), use materials I provide, and practice "thinking before writing," you will be able to respond much more quickly and effectively to my questions.

Use, cite and reference the research design literature. This is a graduate course. I assume that you want to acquire the knowledge and skills needed to conduct your own research 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. I expect you to provide evidence in the form of citations in assignments and class participation that you have **used** the resources provided, including the text, additional resources provided, and materials that you find, to maximize your learning experience.

- *Use =* tell me how you applied the ideas in a resource *used to develop your response. Be specific and explain how you used the resource.* Example: "I considered Smith's

comments about the role of sample size in random sampling, but found them somewhat confusing. Jones' explanation of the differences between a true random sample and the best achievable standard for a random sample helped me understand how to determine a sample size that is doable and still provides a good basis for generalizing results."

- ***Cite =*** putting a citation in the body of your document. Make sure you review the **material about plagiarism provided by the UF library**. Citation includes ***the author's name***, ***date of publication.*** You must provide a full citation when you make a direct quotation from the material ***and when*** you take ideas from the author whether paraphrased or summarized and state facts that are not considered common knowledge. ***Your continued enrollment in this course indicates your pledge to comply with all UF policies, including UF policies regarding plagiarism.***

- ***Reference*** means that you provide a complete citation, including all the information required in the APA (American Psychological Association) Style Manual. Put the references at the end of what you submit. Include all the materials that you cite. If you are not familiar with APA style, you probably need to buy the style manual. You can also consult tutorial on APA style. ***I see one common error very often having to do with journal versus internet citation form.*** (1) Only use the APA style for ***internet materials*** if the material you use 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 – see the APA manual. (2) Do ***NOT use this format when you download a journal article***. Use the journal citation. Journal articles – whether you get them in hard copy or download the electronic copy from the publisher – ***they do not change over time.***

Where to Find Reference Materials
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. The scholarly sophistication of the material varies among research journals. High impact research journals are internationally recognized. This site also explains how to find other important indicators like the article influence or immediacy index score. High impact journals are peer reviewed. They report original research findings. They do not accept material published elsewhere. Published articles 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. The UF library system explains the impact factor for journals and how to find it See http://guides.uflib.ufl.edu/content.php?pid=320458&sid=2761617

Most professional societies and for-profit publishers also produce journals for practitioners. They, too, are normally peer reviewed, but they are often 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. Journals for a general public are not appropriate for your professional work.

Online Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from

GatorEvals, in their Canvas course menu under GatorEvals, or via <u>ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here</u>

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.

In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. Allother purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such aspatient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by aperson injured by the publication and/or discipline under UF Regulation 4.040 Student Honor

Code and Student Conduct Code.

Services for Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights

Campus Resources: Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
Counseling and Wellness Center: Visit the Counseling and Wellness Center websiteor call 352-392-1575 for information on crisis services as well as non-crisis services.
Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find thecare you need, or visit the Student Health Care Center website.
University Police Department: Visit UF Police Department website orcall 352-392-1111 (or 9-1-1 for emergencies).
UF Health Shands Emergency Room / Trauma Center: For immediate medical care call352-733-0111 or go to the emergency room at 1515 SW Archer Road,
Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
Sexual Assault Recovery Services (SARS) at Student Health Care Center, 392-1161
University Policy Department 392-1111 (or 9-1-1 for emergencies or https://police.ufl.edu
E-learning technical support, 352-392-4357 (select option 2) or Learing-support@ufl.edu

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 orvia e-mail at helpdesk@ufl.edu.
Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistanceand counseling services.
Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420.
Writing Studio: 2215 Turlington Hall*,* 352-846-1138. Help brainstorming, formatting,and writing papers.
Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.