

Global Leadership

AEC4465

Spring 2025- 3 credit hours

Instructor

Dr. Pablo Lamino

Assistant Professor in Agricultural Leadership Education

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Office hours: F 9 AM- 3 PM

Learning Assistant Teaching Assistant

Ms. Chiamaka Ndukwu

Office location: 408 Rolfs Hall

Office hours: by appointment

Class Times

Monday (12:50 pm -1:40 pm)

Wednesday (12:50 pm- 2:45 pm)

Location

Rolf Hall Room 115

Course Description

This course assists learners in developing the personal and professional competencies required for effective leadership in an increasingly global society. It offers an integrated, practical, and dynamic framework for students to learn how leaders must think, act, and mobilize people to develop global literacy and 21st-century leadership.

Course Objectives

Upon completion of the course, learners should be able to:

1. Have a sound conceptual and theoretical understanding of effective leadership for today's world.
2. Define global leadership knowledge, skills, practices, and values.
3. Develop effective global leadership techniques.
4. Apply leadership skills in the global workplace and multicultural contexts.
5. Understand and analyze the dimensions of global work.
6. Recognize, analyze, discuss, and evaluate the competencies of recognized successful leaders from the private, public, and social sections.
7. Develop a cross-cultural understanding of the United States and global society.
8. Enhance their intercultural communication proficiency.

Course Design

This course will utilize an in-person meeting modality and will be supplemented by a Canvas course shell, which will serve as a repository for course activities scheduling, submission of assignments, and posting of grades. The course will focus on providing students with a learning experience that is tailored to their preferred learning style as determined by the VARK model. Numerous opportunities will be made available to students to engage in new experiences, followed by personal and group reflection activities to facilitate the creation of meaning. The course is guided by a set of values that prioritize cultural awareness, critical thinking, real-world experience, diversity, life-long learning, and teamwork.

Requirements

Textbook:

Mendenhall, M.E., Osland, J.O., Bird, A., Oddou, G.R., Stevens, M.J., Maznevski, M.L., & Stahl, G.K. (2017). *Global leadership: Research, practice, and development*. Routledge.

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Word - [Microsoft 365 basics video training](#)
- Adobe Reader - [Acrobat tutorials](#)
- Zoom - [Zoom Privacy Policy](#)
- TopHat - <https://tophat.com/>
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - View [Canvas Privacy Policy](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Minimum Technical Skills:

Minimum technical skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.

- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Ability to perform online research using a variety of search engines and library databases.

Instructor Response & Feedback

The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours**, except on holidays, when feasible during the work week, Monday through Friday. We also hold office hours each week via Zoom. The major assignments will be graded, with *meaningful feedback* provided, **within ten days of their submission**. Quizzes are graded automatically upon submission.

Office Hours: Dr. Lamino sets aside dedicated office hours each week on Fridays from 9am-3pm, and is also available by appointment, as is your TA Jose. **But what exactly are office hours?** It is time specifically set aside each week for students to physically or virtually drop in and visit with Dr. Lamino or Jose. Whether you have questions about the course, assignments, or the covered topics, or simply wish to have a casual chat to better get to know each other, these hours are reserved for you. Dr. Lamino and Jose strongly encourage students to take advantage of these office hours as an enriching experience for academic support and personal connection.

Assignments

You will find that participating in class regularly provides the best opportunity for success in this course. You are expected to complete all course assignments during the specified time frame. Assignments are due on the dates listed in the syllabus. Late assignments will receive a 10% deduction per day late. After 10 days, assignments will receive a zero.

Class Participation (15 points)

Earn points by actively engaging in discussions, preparing for challenges, and demonstrating good global citizenship. This involves completing all readings and assignments, participating in various methods throughout the semester, and submitting questions. Full points are awarded for consistent weekly participation. Conversely, points may be deducted if you neglect readings, avoid discussion, or display disrespect. Your attendance is also a factor in your participation grade.

Skills:

- Active listening during discussions.
- Reflecting on challenging concepts.
- Connecting class activities with theoretical knowledge.

Cultural Competencies and Global Perspective Essay (20 points)

Due date: 01/19

This 3-4-page double-space essay aims to foster self-awareness regarding the cultures and beliefs that influence your life experiences as a global leader and community

member. By reflecting on your strengths and areas for improvement in cultural competency, you can outline specific actions to enhance your understanding and effectiveness as a global leader. This assignment does not require citation of sources, as it focuses primarily on introspection and personal development.

Documentary reflection (40 points)

Due date: 03/24

The purpose of this assignment is to help you gain a deeper understanding of people's lives around the world. "**Freedom From Famine**" is a documentary that tells the story of Norman Borlaug, who is known as the father of the Green Revolution. This documentary will provide you with valuable insights into the realities of people around the world.

Skills:

- Practice your listening skills.
- Reflect on the experience.
- Connect this activity with the knowledge provided in class.

Knowledge:

You will gain knowledge of how people live around the world. Task: • You will watch the documentary during the class period. You must upload a 1,000-word reflection to Canvas (40 points). You will be required to participate in a discussion about the documentary. At least one active contribution to the discussion is required to receive points (10 points).

When including a quote, you must include who said it in the documentary. For your reflection paper on "**Freedom from Famine**," please remember you should have a minimum of 1,000 words that address the questions below. You should use Times New Roman, 12-point font, and double-space your paper.

Quizzes (5 x 25 points each = 125 points)

The bi-weekly quizzes are designed to assess your comprehension of the course material. These quizzes will consist of multiple-choice, true/false, and short-answer questions.

Purpose: To gauge your understanding of key concepts and ensure you are keeping up with the course material.

Skills:

- Critical reading and analysis.
- Time management for efficient completion.
- Application of knowledge to various question formats.

For each quiz, you will have two attempts. The highest grade you receive will be included in your final grade.

Team Project (180 points)

The goal of this project is for you to apply material from the course to help understand a global organization. This may be an organization that is new to you or one that you have some familiarity with. The gist of the assignment is for you and your team to go out and get a “read” of a global leader perspective and then analyze what you learned about the organization using course concepts. The project's focus is purposely broad: what you choose to focus on will depend somewhat on what you find once you start learning more about the global leader.

That said, in the planning stages, you should target a few key issues that are of interest to you, and that seem like they might be promising, given any prior insights you might have about the organization.

Teams will consist of 3 members and will be assigned during the first two weeks of the class. To complete this assignment, you must interview members of a given organization. There are several steps to doing this assignment.

The project will be graded across the semester, from steps 1 to 5, and will have the following grades:

1. **Step 1 (10 points):** Decide on your global organization and who within the organization you will use as a resource for gaining insight about the organization. You will interview four individuals. Tap into your network or expand your network. Of course, they must agree to participate; you ask them for an interview of 25-35 minutes in which the focal topic will be their experience as a global leader in their organization. Try to choose people who you believe will be candid and insightful. If you have trouble creating an organization, please see me or the TA, and we can figure it out. You are welcome to use an alias for your organization and interviewees in the written work, but you must disclose their identity to me via email. I strongly recommend that you and your team start this step early to secure agreement from at least two individuals.

You need to have an organization identified and four interviewees at the organization who have agreed to be interviewed. These interviewees also need to be identified.

2. **Step 2 (25 points):** Develop an interview guide customized to the individuals you will interview. You aim to understand some key issues in this organization that can be better understood by applying concepts from our course. When you ask questions, you should not use the vocabulary of this course but speak in plain English. So, in other words, a wrong interview question would be, “Tell me about a time when you felt a lack of alignment in your organization?” a better question would be, “Tell me

about a time when you felt that the culture of your organization was not supporting your strategy.” Some sample questions will be posted on CANVAS to help get you started. You will include your interview guide in your paper as an appendix (this does not count as part of the page limit). You will want to select topics relevant to the organization and context you select. You should include 12 – 15 open-ended questions in your interview guide.

3. **Step 3 (20 points):** Conduct your interviews. Do not worry if you do not ask everything in your interview guide. In fact, you should develop a guide that is “too long,” as you will find that some questions lead to dead ends. When you conduct your interview, strive to create psychological safety between you and the interviewee so they can speak freely about their organization. In an ideal world, your interviewee would also emerge from the interview with learnings from the reflective process. (You may want to ask them to articulate these interview-based learnings at the end of your interview.).
4. **Step 4 (55 points):** In the last two classes of the semester, 04/13 and 04/15, each group will present about their organization. The length of the presentation will be from 12-15 minutes. More information and requirements for the presentation will be provided during the class.
5. **Step 5 (50 points):** Write up your analysis of your organization. What have you learned? What (in)consistencies do you see between the people you interviewed? What might underlie any inconsistencies? What would you recommend and why? Your goal is to tie your interviews to the concepts of this course explicitly, and you should use the vocabulary of this course. Simply summarizing what the interviewees told you in a “play-by-play” format is not the goal. Instead, you want to answer questions like “Why is problem X occurring in this organization?” “What recommendations can be made for this organization?” “What ramifications are there from action Y that the organization took last year?” and “What did we learn from our research on this organization—and these individuals--that is good advice for me and my classmates?” Be sure to explain things rather than merely describe them. Analysis is the goal.

Please follow these submission guidelines:

1. The body of your paper should be a minimum of 10 pages and a maximum of 12 pages (not including any of the following: cover page, table of contents, references, and appendices). It should be formatted using Times New Roman, 12-point font, double-spaced with one-inch margins on all sides.
2. Submit your paper on CANVAS and name your file using the following convention: [StudyGroupNumber] [Organization].docx. If the organization’s name is confidential, substitute “confidential” for the organization name.

3. Late papers will be penalized 10% for every 24 hours late.
4. When submitting any team assignments, only one team member needs to submit them. I am available to discuss these projects with you at any point. Do not hesitate to contact us with questions, particularly as you are starting and wondering if you are headed down the right path.

Guest speaker Reflection (40 points)

Guest Speaker Presentation: March 5th

Students must upload a 1000-word reflection in Canvas for the Global leader speaker who will present about his global leadership path. To do your reflection, you must attend the face-to-face guest lecture class. If you are not present during the presentation of the guest speakers, your reflection will not be accepted. More information about this assignment will be provided during class.

During the Guest Speaker's Presentation

- 1) To do your reflection, you must attend the face-to-face guest lecture class.
- 2) Since it will be a conversation, ask at least two questions about his global leadership path.

If you are not present during the presentation of the guest speakers, your reflection will not be accepted.

For your Reflection

- 1) Students must upload a 1000-word reflection in Canvas for the Global leader speaker who will discuss about his global leadership path.
- 2) Your reflection should be based on the following questions:
 1. **Introduction:**
 - How did your expectations before the lecture align with the actual presentation?
 2. **Speaker's Background:**
 - Can you provide a brief overview of the global leader's background, including their career milestones, achievements, and challenges?
 - How does the speaker's background contribute to their credibility as a global leader?
 3. **Leadership Style and Approach:**
 - What leadership style(s) did the global leader exhibit during the presentation?
 - How did the leader approach global challenges and opportunities?
 4. **Application of Leadership Theories:**

- In what ways did the global leader's experiences align with leadership theories or concepts discussed in class?
 - Can you identify specific instances where theoretical knowledge was practically applied?
- 5. Global Perspectives and Cultural Considerations:**
- How did the speaker address global perspectives and cultural considerations in their leadership journey?
 - What lessons can be drawn from the speaker's experiences in navigating cultural diversity?
- 6. Challenges Faced and Overcome:**
- What challenges did the global leader encounter, and how did they navigate and overcome them?
- 7. Personal Reflection and Connection:**
- How did the speaker's experiences resonate with your own aspirations or understanding of leadership?
 - Can you identify aspects of the presentation that personally impacted you?
- 8. Future Implications:**
- How can the lessons learned from the global leader's presentation inform your future academic and professional pursuits?
 - In what ways might you apply the insights gained to your own leadership journey?

Case Study-Based Open Book Final Exam (100 points)

Due: April 29th

As the semester ends, the instructor will design three case studies related to the course material. You must choose one of the three case studies and answer the questions in as much detail as possible within the given time frame. There is no need to cite the information in your answers. Your grade will be based on the strength of your arguments, so strive for clarity and coherence without worrying about page or word limits. You will have access to your class notes.

Evaluation of the Grades

Assignment	Total Points	Due
Class Participation	15 points	Ongoing
Cultural Competencies and Global Perspective Essay	20 points	01/19
Documentary Reflection	40 points	03/09
Quizzes	125 points	
Team Project	160 points	Ongoing
Reflection Guest Speaker	40 points	04/13
Case Study-Based Open Book Final Examination Exam	100 points	04/27
Total Points in the Class	500 points	

Course Grading:

You can find the course assignment rubrics on the Canvas site. Once I have completed grading each assignment, I will post the grade in Canvas and provide feedback with a completed rubric in class.

Grading Scale

Letter Grade & Point Percentage	Total Points	Your points
A = 90 – 100%	450-500	
B+ = 86 – 89.99%	430-449	
B = 80 – 85.99%	415-429	
C+ = 76 – 79.99%	400-414	
C = 70 – 75.99%	380-399	
D+ = 66 – 69.99%	365-379	
D = 60 – 65.99%	350-364	
F = Below 60%	330-349	

Further information about UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Reading & Assignment Schedule:

AEC 4465 Global Leadership Course Schedule

W	Date	Topic	Mandatory reading/activity	Assignment due
1	01/12 - 01/18	Course Overview Introduction to Global Leadership	Chapter 1 (Mendenhall et al., 2018)	Global Leadership Reflection (01/19)
2	01/19 - 01/25	Global Leadership Roots	Chapters 2-3 (Mendenhall et al., 2018)	
3	01/26 - 02/01	Global Leadership Competencies: Mapping	Chapter 4 (Mendenhall et al., 2018)	Quiz 1 (02/01)
4	02/02 - 02/08	Global Leadership Competencies: Assessment	Chapter 5 (Mendenhall et al., 2018)	Team Project Step 1 (02/09)
5	02/09 - 02/15	In-Class Documentary Freedom from famine	Project Time Freedom from famine	Quiz 2 (02/16)
6	02/16- 02/22	Global Leadership Development: Process Models	Chapters 6-7 (Mendenhall et al., 2018)	Team Project Step 2 (02/22)
7	02/23- 03/01	Global Leadership Development: Processes & Practices	Chapter 8 (Mendenhall et al., 2018)	Quiz 3 (02/23)
8	03/02- 03/08	Leading Global Teams Guest Speaker Presentation	Chapter 9 (Mendenhall et al., 2018)	Documentary Reflection (03/09)
	03/09-		Chapter 10 (Mendenhall et al., 2018)	Quiz 4 (03/16)

9	03/15	Global Leadership Knowledge Creation & Transfer		
10	03/16- 03/22	Spring Break		
11	03/23- 03/29	Project Time Leading Global Change	Chapter 11 (Mendenhall et al., 2018)	Team Project Step 3 (03/29)
12	03/30- 04/05	Responsible Global Leadership	Chapter 12 (Mendenhall et al., 2018)	Quiz 5 (04/06)
13	04/06- 04/12	Back to the Future: Leveraging a Typology of Global Leadership	Chapter 13 (Mendenhall et al., 2018)	Guest Speaker Reflection (04/13)
14	04/13- 04/19	Step 4: Project Presentations		
15	04/20- 04/26	Case Study-Based Open Book Final Exam		No mandatory Readings Team Project Step 5 (04/27)

This COURSE SCHEDULE is TENTATIVE and will be updated and modified.

Academic Integrity

UF's Academic Honesty Statement:

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 dishonesty to the instructor, department chair, college dean or Student Honor Court. **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: [UF Student Code of Conduct Webpage](#).

Plagiarism:

Plagiarism includes taking **verbatim phrases of just a few words** without permission or full attribution. It includes **quoting too much** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes **unique expression**, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained

from a variety of **credible sources**. We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use*, including direct quotes.

Artificial Intelligence (A.I.) Use

Using an AI content generator such as ChatGPT to complete the assignment without proper attribution violates academic integrity. Note that all large language models tend to make up incorrect facts and fake citations; they may perpetuate biases, and image generation models can occasionally develop offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit, regardless of whether it originally comes from you or an AI model. By submitting assignments in this class, you pledge to affirm that they are your work and attribute the use of any tools and sources.

Learning to use AI responsibly and ethically is an important skill in today's society. Be aware of the limits of conversational, generative AI tools such as ChatGPT.

- **Quality of your prompts:** The quality of its output directly correlates to the quality of your input. Master "prompt engineering" by refining your prompts to get good outcomes.
- **Fact-check all AI outputs:** Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions.
- **Full disclosure:** Like any other tool, AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool you used and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so violates academic integrity policies.

Here are some approved uses of AI in this course:

- **Brainstorming ideas:** Use AI to generate a list of potential topics or approaches for your assignment.
- **Drafting content:** AI can help you create initial drafts, which you can then refine and develop further.
- **Refining text:** Use AI to improve the clarity, style, and grammatical correctness of your writing.
- **Research assistance:** AI can help you locate sources and summarize information, but ensure you verify all facts independently.

When you use an AI model, its contribution must be cited and discussed:

- What was your prompt?
- Did you revise the AI model's original output for your submission?
- Did you ask follow-up questions?
- What did you learn?

Ethical Considerations:

- **Avoiding Plagiarism:** Ensure that any AI-generated content is properly cited and that you do not present it as entirely your own work.
- **Respecting Intellectual Property:** Be mindful of the source of AI-generated content and respect copyright laws.

Support Resources: To help you learn more about using AI tools responsibly and effectively, the following resources are available:

- **Workshops:** Attend AI and academic integrity workshops offered by the institution.
- **Online Courses:** Utilize online resources and courses to improve your AI and prompt engineering skills.
- **Writing Center:** Seek assistance from the writing center to integrate AI tools into your writing process.

Attendance Policies

Attendance is required and will be monitored by daily check-ins in the class. If students must miss class for an excused reason, they will work with the instructor to make up all work and discussion elements. This class relies heavily on participation and attendance. If you do not attend and participate, **YOU WILL NOT** do well in this course. Changes to due dates will be a whole class decision and will be given in advance. You are given 4 unexcused absences for this course. **The 5th unexcused absence will result in an automatic F** for the class. Absences that comply with university policy will be excused.

Excused absences must be consistent with university policies in the undergraduate catalog and require appropriate documentation. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies](#). It is essential that you attend class and are an active member of the class.

Institutional Policies

Recording Statement

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. All other 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 as patient 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 guest 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 a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. [UF IN-CLASS RECORDING](#)

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. [UF ACCEPTABLE USE POLICY](#)

Course Evaluations

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. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

Student Services

Health & 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 website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
 - 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.
- Student Health Care Center
 - Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department
 - Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- GatorWell Health Promotion Services
 - For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support
 - Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#)
 - Reitz Union Suite 1300, 352-392-1601. Career assistance and 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. General study skills and tutoring.
- [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](#).

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, [UF Disability Resource Center](#).

[Canvas Accessibility Standards](#)

[Zoom Accessibility Information](#)