

Development and Role of Extension Education

AEC 3313

SUMMER 2025 – 3 CREDIT HOURS

# Instructor

**Dr. Peyton Beattie**

**Extension Assistant Professor**

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Office location: 126C Bryant Hall

Office hours: Virtual via Zoom by appointment

# Class Design & Schedule

**Design:** This course is 100% online. All course materials and assignments will be conducted via Canvas. Please contact me via email rather than Canvas if you have questions or need to contact me for any reason.

**Schedule: A course week will run from Monday through Sunday** – a new week will start each Monday, and all assignments will be due the following Sunday (unless otherwise stated).

# Course Description

This course takes a survey approach to understanding Cooperative Extension within the United States. The course will cover many topics including the history of Cooperative Extension, common educational programs, program and administrative leadership, and opportunities for employment. Learners are encouraged to tailor course assignments to reflect their own interests.

# Course Objectives

Upon successful completion of this course, learners will be able to:

1. Articulate the process and philosophy of non-formal education as organized and conducted in Cooperative Extension,

2. Outline the legislative acts which have significantly impacted the development of modern Extension,

3. Identify, analyze, and evaluate the importance of emerging issues that may alter Extension’s programming,

4. Evaluate program plans related to relevant issues faced by Extension,

5. Articulate appropriate strategies for teaching different types of learners, and

6. Develop a vision of the future of Extension.

# Requirements

## Textbook:

Seevers, B., & Graham, D. (2012). Education through Cooperative Extension (3rd ed.). University of Arkansas.

\*\*This book is hard to purchase and is expensive. I will have the readings that are required from this book available for you through Perusall and purchasing the book is not necessary.

**Perusall:** You are expected to read the above textbook through Perusall which can be accessed by visiting Canvas > Assignments > Module [#] Reading > click Launch Perusall.

**APA Style Guide:**

## You are required to use the APA style guide for any assignments that require writing. You are NOT required to purchase the APA manual; however you are welcome to purchase it through [Amazon](https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/143383216X/ref=sr_1_1?crid=3MHJG53DZAU6&dib=eyJ2IjoiMSJ9.tchyO0D6bKT5nRKzKf6WDkwVKBIAGzQD4yqZHQbzPxqxE0KLoitU9dMxZi8bUMXEDIB1zeCxGBC4tjvanL9q4C9MY--elPnFmfxV6IPnqRkJDnSQqiR_RZak8h5BLKB5sjQpd80KKwsFrq7LiT3SaQAj4JSpQ7b2YSDP8K4yykR41cxU3kW92Mpqunf9zzSnauHVcv0f6nXp0Q-Bs6Kmu6KXogVh5RHKv8VoWC0kP1w.ffFyy6CQqOrBR86dWgKwOpLgwHki3zj0MKgp9a_M6BA&dib_tag=se&keywords=apa+manual&qid=1741281950&sprefix=apa+manual%2Caps%2C128&sr=8-1) if you wish. There are some online resources that can be helpful: [American Psychological Association Style and Grammer Guidelines](https://apastyle.apa.org/style-grammar-guidelines), [Purdue OWL](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html).

## 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 meeting with instructor if needed/requested
* Microsoft Office Programs
  + [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement)
  + [Microsoft Accessibility Information](https://www.microsoft.com/en-us/trust-center/compliance/accessibility)
  + Word - [Microsoft 365 basics video training](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe Reader
  + [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
  + [Adobe Privacy Statement](https://www.adobe.com/privacy/policy.html)
  + [Adobe Accessibility Statement](https://www.adobe.com/trust/accessibility.html)
* Zoom
  + [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
  + [Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)
* 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](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* [Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/student-computing-requirements/) page for information on technology requirements and expectations.

## Prerequisite Knowledge:

None

## Expected Technical & Digital Literacy Skills:

Minimum 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.
* Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
* Analyzing digital information for credibility, currency, and bias.

# Instructor Team Communication & Feedback

**Communication:** The instructor is committed to responding to your email messages within 24 hours when feasible during the work week, Monday through Friday, *except holidays*. The instructor will not respond to email messages over the weekend (Friday afternoon through Sunday night); be cognizant of the assignment deadline and contact the instructor BEFORE Friday afternoons with any questions. The major assignments will be graded, with *meaningful feedback* provided, within one week of their submission.

**Office Hours/Meetings:** There are no set office hours for this online course. Meetings with the instructor are to be initiated by the student via email and the instructor and student will determine a day and time that works best for both to meet via Zoom or Teams. The student initiating the meeting should come prepared with an agenda of items to discuss during the meeting – this meeting is expected to be student led.

# Teaching Philosophy & Student Expectations

**Teaching Philosophy:** My approach to teaching stems from my belief that people create their own knowledge through experiences and reflection. I also believe each learner brings a unique set of life experiences to the classroom. I believe I am an *educational guide where I am in control of the educational process* and designing high-impact educational experiences and *students as adult learners are in control of physically learning* – with supportive, appropriate assistance and scaffolding as needed. I guide learners in the educational environment by designing instruction that encourages learners to actively solve problems, answering questions, have small group and large group discussions, engage in facilitated discussions, and work in teams.

**Student Expectations:** I *guide* your learning, but it is expected of you to physically do the learning. This means that as an adult learner you will take responsibility for your own learning journey through this course. It is expected that you: (a) complete your assignments with thoughtful ideas and answers (ideas and answers will not be given to you, but I am happy to help facilitate you getting to an answer or idea), (b) actively think and reflect about the content you are learning (not simply going through the course and assignments to get a grade, sure you would get a grade but did you learn anything?), and (c) ask questions and seek more knowledge (if you have a question – research it; if you want to discuss that idea more – reach out, I am passionate about Extension and would love to talk about it!).

# Assignments

You will find participating in class on a regular basis provides the best opportunity for success in this course. You are expected to complete all assignments within the course during the time frame specified. Assignments are due on the dates listed in the syllabus.

Further information about UF grading policies can be found here:

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

## 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

| A = 93-100% | B+ = 86 – 89.99% | C+ = 76 – 79.99% | D+ = 66 – 69.99% | F = Below 60% |
| --- | --- | --- | --- | --- |
| A- = 90 – 92.99% | B = 83 – 85.99% | C = 73 – 75.99% | D = 63 – 65.99% |  |
|  | B- = 80 – 82.99% | C- = 70 – 72.99% | D- = 60 – 62.99% |  |

## 

## Last Assignment Policy:

An automatic 5 points per day late are deducted from your assignment. If there are extenuating circumstances (i.e., death in the family, sick or ill with a doctor’s note, etc.) that are potentially keeping you from turning assignments in on time, please contact me via email and we can work out an alternate schedule for you to turn your assignment in.

## Assignment Points & Explanation:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Description** | **Points Available** | **Course Objective** |
| Summary Submissions (in Discussion Board)  DUE MOST SUNDAYS | Most weeks I will ask you to submit 1-2 sentences as a summary of what you learned in the course that week. This is an opportunity to learn how to be concise and meaningful while also demonstrating what you learned that week. | 200  (8 submissions, 25 points each) | All |
| Perusall Reading Annotations  DUE MOST SUNDAYS | Each week there will be a chapter of the Education Through Cooperative Extension textbook that you will be required to engage in using Perusall. You should post questions and comments, and you will see questions and comments from other students. Instructions for accessing Perusall are above in the *Requirements* section. | 300  (10 readings, 25 points each) | All |
| Extension Program & Agent Research | Components:   * Select an Extension Program Area to study (10 points) – DUE JUNE 8 * Identify a county and agent to research (10 points) – DUE JUNE 8 * Online research (30 points) – DUE JUNE 8 * Submission of email contact with agent (10 points) - DUE JUNE 15 * Interview guide (50 points) – DUE JUNE 15 * Interview (50 points) – DUE JULY 13 * Summary and reflection paper (50 points) - DUE JULY 13 | 210 | 3, 4 |
| Index of Learning Styles Questionnaire  DUE JUNE 22 | Complete the Index of Learning Styles Questionnaire (<https://learningstyles.webtools.ncsu.edu>). Take a screenshot of your results and turn them in. Be sure to include a short summary (~5 sentences) summarizing your results and explaining how you might adapt things you teach or how you interact with others based on various others’ learning styles. | 25 | 5 |
| Past, Present, and Future of Cooperative Extension Final Paper  DUE AUG 6 | As your final assignment, please prepare a paper giving a historical perspective of Cooperative Extension, a current perspective of Cooperative Extension (including current challenges and opportunities), and a commentary about your vision for the future of Cooperative Extension. The historical and current perspectives should include citied references. The future commentary doesn’t have to include references because it is your thoughts and opinions – but they should be realistic and thoughtful. | 200 | 6 |
| **TOTAL POINTS** | | 935 |  |
| **BONUS POINTS:**  Meeting Interview  MAY 19-23  AUG 4-8 | Schedule and meet with Renzo Ceme, a graduate student in AEC. He will ask you some questions about your perceptions of and connections in Extension education. You will schedule to meet with Renzo the second week of class and again at the end of the semester. \*\*You must complete the first interview to be able to participate in the second interview at the end of the semester. Each meeting is worth 15 points, for a total of 30 points. See the assignment in Canvas for more details about scheduling the meeting. | 30 | All |

\*Any assignments that require writing should follow the APA style guide for writing. See the *Requirements* section to find APA style guide resources.

## Reading & Assignment Schedule:

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Content** | **Watch, Listen, Read** | **Assignments Due** |
| 1  May 12-18 | Introduction and History of Extension | **Watch:** 1 instructor introduction video, 3 content videos  **Read:** Education Through Cooperative Extension – Chapter 1, Cooperative Extension History | Summary Discussion Board Submission  Perusall Reading Annotations |
| 2  May 19-25 | History of Extension Continued + Mission, Philosophy, and Legislation | **Watch:** 1 instructor introduction video, 3 content videos  **Read:** Education Through Cooperative Extension – Chapter 2, Cooperative Extension and the 1890 Land-Grant Institution | Summary Discussion Board Submission  Perusall Reading Annotations |
| 3  May 26-June 1 | Organization, Structure, and Administration | **Watch:** 1 instructor introduction video, 2 content videos  **Read:** Education Through Cooperative Extension – Chapter 3, Necessary Pre-Entry Competencies as Perceived by FL Extension Agents | Summary Discussion Board Submission  Perusall Reading Annotations |
| 4  June 2-8 | Issues and Program Areas in Extension | **Listen:** Choose 1 (out of 6 options) radio show segments  **Watch:** 1 instructor introduction video  **Read:** Education Through Cooperative Extension – Chapter 4, Florida Cooperative Extension: Pathway to Creating Engagement Through Innovation and Excellence | Perusall Reading Annotations  Extension Program & Agent Research – Part 1:  (1) Select a Program Area to Study, (2) Identify a county and agent to research, (3) Online research |
| 5  June 9-15 | Program Development | **Watch:** 1 instructor introduction video, 1 content video  **Read:** Education Through Cooperative Extension – Chapter 5, What is an Extension Program? | Perusall Reading Annotations  Extension Program & Agent Research – Part 2: (4) Contact the Extension agent you want to interview, (5) develop and submit your interview guide draft |
| 6  June 16-22 | Program Delivery | **Watch:** 1 instructor introduction video  **Read:** Education Through Cooperative Extension – Chapter 6, Presenting Workshops to Adults, Culturally Responsive Teaching, Ag Extension Agents’ Perceptions of Effective Teaching Strategies | Summary Discussion Board Submission  Perusall Reading Annotations  Index of Learning Styles Questionnaire |
| 7  June 23-29 | SUMMER BREAK | | |
| 8  June 30-July 6 | Delivery Methods | **Watch:** 1 instructor introduction video, 2 content videos  **Read:** Education Through Cooperative Extension – Chapter 7, Education and Facilitation Methods for Extension, Effective use of Field Trips in Educational Programming, Educators or Facilitators? | Summary Discussion Board Submission  Perusall Reading Annotations |
| 9  July 7-13 | Evaluation | **Watch:** 1 instructor introduction video, 1 content video  **Read:** Education Through Cooperative Extension – Chapter 8, Using the TOP Model to Measure Program Performance, Key Facts and Key Resources for Program Evaluation | Summary Discussion Board Submission  Perusall Reading Annotations  Extension Program & Agent Research – Part 3: (6) Interview, (7) Reflection |
| 10  July 14-20 | Management of Volunteer Programs | **Watch:** 1 instructor introduction video, 4 content videos  **Read:** Education Through Cooperative Extension – Chapter 9, Understanding Volunteer Management in 4-H | Summary Discussion Board Submission  Perusall Reading Annotations |
| 11  July 21-27 | Extension Professionals and Careers in Extension | **Watch:** 1 instructor introduction video, 8 content videos |  |
| 12  July 28-Aug 3 | Extension for the Future | **Watch:** 1 instructor introduction video  **Read:** Education Through Cooperative Extension – Forward, Cooperative Extension: Century of Innovation, Milestones and the Future of Cooperative Extension |  |
| 13  Aug 4 | No course material - dedicate your time to your final assignment | | Past, Present, and Future of Cooperative Extension Final Paper (due Aug 6) |

# Academic Code of Conduct

## 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.](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

## Plagiarism:

Academic integrity is a fundamental value in our educational community and is essential for maintaining a fair and honest learning environment. As students, you are expected to adhere to the highest standards of honesty and ethical behavior in all academic activities. To ensure that you maintain academic integrity throughout the course, please ensure all sources and text are properly referenced. Familiarize yourself with the appropriate citation style for the course (APA) and consistently apply it to all written work. See the *Requirements* section above for APA style guide instructions. Properly citing sources not only demonstrates respect for others' intellectual contributions but is also crucial in avoiding plagiarism. Plagiarism encompasses using verbatim phrases without permission or proper attribution, quoting excessively from sources, and surpassing the 10% limit for direct quotes in an assignment. It extends to appropriating unique expressions, like short phrases or simple monikers.

## Artificial Intelligence (A.I.) Use:

This policy covers any generative AI tool, such as ChatGtP, Elicit, etc. This includes text and artwork/graphics/video/audio.

1. You are allowed to use AI as a supplemental tool to **HELP** you. You should not use AI to fully complete your assignments. For example, you are struggling with the tittle for a paper, you can use AI to help you develop a title for the paper. You should not use AI to write your paper.

2. You must indicate what part of the assignment you used AI to **HELP** with the completion of your assignment. You can use AI to **HELP** you on no more than 15% of your assignment.

\*\*Violation of the A.I. Use Policy will result in an automatic 0 for the assignment.

# Attendance Policies

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.](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

# 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](https://aa.ufl.edu/policies/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](https://it.ufl.edu/it-policies/acceptable-use/acceptable-use-policy/#:~:text=IT%20users%20may%20not%20use,belong%20to%20UF%20or%20not)

## Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at [https://my-ufl.bluera.com](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmy-ufl.bluera.com%2F&data=05%7C02%7Cbrooke.brammer%40ufl.edu%7C0881070fc57944c06b2608dd3a6c7242%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638730959625962846%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=zWBi7THuzqcrIJvxuvvYF1Tzn8gv9M9juozWUVKNo9o%3D&reserved=0)

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. 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](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](https://umatter.ufl.edu/) 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](https://counseling.ufl.edu/) 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.](https://shcc.ufl.edu/)
* University Police Department
* Visit [UF Police Department website](https://police.ufl.edu/) 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](https://gatorwell.ufsa.ufl.edu/%22%20/t%20%22_blank" \t "_blank) or call 352-273-4450.

## Academic Resources

* E-learning technical support
* Contact the [UF Computing Help Desk](https://helpdesk.ufl.edu/) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu.](mailto:helpdesk@ufl.edu)
* [Career Connections Center](https://career.ufl.edu/)
* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
* [Library Support](https://uflib.ufl.edu/)
* Various ways to receive assistance with respect to using the libraries or finding resources.
* [Teaching Center](https://academicresources.clas.ufl.edu/)
* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
* [Writing Studio](https://writing.ufl.edu/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](https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/) for more information.
* On-Line Students Complaints
* View the [Distance Learning Student Complaint Process.](https://www.ombuds.ufl.edu/)

## 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.](https://disability.ufl.edu/)