



**EGS
6054**

Cognition, Learning, and Pedagogy >>>>> in **Engineering Education**

Fall 2024 Department of Engineering Education, University of Florida

Instructor: Dr. Sindia M. Rivera-Jiménez (Dr. Rivera)
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Office: Wertheim 463

Class Times (Room):
Tue 3:00 PM – 6:00 PM (NSC 0520)

Office Hours:

- In-person: Visit my office on Thursdays between 1 pm to 2 pm or ask me during class or visit my office on
- Virtually: For short questions send me a message via Microsoft Teams chat everyday between 1 pm to 5 pm.
- Options:** • For longer questions, set up an appointment via email or text via Microsoft Teams.



COURSE DESCRIPTION

This course introduces graduate students to the dynamic field of learning within engineering education, exploring profound insights from a century of research into cognitive and affective dimensions that significantly influence educational practices in higher education and professional settings. Focusing on cognitive psychology and educational learning theory, this course introduces novice graduate students from engineering, computer science, and related disciplines to foundational concepts crucial for scholarly and instructional practice. Students will engage within a community of practice, examining key topics such as the nature of expertise, knowledge organization and implementation, transfer of learning, and learning assessment. The emphasis of the class is not just on learning theory but also on applying learning theory to instruction. In addition to having an applied focus, this class embodies a theme of reflexive practice. Reflexive means “to turn back on oneself” and involves continually reflecting on your own knowledge and learning. Therefore, we will critically examine the critical issues through evidence-based literature and, collectively, discuss key questions such as:

1. How does the development of personal epistemology influence engineering educators' approaches to teaching and learning, and how can educators evolve their epistemological beliefs to enhance instructional effectiveness?
2. In the context of engineering education, how can behavioral and cognitive learning theories be applied to effectively design curricula and learning environments that enhance students' knowledge acquisition and skills?
3. How does the social and cultural context influence learning processes, and what strategies can educators employ to help students develop identities as learners and experts, thereby enhancing their contributions to the engineering profession?
4. How can integrated perspectives on learning theories be utilized to design effective engineering education environments that address the diverse needs of students and the demands of the profession?

Course Pre-Requisites / Co-Requisites: None

EGS6054: Cog, Learn, & Pedagogy Eng. Ed.
Rev. 08/12/24 by Dr. Rivera

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COURSE OBJECTIVES

- 1 Critically describe and apply research-based information to build a foundation of knowledge and skills that facilitate the integration of content (or curriculum) and pedagogy for learning modules, courses, and program design.
- 2 Develop and articulate an engineering design approach for content (or curriculum) and pedagogy based on learning theory and cognition.
- 3 Apply principles and theories to design a learning module, course, program, or other learning environments.

MEET YOUR INSTRUCTOR



Dr. Rivera
She/her/ella

My teaching philosophy for this course is centered around fostering a design thinking approach to create innovative learning environments in engineering education. In this graduate course, I will emphasize the importance of reading academic literature and exploring theory-driven educational practices. Through reflexivity, I want my students to develop a personal epistemology for teaching and learning that leverages past experiences to enhance their judgment, make well-informed decisions, and take meaningful action. The class employs three central teaching methods: writing reflections on academic literature in engineering education, collective knowledge constructions through evidence-based social learning systems (i.e., learning through a community of practice), and project-based learning. I believe that these educational strategies will not only enhance students' skills in designing learning environments but also prepare them to become innovative and influential leaders in engineering education.

REQUIRED TEXTBOOK, MATERIALS & SUPPLY FEES



All materials offered in this course are freely available as open-source resources. If you prefer a printed version of the materials, I can provide you with the necessary details through Canvas for your convenience. There are absolutely no additional fees for any materials or supplies associated with this course.

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Recommended Materials:

- Refer to Canvas for a complete list of recommended weekly readings.
- Recommended Highly (I will lecture from these books):
 - Driscoll, M. and Burner, K. (2022). *Psychology of Learning for Instruction*, 4th Edition. New York: Pearson Education.
 - Rotenberg, R. (2010). *The Art and Craft of College Teaching: A Guide for New Professors and Graduate Students* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315419015>
 - Aubrey, K., & Riley, A. (2022). *Understanding & using educational theories*. Sage Publications Inc.



LIST OF TOPICS/ASSIGNMENTS BY UNIT AND WEEK

Please be aware that this schedule is subject to change. For details and updates, refer to Canvas.

✓ Assignments Due, 🕒 =Mark your Calendars,

Unit 1: Behavioral and Cognitive Perspectives on Learning

Unit Question: In the context of engineering education, how can behavioral and cognitive learning theories be applied to effectively design curricula and learning environments that enhance students' knowledge acquisition and skills?

Week 1 ONLINE	ONLINE Module: Getting Started the syllabus and course structure.	Check Canvas and Read Syllabus
Week 2 Aug 27	Introduction to Learning, Instruction, and Personal Epistemology	✓ Readings Notes for Week 2 due Monday at 11:59pm
Week 3 Sep 3	Theoretical Views on Behaviorism	✓ FP Deliverable 1 due Friday at 5pm
Week 4 Sep 10	Theoretical Views on Cognitivism 🕒 ONLINE Class due to Travel	✓ Readings Notes for Week 4 due Monday at 11:59pm
Week 5 Sep 17	Theoretical Views on Cognitive Development	✓ FP Deliverable 2 due Friday at 5pm
Week 6 Sep 24	Theoretical Views on Prior Knowledge	✓ Peer Review Deliverable 2 due Friday at 5pm
Week 7 Oct 1	Applications of Behaviorism, Cognitivism and Constructivism in Instruction	✓ Readings Notes for Week 7 due Monday at 11:59pm
Week 8 Oct 8	Theoretical Views on Situated Learning	✓ FP Deliverable 3 due Friday at 5pm

Unit 2: Situative Perspectives on Learning

Unit Question: How does the social and cultural context influence learning processes, and what strategies can educators employ to help students develop identities as learners and experts, thereby enhancing their contributions to the engineering profession?

Week 9 Oct 15	Learning and (Digital) Technology	✓ Readings Notes for Week 9 due Monday at 11:59pm
Week 10 Oct 22	Applying Situated and Technology-Enhanced Learning in Instruction	✓ FP Deliverable 4 due Friday at 5pm 🕒 Don't forget to schedule 1:1 meeting w/ Dr. Rivera in week 11 for feedback.
Week 11 Oct 29	Independent time to work on Final Project 🕒 ONLINE Class due to Travel	✓ Peer Review Deliverable 4 due Friday at 5pm
Week 12 Nov 5	Learning Perspectives on Motivation & Emotions	✓ Readings Notes for Week 12 due Monday at 11:59pm

Unit 3: Integrated Perspectives on Learning

Unit Question: How can integrated perspectives on learning theories be utilized to design effective engineering education environments that address the diverse needs of students and the demands of the profession?

Week 13 Nov 12	Learning Perspectives on Neuroscience	✓ FP Deliverable 5 due Friday at 5pm
Week 14 Nov 19	Applying Motivation, Emotions, and Neuroscience in Instruction	✓ Readings Notes for Week 14 due Monday at 11:59pm
No class due to Holiday		
Week 15 Dec 3	Final Project- Oral Presentations and Written Document Due	✓ FP Deliverable 6 due Tuesday during class ✓ Peer Review 3 Oral Presentation due Friday at 5pm



ASSIGNMENTS OVERVIEW

In this course, we will adopt a diverse range of pedagogical strategies to deepen understanding and foster active engagement. Students will access and critically engage with scientific readings—journal articles and book chapters—provided on Canvas. Classroom interactions will be dynamic and collaborative, featuring a blend of group discussions, individual exercises, brief lectures, and digital resources. Using a community of practice approach, students will participate in substantive discussions and engage in project-based learning activities that bridge theory with practical application. The course will culminate in a student presentation, demonstrating the knowledge and skills developed throughout the semester.

The following is a description of each assignment this semester. More details can be found on Canvas.

1. **Reaction to Readings (2 pts/each):** Read the assigned readings before coming to class and for each article/chapter write a Reaction. The purpose of writing Reactions is to have you think more deeply and critically about the readings, have a personal dialogue with its implication in your own teaching practices, and reflect on your final project. Your Reaction is NOT a summary of the readings. To prevent random thoughts without a coherent thread, there will be three prompted questions that you need to respond each week (these assignments are for all reading assignments in Week 2-15). Postings are to be made on Canvas (how to do this will be discussed in class) by Monday at 11:59 P.M. This deadline allows enough time to read the postings before coming to class.

FINAL PROJECT (FP, 100 pts)-Literature Review of Theories and Instructional Practices. The objective of this semester project is to synthesize and apply theoretical insights from learning and instructional theories to practical teaching contexts, with a focus on understanding and leveraging personal epistemology to enhance educational strategies. Resources and assessment criteria will be discussed in class and posted on Canvas.

2. **FP Deliverable #1 (Week 3, 10 pts): Exploration of Personal Epistemology and Selection of Potential Topics.** The objective of this deliverable is to engage in an introspective exploration of your personal epistemology and how it influences your approach to learning and instruction, leading to the selection of a relevant project topic for your final project. Complete the following tasks:

- Tasks #1 (approx. 2 pages): Submit up to four different potential topics for your final project proposals. If only one topic is submitted, prior discussion with the instructor is required. For each topic, provide a tentative title, a 200-word description of the topic, and at least 3 recent (no more than 5 years old) references. The title should clearly indicate the focus of your potential project. The description of the topic should focus on its relevance to the course, the relevance to the student's interests, and the need for a review of the topic. As will be discussed in class, potential topics should address the learning context (e.g., science laboratory courses, computer science lectures), the learning goal (e.g., solving complex problems), the required conditions (e.g., recall components skills), and instructional methods (e.g., provide problems to practice). References should use APA citation style and include hyperlinks to the journal website with the article.
- Task #2 (approx. 1 page): Submit a Personal Epistemology statement that includes a thoughtful discussion on how your own views about knowledge and learning shape your approach to the topics you propose for your project. Reflect on how delving into these topics might challenge or expand your understanding of how knowledge is constructed and applied. Additionally, analyze how each topic can innovate engineering education by connecting theoretical insights to classroom applications. *Please note that as we will discuss in class, your personal epistemology statement may evolve as you deepen your understanding through the literature. In future deliverables, you will be asked to revisit this statement to explore how your beliefs about teaching and learning have changed. This process will help you reflect on your growth and the shifts in your educational perspectives throughout the course.*

3. **FP Deliverable #2 (Week 5, 10 pts): Literature Review Topic Proposal.** The objective is to submit a literature review proposal that integrates research-based insights with learning theory, demonstrating how the chosen topic can innovatively influence curriculum development and instructional strategies in engineering education. Complete the following tasks:

- Task #1 (1-2 pages, single space): Submit a document describing your chosen topic proposal for the literature review. The actual topic must have been previously approved by the instructor (as part of a separate, earlier assignment). This document should be a concise explanation of the relevance of the topic to the theme of the course (e.g., the relationship between active learning to solve complex problems and constructivist theories), the intellectual/societal importance of the topic, and a statement regarding the need for such a review (reviews in topics where there have been recent reviews - less than 3 years old - will not be suitable for the course). Finally, the student's submission should include a list of no less than 10 primary contribution papers directly relevant to the topic of the course, and that should be no more than 10 years old. References should use APA citation style and include hyperlinks to the journal website with the article.

- Task #2: Each student's Topic Proposal will be reviewed by three peers who will provide feedback. The instructor will evaluate this feedback based on the specified criteria posted on Canvas for Task #2. However, the actual grade for Task #1 will be determined solely by the instructor, who will consider both her independent evaluation and the insights from the peer feedback.
4. **FP Deliverable #3 (Week 8, 10 pts): Literature Review Outline.** Complete the following tasks:
- Task #1: Each student must submit a double-spaced annotated outline of their literature review, incorporating feedback from the instructor and peers. The outline should logically organize the topics to be covered, with bullet-point annotations detailing the content of each section. Guidelines for the minimum expected sections are available on Canvas. Each major section must include at least three relevant references, cited in an annotated bibliography at the end of the document with a statement of their relevance. Students are required to provide an annotated bibliography of the primary literature they plan to cite. This bibliography should include at least 20 papers, with at least half being no more than 10 years old. Each reference must include a hyperlink to the journal website. Guidelines about doing an annotated bibliography are available on Canvas.
5. **FP Deliverable #4 (Week 10, 10 pts): First Draft of Literature Review.** The objective is to submit a literature review that integrates research-based insights with learning theory, demonstrating how the chosen topic can innovatively influence curriculum development and instructional strategies in engineering education. Complete the following tasks:
- Task #1: Each student will prepare an original, critical literature review of a topic of their choosing in agreement with the instructor. This review will be formatted according to guidelines provided in class and modeled after the requirements of leading review journals in the field. The content of this review should be of a level suitable for submission for peer review. Turnitin will be used to check the student's work for plagiarism. Cases of plagiarism will be dealt with according to University of Florida policies.
 - Task #2 (approx. 1 page): Submit an updated Personal Epistemology statement as part of your review that includes a thoughtful discussion on how your own views about knowledge and learning shape your approach to the topics you propose for your project. Reflect on how the selected topic and readings might challenge or expand your understanding of how knowledge is constructed and applied. Additionally, analyze how each topic can innovate engineering education by connecting theoretical insights to classroom applications.
 - Task #2: Each student's First Draft will be reviewed by two peers who will provide feedback. The instructor will evaluate this feedback based on the specified criteria posted on Canvas for Task #2. However, the actual grade for Task #1 and #2 will be determined solely by the instructor, who will consider both her independent evaluation and the insights from the peer feedback.
 - Additional Requirement: Each student is required to schedule and attend a one-on-one feedback session with Dr. Rivera to discuss the project's status and direction.
6. **FP Deliverable #5 (Week 14, 50 pts): Final Draft of Literature Review.** Complete the following tasks:
- Task #1: Each student will prepare an original, critical literature review of a topic of their choosing in agreement with the instructor. This review will be formatted according to guidelines provided in class and modeled after the requirements of leading review journals in the field. The content of this review should be of a level suitable for submission for peer review in an education journal. Students must submit a PDF copy of their final draft. Turnitin will be used to check the student's work for plagiarism. Cases of plagiarism will be dealt with according to University of Florida policies.
 - Task #2: Each student's first draft will be reviewed by three peers who will provide feedback. This feedback will be evaluated by the instructor based on the specified criteria for Task #2 (see Del 2). However, the actual grade for Task #1 will be determined solely by the instructor, who will consider both her independent evaluation and the insights from the peer feedback.
7. **FP Deliverable #6 (Week 15, 10 pts): Oral Presentation.** Complete the following tasks:

- **Task #1:** Each student will present an oral summary of their literature review, which will consist of a 10 to 15-minute formal presentation followed by 10 minutes of discussion. The final times will depend on the number of students enrolled in the class.
- **Task #2:** Each student's presentation will be reviewed by three peers who will provide feedback. This feedback will be evaluated by the instructor based on the specified criteria for Task #2. However, the actual grade for Task #1 will be determined solely by the instructor, who will consider both her independent evaluation and the insights from the peer feedback.



COURSE POLICIES

Class Attendance, Missed Work, and Extra Credit

Students are expected to be present for all classes since much of the material will be covered only once in class. Attendance is not monitored, but each student is responsible for the content of all classes, including issues raised in the spontaneous class discussions. If you must miss a class, please request notes from your classmates. It is expected that no students will miss any due dates for the course requirements. Unavoidable missed due dates may be excused by the instructor, provided **advanced notice and official documentation** that aligns with UF policies for excused absences. No planned opportunities for extra credit exist in this course.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations>) and require appropriate documentation. Additional information can be found here: <https://gradcatalog.ufl.edu/graduate/regulations/>

Office Hours and Email Response Policy

Please adhere to the following guidelines when contacting me for effective communication and assistance. Before emailing, consider initiating a conversation through Microsoft Teams. When emailing, ensure the subject line reads "EGS 6054: TOPIC" for streamlined communication. Expect my response within 24 hours on weekdays and up to 48 hours on weekends. In-person office hours are available at my office on Tuesdays from 3 pm to 4 pm. Any changes to these hours will be promptly communicated through Canvas. For brief queries, you can connect with me virtually via Microsoft Teams chat between 1 pm to 5 pm daily. Longer inquiries can be addressed through appointments set up via email or Microsoft Teams chat.

Don't hesitate to ask questions before or after class and leverage Microsoft Teams for additional support. Your questions and inquiries are important to me, and I am committed to providing you with the support you need to excel in this course. By following these guidelines, we can ensure effective communication and a productive learning experience.

Class Expectations

I understand that at this point in your graduate studies, you are likely at different stages of developing your dissertation projects. In this class, I would like to meet you where you are. I encourage you to reach out to me to discuss your methodological interest and potential research topics, preferably earlier in the semester so that I can have your research interest and intellectual needs in mind when I prepare the class.

I hope you will not feel deflated or intimidated by the complexity of some of the readings. One important goal of this class is for you to learn the appropriate way to approach and evaluate theoretical and methodological materials and make the best use of them for your graduate study. I don't expect you to completely understand everything assigned for the class. In fact, I will not grade you negatively for misunderstanding the content of the readings, and you can surely do a good job without mastering everything in the readings. Nevertheless, you will need to demonstrate your engagement with the class by reading the course materials thoroughly, attending the class with good preparation, and completing your writing assignments thoughtfully.

In this course, we will cover subjects that may be sensitive and/or challenging. As in all our courses, we do this not to indoctrinate but to instruct, to prepare you to be the most effective and successful educator or scholar that you can be. We encourage you to understand all concepts presented in class, but we cannot determine your personal beliefs. What you personally choose to believe is your business.

INCLUSION STATEMENT

It is my intention that students from all backgrounds and perspectives will be well served by this course, and that the diversity that students bring to this class will be viewed as an asset. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, socioeconomic background, family education level, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. Your suggestions are encouraged and appreciated.

LIVED NAME/PRONOUN STATEMENT

I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Evaluation of Grades and Make-Up Policy

Categories	Points each (Total Points)	% of the Final Grade	Make-up Policy
Reaction to Readings	2 pts (5*2=10 pts)		Can only drop 1 out of the 5 assignments, if student has an acceptable excuse
Final Project	Total=100 pts		Cannot be dropped
Deliverable 1	10 pts		Cannot be dropped
Deliverable 2	10 pts		Cannot be dropped
Deliverable 3	10 pts		Cannot be dropped
Deliverable 4	10 pts		Cannot be dropped
Deliverable 5	50 pts		Cannot be dropped
Deliverable 6	10 pts		Cannot be dropped
Peer Reviews	2 pts (3*2= 6pts)		Cannot be dropped
Total Points	116 pts		

Final grades will be assigned based on the scale below. Unless a computational error has been made, grades will not be changed after the end of the semester.

Overall course percent	Grade	Overall course percent	Grade
93.0% - 100%	A	73.0% - 76.9%	C
90.0% - 92.9%	A-	70.0% - 72.9%	C-
87.0% - 89.9%	B+	67.0% - 69.9%	D+
83.0% - 86.9%	B	63.0% - 66.9%	D
80.0% - 82.9%	B-	60.0% - 62.9%	D-
77.0% - 79.9%	C+	59.9% or less	E



INSTITUTIONAL POLICIES

Students Requiring Accommodations. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. 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.

Course Evaluation. 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/>.

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. 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 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.

University Honesty Policy. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Commitment to a Safe and Inclusive Learning Environment. The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University’s core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Program Coordinator
- HWCoe Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

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: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Wellness Center: <https://counseling.ufl.edu>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling; <https://career.ufl.edu>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>; <https://care.dso.ufl.edu>.

On-Line Students Complaints: <https://distance.ufl.edu/getting-help/>; <https://distance.ufl.edu/state-authorization-status/#student-complaint>.