ARE 6641: Contemporary Issues in Art Education

SEMESTER AND YEAR: SPRING 2025

CREDIT HOURS: 3

Term: Spring 2025

Credits: 3

Faculty Contact Information

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Office Hours: By Appointment

Notes:

- Use Chrome or Firefox to access Canvas.
- All email communication should be through Canvas mail. After the course ends, you may email your instructor via regular email.
- I will add important Announcements throughout the course. You should log in to the course site regularly and read the Announcements.
- Microsoft Word and PowerPoint are both required for this course for submitting writing assignments and creating class presentations. See information below about how to get MS Office if you don't already have it.
- This course officially ends on Wednesday of Lesson 8. Plan ahead for due dates for final assignments

DESCRIPTION

This course explores ways in which contemporary issues in art, education, and society influence theories and practices in art education. Through weekly reading assignments, discussions, and individual research projects students will examine scholarly writings, creative practices, and contemporary issues as they shape art education. As an issues-oriented course, topics for consideration in ARE 6641 are grounded in practices that foster personal creative potential for individuals and communities and that envision art and education as a form of critical public engagement based on democratic values.

Purpose and Objectives:

This course examines how contemporary issues, theories, trends, and creative practices impact the multi-faceted profession of art education, as these theories and practices are understood in relation to broader overlapping societal, cultural, and political contexts. Although much of what we will talk about concerns schools, it is important to also embrace the fact that art education today takes place in many sites (community centers, museums, libraries, summer camps, hospitals, prisons, early childhood and senior care facilities, etc.). Through critical and contextual approaches, students will develop and refine their personal and professional beliefs about art and art education in contemporary life and will identify and engage topics for further research and critical inquiry. At the completion of this course, successful students will be able to:

- Share research and creative work with peers and with the public.
- Speculate about possible future directions/issues/research in the multi-faceted discipline of art education.
- Explain how contemporary research, movements, and social/cultural/educational issues reflect and impact practices in art and art education.
- Explain how contemporary theories in art education are shaped in relation to broader issues and movements in society and cultures.
- Critically connect and identify contemporary socio-cultural issues to one's creative and professional practices as an artist and educator.
- Identify and utilize current scholarly, professional, and creative research, practices, and online resources (books, journals, zines, websites, blogs, exhibitions, multi-media presentations, online sites, etc.) in discussions and written or verbal reflections to further one's understanding of the profession and educational practices.
- Conduct research related to course content, create art works, and write reviews of scholarly texts that engage course themes and issues.
- Speculate and present, write about, or participate in discussion boards about possible future directions/issues/research in the multi-faceted discipline of art education.
- Demonstrate an understanding of contemporary writings, creative practices, and issues related to the topic of *identities in art and education through canvas discussion, written assignments, and creative work*.
- Apply the cultural insights read about and discussed in art education identifying connection between personal and broader culture and society in discussion postings and the portrait assignment.
- Construct a portrait of one's identity and a include a written statement that conveys who you are as an art educator applying cultural insights into your statement.

COURSE REQUIREMENTS

To achieve course objectives, students will:

- Read, synthesize, and prepare critical reflections on selected readings.
- Creatively and critically analyze and utilize available resources as they inform and extend upon one's professional practices.
- Contribute constructively and regularly through active engagement in all course activities (readings, discussions, meetings, research, and presentations) with the intent of expressing one's views honestly while respecting diverse viewpoints.
- Participate professionally in the course online learning community through supportive and informative responses to peers and through thoughtful presentations of personal research.
- Complete an independent research project that extends the course content while honoring personal interests.

Textbook and Materials:

ARE 6641 relies heavily on selected readings from current literature from the fields of art, education, and art education. Readings are on electronic reserve in the UF Library ARES Course Reserves system. These readings are listed within each lesson. Websites, articles, videos, and other materials will also be assigned and available to you throughout the course (listed within each lesson). You should be able to both view and print any of the readings in Course Reserves. If you cannot view and print the readings in Course Reserves, call the UF library Course Reserves/Access and Resource Sharing Department at (352) 273-2523.

If it's a computer access issue, contact the UF Helpdesk immediately for technical assistance. Call them at 352-392-4357.

Let me know as well by Canvas-mail if you have problems accessing the Course Reserves site. Although I cannot solve technical issues you might have, I will stay with you on the problem until you get it resolved.

Note: If you haven't yet verified that you can access the UF Library System remotely, make sure that you are able to do so. Get your VPN installed and working if you have not already done so.

There are no required textbooks for this course. However, all students are required to have and use the Publication Manual of the American Psychological Association (APA), Seventh Edition (7th ed) published by the American Psychological Association. This book is available both on the APA Website http://www.apastyle.org/manual/index.aspxLinks to an external site. and on Amazon (where you might find an inexpensive used copy).

If you already own the 6th edition of the APA manual, you are still required to purchase the 7th edition. The 7th edition is much improved, and it provides over 100 new examples of how to cite and reference digital and social media sources.

In addition, all students must have a USB headset with a microphone. This piece of equipment is crucial for fully accessing the live, synchronous sessions we have via Zoom Conferences.

LEARNING ACTIVITIES

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives. The primary instructional methods of this course include assigned readings and inquiry activities for each lesson, short formally written essays (reading reviews), online group discussions relating to the course topics, student presentations, work with peers, research, and independent creative and scholarly project work. Extensive reading, writing, interaction with peers, and independent research will be required to help students achieve the course objectives.

Note: Due dates for all learning activities are provided in the Course Schedule.

The **Course Schedule** is located on the **Course Downloads** page, along with assignment handouts for the various assignments and additional resources that may be useful. To access the **Course Downloads** page, click on **Modules** in the left navigation menu of our course site. Then find and click on the **Course Downloads** link.

Weekly Overview:

Week 1: Contemporary Theories and Perspectives in Art Education

Week 2: Identities in Art Education

Week 3: Visual and Material Cultures

Week 4: Diversity Issues in Art Education

Week 5: Technology and New Digital Media in Art and Education

Week 6: Creation, Creativity, and Artistry in Curriculum

Week 7: Engagements, Activism, and Art (Education) as Social Practice

Week 8: Communally Engaged Art Educators

Discussion Forums:

In this course, students encounter two (2) types of Discussion Forums: (1) Weekly Thematic Discussions, and (2) Project Sharing Discussions. Eight of these Discussion Forums are graded (Weekly Thematic forums). The Project Sharing Discussions will count toward each assignment.

Weekly Thematic Discussion Forums: Our readings and the weekly thematic discussion forums over the readings form the core of this course. Throughout the semester, you are asked to read various articles, chapters, explore websites, videos and artwork. Then, you are asked to summarize some of the big ideas of the readings and reflect on those readings and other materials, and engage in dialogue with classmates via discussion forums. The point of these

discussions is not to merely recount, author-by-author, what each author said, or to achieve one particular understanding of an assigned author's point of view. Instead, the goal is to consider new insights and perspectives, to share your understandings of these new insights and perspectives, and to critically engage with the readings they relate to your own professional experiences, practices, and beliefs.

Your participation in each of the eight Thematic Discussion Forums over the course readings will be evaluated and graded. Taken together, your grades earned on the eight Thematic Discussion Forums over the course readings will comprise 40% of your final grade in this course.

Specific directions and writing prompts (instructions) for each weekly Thematic Discussion Forum are provided. You are expected to read the assigned and supplementary material and then consider the writing prompts for each forum before submitting your initial post to a forum.

Participation Expectations in Weekly Thematic Discussions:

Weekly Thematic Discussions Forums are open for the duration of each lesson to which they are linked. Each lesson and weekly discussion forum begins on Monday and ends at midnight the following Sunday (with the exception of week 8, which is shortened).

Your initial Thematic Discussion Forum posts should be about 350 words long. Each student is expected to submit their initial reading-response post within the first three days of the lesson. This will allow you to reflect and post thoughtful replies to your classmates throughout the remainder of the lesson. In addition to posting your own personal response to the discussion topics, you are expected to respond in a meaningful way to a minimum of 2 other initial postings from your class members. In addition, if a classmate responds to your initial post, you should reply to them a minimum of two times.

Each student is expected to contribute a minimum of five times to each Thematic Discussion Forum, first, by posting an initial response and then facilitating other discussions by responding to peers. NOTE: These forums replace in-person discussions that typically occur in a face-to-face grad class. Your participation is important.

Meeting the minimum expectations for participation in Thematic Discussion Forums over the readings (at least 5 on time, substantive posts and replies) "Meets Expectations" and will earn up to 3 to 3.5 points. More participation "Exceeds Expectations" and earns higher points, up to a total of 5 points. Comments like "I agree" or "thanks for your ideas" are nice, but insufficient to receive credit. Your posts and replies should elaborate, probe, extend, and add additional insights and resources (images, readings, websites, etc.) to these discussions.

You should login to the weekly Thematic Discussion Forums (and/or other discussion forums) several times each week to follow the ideas of your peers. Your critical approach to the content is very much welcome.

Download the Discussion Participation Guidelines and Grading Rubric for more details.

The Discussion Participation Guidelines and Grading Rubric is located in Course Downloads. To access the Course Downloads page, click on "Modules" in the left navigation panel of our course site, and find and click on the link to "Course Downloads".

Project Sharing Discussion Forums:

There are three (3) major projects due in this course (Identity Project; Critical Intervention/Personal Voice Action Plan; and Final Independent Project). You will share your work with peers online, in our\Canvas course Project Sharing Forums.

Critical Intervention/Personal Voice Action Plan:

This assignment is focused on engaging in (and contributing to) ongoing conversations about critical issues (local, regional, and global) as they shape and are shaped by art education. The purpose of this project is for students to examine contemporary *conversations* about current issues that are occurring locally, regionally, and/or worldwide that connect art, society, and education; to connect these *conversations* to themes or issues of professional interest; and to contribute to these *conversations* in an insightful, proactive, and personally meaningful way. While working of this project, you will peer-mentor one another using our Peer- Mentoring Discussion board.

Independent Research Project:

The purpose of the Independent Project is to provide students with an opportunity to explore an issue related to contemporary art education that is of personal and professional interest, which emanates from course readings, and/or addresses a contemporary social issue that is significant to the art education community. In addition to self-publishing your work on your website, and sharing your work with peers, you will present your research during the last week of class in a live, real-time Zoom Conferences session.

See the Course Schedule for time and date of our Zoom session.

Note: If you cannot attend the live session, make arrangements with your instructor ASAP. You will be required to record your presentation as a movie file with voiceover, post your movie to YouTube, make it public, and submit your YouTube link to the Presentation Assignment Dropbox by the due date. There are many ways to make a PowerPoint presentation into a movie with voiceover. Google a "how to" question.

Identity Project:

Each student will create an image that presents her/his identity as a professional artist and/or educator. Students may use any media to create this image. Once complete, the artwork must be digitized at a high resolution. In addition, you will write a personal narrative to support your artwork and position it in relation to your thinking and practices in contemporary art making and education (~500 words).

Annotated Bibliography:

Course readings examine contemporary theories, practices, and social issues and apply these examinations to contemporary art education theories and practices. Students must read the instructions carefully in each Annotated Bibliography assignment.

Your annotated bibliography will be a compilation of comprehensive reading notes from weeks 1-6. You will turn in your work at three check points, the end of weeks 1, 3, and 6. You are required to add four or more reference to your on-going list with 3-5 bulleted annotations for each checkpoint.

Guidelines for annotations:

- References must be in APA format
- Each reference must have 3-5 bullets summarizing the reading (you can have more if you feel the need)
    - If you find a wonderful quote, you MUST have the page number (start practicing proper APA in-text citation methods)
    - Include clear, concise explanations of the specific ideas
    - What are some themes or big ideas
    - What is your big take-away from the reading
- Keep in mind the point of this annotate bibliography is to help you with your final project. You will have all these resources and summaries at your fingertips, which will help you with your writing.

General Format:

Annotated bibliographies must be typed. When you submit your annotated bibliography during weeks 3 and 6, you will write a Reading Review. The length of each Reading Review will vary, so read the specific instructions for each review. Essentially, the Reading Review will be your opportunity to synthesize and analyze the sources you have collected in your annotated bibliography. For the Reading Reviews, use 1-inch borders, double line spacing, and utilize a 12-pt typeface such as Times New Roman or Arial. Write your entire review in paragraph/narrative form. Indent the first line of each new paragraph by .5." Do not add any extra line spacing between paragraphs or before and after headings. Do not use bullets in your reviews.

In evaluating each Annotation, the following criteria will be taken into consideration: (a) organization and mechanics, (b) content objectives, and (c) development and relevance. See the Reading Review Rubric for guidelines (located on the Course Downloads page).

For each Annotated Bibliography checkpoint, students will receive written feedback from faculty regarding fulfillment of assignment guidelines and quality of writing. This feedback will be available in the instructor comment area of the Assignment Drop boxes. Students are responsible for reading all provided instructor feedback, understanding it, and submitting subsequent assignments that appropriately attend to writing problems identified by instructors in previously evaluated papers. You are expected to correct writing, mechanical, grammar, or APA problems

that have been identified by the instructor in subsequent papers that you write. But you do not need to rewrite and resubmit the Readings Reviews, once they have been graded. Rather, use the feedback to improve your future writing. Refer to the Annotated Bibliography Guidelines and Rubric for more details.

GRADING POLICY

Final grades will be calculated according to the following criteria:

- **Reading Reviews**: 10%
- **Discussion Forums:** 40%
- **Projects:** 50%

Final grades will be calculated according to the following criteria:

- **Reading Reviews**: Due Weeks 3 & 6. Worth 10 points each, and taken together, calculated at 10% of the final grade.
- **Discussion Forums: (**Lesson 1) Contemporary Theories and Perspectives in Art Education; (Lesson 2) Identities in Art and Art Education; (Lesson 3) Visual and Material Culture; (Lesson 4) Diversity Issues in Art Education; (Lesson 5) Technology and New Digital Media in Art and Education; (Lesson 6) Creation, Creativity, and Artistry in Curriculum; (Lesson 7) Engagements, Activism, and Art (Education) as Social Practice;   (Lesson 8) Communally Engaged Educators (summary). Worth 5 points each, 40 points total and taken together, calculated at 40% of the final grade.
- **Projects:**
    o **Annotated Bibliography:** Submitted for feedback weeks 1 & 3. Completed annotated bibliography submitted week 6. Worth 10 points total.
    o **Identity Project:** Artwork, Assignment Template, Statement, Project Sharing. Worth 20 points total.
    o **Critical Intervention/Personal Voice Action Plan Project:** Assignment completion, submission & Project Sharing. Worth 20 points total.
    o **Independent Research Project:** Proposal, Reference List, Artwork, Scholarly Essay, Final Presentation & Project Sharing Discussion forum. Worth 50 points total.
        ▪ Combined, all major project grades are worth 50% of the final grade.

Specific requirements and evaluation criteria used in each of these areas is provided on the specific Assignment handouts for each project, which are available in the Course Downloads page.

To access the Course Downloads page, click on "Modules" in the left navigation panel of our course site, and find and click on the link to "Course Downloads".

Grading Scale:

95-100% A; 92-94% A-; 88-91% B+; 85-87% B; 80-84% B-; 77-79% C+; 74-76% C; 70-73% C-; 67-69% D+; 63-66% D; 60-62% D; 0-59% E.

COURSE POLICIES

Assignment Late Policy: In order to earn an 'A' in this class, all assignments must be completed and on time. Work submitted after the assigned due date (refer to course schedule for all due dates) will automatically lose 10% of total available points for each day the work is submitted late. Course work should demonstrate an ongoing process of self-reflective synthesis and critical analysis of course topics including individual research interests and evidence of transformative thinking and learning.

Course Incomplete Policy: School policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in "good standing" in a course, but is unable to complete the course requirements because of mitigating circumstances. In cases where an "I" is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official online calendar in ART ED CENTRAL for the last day to withdraw from a class.

See https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspxLinks to an external site. for additional information on UF grading policies. Please Note: A grade of C- or below will not count toward major requirements.

Class Participation: Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected, and that frequency and quality of participation will affect your grade.

Students should plan to login to the course several times throughout the week. On average, you should expect to be on one of the course sites (CANVAS or Zoom) a minimum of six hours per week. Later in the term, once each project gets underway, additional online time is expected. As for time spent on outside study (e.g, reading, writing papers, doing online research and so on), you should expect to spend approximately six to nine hours per week at a minimum (or for some people more).

This course includes both asynchronous and synchronous learning activities. During much of the term, you will engage in the course asynchronously on your own schedule. Three synchronous sessions are planned during the semester on Zoom on CANVAS (refer to the course schedule for

these meeting times). During these sessions, instructors will be able to talk with students about the course content in real time, and vice versa. The expectations for each assigned projects will be explained in detail during these sessions, and students will be able to ask questions. During the final synchronous session, students will share and discuss the independent projects they've completed in class. Students unable to attend a live session will be expected to submit a recorded PowerPoint presentation with voiceover describing their projects and will able to watch a recorded (archived) video of the meeting on the Zoom site.

Academic Honesty: All students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage."

While all students are expected to abide by the UF Academic Honesty Policy in its totality, here, your attention is particularly drawn to the issue of plagiarism. In this course, as with all courses in the Online MAAE program, you are expected to take on the rigorous work of conducting scholarly research. You may not submit papers or projects that were created by another person(s). This includes A.I. generated responses. Further, you must **properly cite sources for any material used in completing course assignments (this applies to scholarly and non-scholarly sources)**. A full description of plagiarism can be found on pages 13-14 of the Student Honor Code. Please refer to the UF Student Guide that includes students rights and responsibilities, UF's standard of ethical conduct, honor code and academic guidelines. The Student Honor Code and Student Code of Conduct can be found at: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/Links to an external site..

Submitting work (discussion posts and/or course assignments) that has been plagiarized will result in a failing course grade. All violations to the UF Academic Honesty Policy will be reported to the Dean of Students.

Please note that, throughout this course, you will be offered student examples of properly cited work. This will give you a sense of what is expected regarding citations and APA formatting. Additionally, should you need one-on-one help with citations, your instructor is available.

Student Grievances: Should you face any problems related to grades, difference of opinion with the instructor, interpretation of university policies or any other administrative issue, you are first urged to contact the instructor to resolve the issue. You also have the right to contact the Director of the Online MAAE Program, the college dean, and, as a final option, the Office of Ombuds, https://ombuds.ufl.edu/ , to resolve the issue.

Confidentiality in the Classroom: The Online MAAE program abides by FERPA student rights and confidentiality of student records. Information on these policies can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/ferpa-confidentiality-student-records/Links to an external site.

Netiquette: Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The 'Core Rules of Netiquette' (http://www.albion.com/netiquette/corerules.html) are excerpted from the book *Netiquette* by

Virginia Shea (1994), and are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

Some expectations to keep in mind:

- Whether communicating via phone or electronic means with your instructor or fellow classmates, you are expected to use civil language.
- When emailing, please use standard English as opposed to popular abbreviations and regional colloquialisms.
- In assignments, discussion posts, and emails, please be mindful of spelling and grammar.
- Please be mindful that our online MAAE program brings together a global community of learners. As such, awareness of and sensitivity to cultural differences is required.

Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

Note: The instructor reserves the right to remove any blog and/or discussion postings deemed inappropriate.

Class Demeanor: Students are expected to participate in class on time (during synchronous sessions) and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating during synchronous class sessions. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all. The instructor reserves the right to remove inappropriate content posted by students to our discussion forums.

Class Recordings: 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 Code of Conduct.

As a UF student in a distance learning course or program, you have access to the same student As a student in a distance learning course or program, you have access to the same student support services that on-campus students have. For course content questions, contact your instructor. For any technical issues you encounter with your course, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit http://helpdesk.ufl.edu. For a list of additional student support services links and information, please visit https://distance.ufl.edu/getting-help/

This is a research and writing-intensive course. If you would like additional support in honing your academic writing skills, as a UF student, you have access to the UF Writing Studio. The Writing Studio supports independent learning and encourages scholarship by providing one-on-one consultations and workshops tailored to graduate writing. To learn more about the Writing Studio, visit https://writing.ufl.edu/writing-studio/.

For a list of additional student support services links and information, please visit https://distance.ufl.edu/getting-help/

STUDENT SKILL REQUIREMENTS

As with all of the courses in this program, this course will require the following minimum skill requirements:

- Familiarity with Canvas, including accessing weekly modules, submitting assignments, and posting to discussion boards
- Familiarity with Canvas Mail, including the use of attachments
- Ability to create documents in Microsoft Word and Adobe PDF
- Ability to edit documents and communicate with the instructor via Microsoft Word Track Changes (you will be required to complete a MS Word Track Changes quiz in Module 1)
- Familiarity with Microsoft PowerPoint, Keynote, or similar presentation programs
- Ability to use Zoom for synchronous class meetings

WRITING REQUIREMENTS AND ASSISTANCE

All submitted writing assignments must reflect University of Florida Graduate College level writing expectations, and most of the scholarly papers submitted for evaluation in our courses must conform to APA style guidelines.

Students are required to purchase and use the *Publication Manual of the American Psychological Association, 7th Edition.*

For writing assistance please contact the UF Writing Center:

https://writing.ufl.edu/writing-studio/for-students/writing-assistance/

STUDENTS WITH DISABILITIES

The University of Florida is committed to providing welcoming and accessible learning opportunities for all students. For more information on accessibility at UF, visit https://accessibility.ufl.eduLinks to an external site.. As a student at the University of Florida, you have access to the Disability Resource center. If you would like information on how to register with the Disability Resource, visit https://disability.ufl.edu/Links to an external site.. If you have already registered with the Disability Resource center, you may also use the provided link to receive an accommodation letter, make an appointment for additional support, and/or access student success resources.

Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office may be found on the web at Disability Resource Center ; reached by phone at (352) 392-1591 TDD: (352) 392-8565. All course materials may be made available in alternative format on request.

COMPLAINTS

Should you have any complaints with your experience in this course, please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

CHANGES TO SYLLABUS

The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through CANVAS email.

STUDENTS REQUIRING ACCOMMODATIONS

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

TECHNICAL SUPPORT

Other Technical Requirements. You should have no problem connecting to and using e-Learning in CANVAS if you have a compatible browser and Internet connection (preferably a broadband connection such as DSL or cable). The officially recommended technical requirements for e-Learning in CANVAS are described on this webpage:

https://guides.instructure.com/m/4214/l/41056-which-browsers-does-canvas-support

It's strongly recommended that you visit this page and ensure that your computer system meets the specifications outline there.

Technical issues can be addressed by going to http://helpdesk.ufl.edu

MATERIALS AND SUPPLY FEES

There are no additional fees for this course.

CAMPUS RESOURCES

- **Health and Wellness U Matter, We Care**: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.
- **Counseling and Wellness Center**: https://counseling.ufl.edu/, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161. University
- **Police Department:** 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

COURSE EVALUATIONS

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. They can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals.

ACADEMIC RESOURCES

- o **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. https://lss.at.ufl.edu/help.shtml.
- o **Career Connections Center,** Reitz Union, 392-1601. Career assistance and counseling. https://career.ufl.edu/
- o **Library Support**, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
- o **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and
- o **Tutoring**. http://teachingcenter.ufl.edu/
- o **Writing Studio**, 2215 Turlington Hall, 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/
- o **Student Complaints On-Campus:** https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/
- o **On-Line Students Complaints:** http://distance.ufl.edu/student-complaint-process/