

## Nuclear and Radiation Engineering Laboratory

EGN 4505L Section 1488, 5999, NRL3, NRL4

**Class Periods:** M 6 (Lecture), T 3-4 (lab) or R 3-4 (Lab)

**Location:** Rhines B17, UFTR detection lab room, and UFTR (lab class)

**Academic Term:** Spring 2021

### **Instructor:**

Yong Yang

[yongyang@ufl.edu](mailto:yongyang@ufl.edu)

352-846-4791

Office Hours: Monday (1:55-4:55pm), zoom online.

### **Teaching Assistants:**

Please contact through the Canvas website

- N/A, however, UFTR staff will lead some of the laboratory exercise.

### **Course Description**

A laboratory experience integrating practical applications of radiation sources and generators, radiation interactions and transport through matter, radiation detection, and other non-destructive technologies. Students select appropriate forms of radiation and detection methods to design solutions for specific nuclear and radiation engineering problems.

### **Course Pre-Requisites / Co-Requisites**

ENU 4605 Interaction of Radiation with Matter

ENU 4612 Nuclear Radiation Detection and Instrumentation

### **Course Objectives**

Provide both academic and hands-on experience of applications of radiation in industry. Laboratory exercises will be conducted within the framework of non-destructive testing and evaluations (NDE) using a variety of radiation sources including radioisotopes, machine generated x-rays, reactor generated neutrons, and several forms of non-ionizing radiation. Basic lab exercises will introduce the students to fundamental techniques in NDE and reactor operations. Advanced lab exercises will require the students to select appropriate forms of radiation and detection methods to design solutions to specific NDE problems.

### **Materials and Supply Fees**

There is a laboratory fee of \$59.12

### **Professional Component (ABET):**

1. Graduates will have successful careers in Nuclear Engineering and related disciplines.
2. Graduates will pursue continuing education or advanced degrees.

### **Relation to Program Outcomes (ABET):**

| Outcome  | Coverage* |
|--|-----------|
| 1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics | L         |
| 2. an ability to apply engineering design to produce solutions that meet specified needs with  | L         |

|   |   |
|---|---|
| consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors   |   |
| 3. an ability to communicate effectively with a range of audiences  | H |
| 4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts |   |
| 5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives   | M |
| 6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions  | H |
| 7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.  | M |

\*Coverage is given as high, medium, or low. An empty box indicates that this outcome is not covered or assessed in the course.

### **Required Textbooks and Software**

None. I will post materials from time to time for you to download off the course page.

### **Recommended Materials**

#### *Recommended Reading*

1. Glenn F. Knoll, *Radiation Measurement and Detection*, 3<sup>rd</sup> Ed., Wiley and Sons, 1999.
2. Albert Macovski, *Medical Imaging Systems*, Prentice-Hall, 1983.
3. Jerrold T. Bushberf, J. Anthony Seibert, Edwin M. Leidholdt, Jr., and John M. Boone, *The Essential Physics of Medical Imaging*, Williams & Wilkins, 1994.
4. John G. Proakis and Dimitris G. Manolakis, *Digital Signal Processing: Principles, Algorithms, and Applications*, 3<sup>rd</sup> Ed., Prentice-Hall, 1996.

#### *Recommended Texts and Support to Assist with Report Writing*

1. Sheldon Jeter and Jeffery Donnell, "Writing Style and Standards in Undergraduate Reports," College Publishing, 2004.
2. The Mayfield Handbook of Technical and Scientific Writing (available at <http://www.mhhe.com/mayfieldpub/tsw/toc.htm>). *Excellent resource and free!*
3. Writing standards for a variety of Nuclear and Radiological Engineering related journal publications, including Nuclear Instruments and Methods, IEEE Transactions on Nuclear Science, Nuclear Technology, and Journal of Health Physics. These are available on the web, but I can provide you with copies by request).
4. The University of Florida Reading and Writing Center is also available to help students become better readers and writers. More information (including operating hours) can be found at <http://www.at.ufl.edu/rwcenter>.

## Course Schedule

| Date           | Period | Lecture Topic   | Lab/Homework Topic for that Week   | Location   |
|----------------|--------|---|--|--|
| January, 11    | 6      | Course introduction and, Introduction of Eddy Current Testing |  | Pre-recorded (video link posted on canvas)                       |
| January, 12    | 3-4    |   | Lab 1: Eddy Current Testing  | Rhines B17   |
| January, 14    | 3-4    |   | Lab 1: Eddy Current Testing  | Rhines B17   |
| January, 19/21 |        | Radiation Worker Training (Part 19)                           |  | Pre-recorded (video link posted on canvas), Quiz through canvas. |
| January 25     | 6      | Lecture: Ultrasonic Testing                                   |  | Zoom   |
| January, 26    | 3-4    |   | Lab 2: Ultrasonic and Acoustic Emission  | Rhines B17   |
| January, 28    | 3-4    |   | Lab 2: Ultrasonic and Acoustic Emission  | Rhines B17   |
| February, 1    | 6      | UFTR second person training and quiz                          |  | Pre-recorded (video link posted on canvas)                       |
| February, 2    | 3-4    |   | No lab, prepare for the quiz   | Quiz through canvas  |
| February, 4    | 3-4    |   | No lab, prepare for the quiz   | Quiz through canvas  |
| February, 8    | 6      | Lecture: HPGe Detector Calibration                            |  |  |
| February, 9    | 3-4    |   | Lab 3: Detector Calibration and Activity Concentration Calculations                              | UFTR detection lab room  |
| February, 11   | 3-4    |   | Lab 3: Detector Calibration and Activity Concentration Calculations                              | UFTR detection lab room  |
| February, 15   | 6      | Lecture: Neutron Activation Analysis                          |  | Pre-recorded (video link posted on canvas)                       |
| February, 16   | 3-4    |   | Lab 4: Neutron Activation Analysis – Induced Radioactivity, Isotope ID and Activity Calculations | UFTR detection lab room  |
| February, 18   | 3-4    |   | Lab 4: Neutron Activation Analysis – Induced Radioactivity, Isotope ID and Activity Calculations | UFTR detection lab room  |
| February, 22   | 6      | Lecture: Inverse Multiplication and Approach to Criticality   |  | Pre-recorded (video link posted on canvas)                       |
| February, 23   | 3-4    |   | Lab 5: Approach to Criticality   | UFTR   |
| February, 25   | 3-4    |   | Lab 5: Approach to Criticality   | UFTR   |
| March, 1       | 6      | Lecture: Temperature Coefficient Hot Channel Factors          |  | Rhines 125   |
| March, 2       | 3-4    |   | Lab 6: Temperature Coefficient & Hot Channel Factors   | UFTR   |

|           |     |  |   |  |
|-----------|-----|--|---|--|
| March, 4  | 3-4 |  | Lab 6: Temperature Coefficient & Hot Channel Factors        | UFTR   |
| March 8   | 6   | Lecture Control Blade Worth I  |   |  |
| March, 9  | 3-4 |  | Lab 7: Blade Worth Measurements I – Rod Drop Method         | UFTR   |
| March, 11 | 3-4 |  | Lab 7: Blade Worth Measurements I – Rod Drop Method         | UFTR   |
| March, 15 | 4   | Lecture: Control Blade Worth II  |   | Pre-recorded (video link posted on canvas)                     |
| March, 16 | 3-4 |  | Lab 8: Blade Worth Measurements II – Positive Period Method | UFTR   |
| March, 18 | 3-4 |  | Lab 8: Blade Worth Measurements II – Positive Period Method | UFTR   |
| March, 22 | 6   | Lecture: Neutron and X-Ray Radiography   |   | HW assignment #1   |
| March, 23 |     |  | No Lab This Week  |  |
| March, 29 | 6   | Lecture: Radiographic Imaging<br>Digital Imaging<br>Fundamentals and Transformations |   | Pre-recorded (video link posted on canvas)<br>HW assignment #2 |
|           |     |  | No Lab This Week  |  |
| April, 5  | 6   | Lecture: Infrared and Thermal Imaging  |   | Pre-recorded (video link posted on canvas)                     |
| April, 6  |     |  | Lab 9: Thermal Imaging                                      | Rhines B17   |
| April, 8  |     |  | Lab 9: Thermal Imaging                                      | Rhines B17   |
| April, 12 |     | No lecture – prepare for design class  |   |  |
| April, 13 |     |  | No Lab This Week-prepare for design class                   |  |
| April, 15 |     |  | No Lab This Week- prepare for design class                  |  |
| April, 19 | 6   | Class Wrap and Review  |   |  |
| April, 28 |     | <b>Final Exam (12:30PM - 2:30PM)</b>   |   |  |

### ***Online Course Recording***

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### ***F2F Course Policy in Response to COVID-19***

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

### ***Attendance Policy, Class Expectations, and Make-Up Policy***

Students are expected to attend each class period. Periods which may be missed should be brought to the attention of the Instructor as far in advance of the class period as possible. In the event of an unexcused absence, it is the student's responsibility to obtain and review the material that was covered during that class period. Students MUST participate in each laboratory exercise and produce an individual laboratory report on nine laboratory exercises. This statement is required: Excused absences must be consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

### ***Evaluation of Grades***

| Assignment             | Total Points | Percentage of Final Grade |
|------------------------|--------------|---------------------------|
| Course Attendance      |              | 5%                        |
| Homework and Quizzes** | 100 each     | 10%                       |
| Lab Reports            | 100 each     | 60%                       |
| Final Exam             | 100          | 20%                       |
|                        |              |                           |
| Total                  |              | 100%                      |

\*\*There will be 4 or 5 homework sets and quizzes (combined) during the course. Quizzes will be based advanced lab preparation. Homework sets will be due one week after completion of the laboratory experiment. Training quizzes will also be considered as part of grades.

Each student will be required to write all nine lab reports during the course. The due date for the reports is 5 PM on the day exactly one week after the experiment. No due date extensions shall be granted. There is a maximum page limit of 10 pages (single spaced). The content and format of the lab reports is described below.

Please see the notes below style and content to help you prepare your reports.

1) Your **audience** is a nuclear engineer, unfamiliar with the experiment

This implies:

- a) Explain **what** you are doing in each part of the lab. This does not mean a step-by-step description of the procedure, but rather a description of the general measurement. If a setup diagram makes the experiment clearer, then include one in the **body** of the report.
- b) Explain **why** you are making a particular measurement. Provide a conceptual (and possibly theoretical) description of the experiment. The reader will require this knowledge so that he may understand your measured results.
- c) Drawing from the conceptual description of each measurement, **predict** the expected result.
- d) Present your result, with **quantitative** measures of its accuracy (e.g. percent deviation,  $R^2$ )
- e) **Analyze** your result. Address both the **magnitude** of the deviation and its **direction** (i.e. Is the measured number greater than or less than the proper result?).

*Your report should concentrate on the **analysis** of the results, not the results themselves. The particular number that you measure is less important than your ability to communicate a complete description of the experiment.*

2) Figures (Drawings and Plots)

- a) Your goal is to make your reports as understandable as possible. Therefore, use drawings liberally.
- b) Do not turn in a report with pencil drawings on it. If the best way to make a drawing is by hand (most of the time, it is not), then photocopy the report after you make the drawing and turn that in to me (so that the drawing and text will be the same in color and consistency).
- c) When making plots, use a software package such as MS Excel, SigmaPlot, or the like. Include axes labels (with units) and label each of the figures in your report.

3) Formal writing (textbook style).

- a) Do not use a conversational tone (i.e. write in complete sentences, do a spell check)
- b) Do not write in the first person.
- c) Font size: 10 - 12

4) The Appendix is supplemental to the report. Do not expect it to be read. If you want the reader to see something, then put it in the body of the report.

**Successful Completion of Gordon Rule Writing Requirements**

I will evaluate your writing on a number of criteria: Content, Organization, Argument and Support, Style, and Mechanics. In order to be a successful writer (and therefore receive a Satisfactory evaluation for your writing/communication requirements), please look over the following guidelines on satisfactory completion of Gordon Rule Writing requirements for this course.

|                                   | <b>SATISFACTORY (Y)</b>   | <b>UNSATISFACTORY (N)</b>   |
|-----------------------------------|---|---|
| <b>CONTENT</b>                    | Papers exhibit at least some evidence of ideas that respond to the experiment/laboratory topic with complexity, critically evaluation the results, and provide at least an adequate discussion with basic understanding of experiment.  | Papers either include a central discussion that is unclear or off- topic or provide only minimal or inadequate discussion of the experimental results. Papers may also lack sufficient or appropriate discussion of the results, with little or no tie-in with the underlying theory.                                     |
| <b>ORGANIZATION AND COHERENCE</b> | Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.<br><br>Figures, tables and graphs are used in a logical manner to properly explain results, with these items being placed within a logical manner/progression of the experimental result. An outside nuclear engineer should be able to understand your report, and be able to repeat at least some of the experiment. | Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.<br><br>Poor use of figures, graphs, and tables do not provide any cohesion with the discussion in the report. |
| <b>ARGUMENT AND SUPPORT</b>       | The reports use persuasive and confident presentation of ideas, strongly supported with experimental evidence (including comparisons with what your theoretical expectations). At the weak end of the Satisfactory range, documents may provide only generalized discussion of the experimental results or may provide adequate discussion but rely on weak support for arguments.  | Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis. No crucial comparisons with the underlying theory of the experimental results.  |
| <b>STYLE</b>                      | Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the experiment/topic.   | Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly. Figures, tables and graphs are poorly constructed with little adherence to a consistent format.                      |



|                  |  |  |
|------------------|--|--|
|                  | <p>Figures, tables and graphs follow an appropriate style/format, and that style is used consistently throughout the document.</p> <p>For additional information on style and format, I will provide you with sample reports. In addition, you can consult the writing formats for a variety of publications, including Nuclear Instruments and Methods in Physics Research, IEEE Transactions on Nuclear Science, or Journal of Health Physics.</p> |  |
| <b>MECHANICS</b> | <p>Reports will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, reports may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.</p>   | <p>Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.</p> |

The student must earn an S (satisfactory) evaluation on the writing requirements of the course. To help you in understanding how your reports are graded, review the rubric below. All reports are graded out of 100 points. Note that I consider both technical and grammatical correctness in determination of your grade.

#### Grading Rubric for ENU 4505L Reports

|   | <b>Content</b>   | <b>Points</b> |
|---|--|---------------|
| <b>INTRODUCTION</b>                     | <ul style="list-style-type: none"> <li>Paragraph summarizing <b>work done</b> and <b>reasons for the work</b> (i.e. understand a new concept, prove a hypothesis, determine the system efficiency...).</li> <li>Include a summary (1-2 paragraphs) on the basic theory of the experiment.</li> </ul>   | <b>10</b>     |
| <b>EXPERIMENTAL SETUP AND PROCEDURE</b> | <ul style="list-style-type: none"> <li>A past tense description of the steps you followed, in your own words. You can refer to handouts, and place these handouts in an appendix</li> <li>If applicable, include a block diagram for the experiment</li> <li>If applicable, include a table listing all equipment and any necessary settings for each piece of equipment.</li> </ul> | <b>5</b>      |



|                               |   |           |
|-------------------------------|---|-----------|
| <b>RESULTS &amp; ANALYSIS</b> | <ul style="list-style-type: none"> <li>• Are all results required by the procedure presented and discussed?</li> <li>• Is all data present? Note: large data sets should be included in the Appendix</li> <li>• Are your results explained IN YOUR OWN WORDS?</li> <li>• Figures, tables and graphs are used in a logical manner to properly explain results, with these items being placed within a logical manner/progression of the experimental result.</li> <li>• Is error analysis included for applicable data?</li> <li>• The report uses persuasive and confident presentation of ideas, strongly supported with experimental evidence (including comparisons with what your theoretical expectations).</li> <li>• Since you already performed the experiment, write in past tense.</li> </ul> | <b>40</b> |
| <b>CONCLUSIONS</b>            | <ul style="list-style-type: none"> <li>• A summary of the <b>major</b> results of the lab.</li> <li>• Did you accomplish the goals and how did your results compare to the expected behavior?</li> <li>• Did the data support the theory? This should be verified with the major results and % error values from the experiment.</li> <li>• The reader should get all the important results and major findings of your work from the conclusion (the details should be in the Results and Analysis section).</li> <li>• A conclusion section should be able to stand on its own.</li> </ul>   | <b>10</b> |
| <b>STYLE</b>                  | <ul style="list-style-type: none"> <li>• Documents use a writing style with word choice appropriate for nuclear engineers.</li> <li>• Figures, tables and graphs follow an appropriate style/format, and that style is used consistently throughout the document.</li> <li>• Fonts are consistent throughout the document</li> <li>• Page numbers are included in the document, and are at the same location on each page.</li> <li>• Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement</li> </ul>   | <b>15</b> |
| <b>GRAMMAR AND SPELLING</b>   | <ul style="list-style-type: none"> <li>• Clear evidence that the paper was proofread by the student prior to submission for grading</li> <li>• No spelling mistakes</li> <li>• Proper use of verb tense. Normally, when discussing the experiment, use past tense.</li> <li>• Adequate grammar style (no run-on sentences, proper paragraph format, proper sentence structure, etc.)</li> </ul>   | <b>15</b> |

|                    |  |          |
|--------------------|--|----------|
| <b>OTHER</b>       | <ul style="list-style-type: none"> <li>• Proper referencing of information that is not considered common knowledge (use a standard referencing format).</li> <li>• Are appendices included, and properly referenced within the main document?</li> </ul> | <b>5</b> |
| <b>TOTAL SCORE</b> | <b>100</b>   |          |

### ***Grading Policy***

| <b>Percent</b> | <b>Grade</b> | <b>Grade Points</b> |
|----------------|--------------|---------------------|
| 90.0 - 100.0   | A            | 4.00                |
| 87.0 - 89.9    | A-           | 3.67                |
| 84.0 - 86.9    | B+           | 3.33                |
| 81.0 - 83.9    | B            | 3.00                |
| 78.0 - 80.9    | B-           | 2.67                |
| 75.0 - 79.9    | C+           | 2.33                |
| 72.0 - 74.9    | C            | 2.00                |
| 69.0 - 71.9    | C-           | 1.67                |
| 66.0 - 68.9    | D+           | 1.33                |
| 63.0 - 65.9    | D            | 1.00                |
| 60.0 - 62.9    | D-           | 0.67                |
| 0 - 59.9       | E            | 0.00                |

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### ***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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### ***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://www.dso.ufl.edu/sccr/process/student-conduct-honor-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 broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

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
- Robin Bielling, Director of Human Resources, 352-392-0903, [rbielling@eng.ufl.edu](mailto:rbielling@eng.ufl.edu)
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, [taylor@eng.ufl.edu](mailto:taylor@eng.ufl.edu)
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, [nishida@eng.ufl.edu](mailto: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](mailto: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:** <http://www.counseling.ufl.edu/cwc>, 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](mailto: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 Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.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://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

**On-Line Students Complaints**: <http://www.distance.ufl.edu/student-complaint-process>.