



ECH 4604
Process Economics and Optimization

Academic Term: Fall 2022

Course Section(s): Find your section and make sure to take note of your class time and location.

Class #	Meeting Info	
11930	M,W,F Period 7 (1:55 PM - 2:45 PM)	CSE E221
Final Exam: 12/14/2022 @ 10:00 AM - 12:00 PM		

Instructor:

Sindia M. Rivera-Jiménez, Ph.D. (Call me Dr. Rivera or Prof. Rivera)

Assistant Professor, Department of Engineering Education

Affiliate Faculty Chemical Engineering Department

- Pronouns: she, her, hers, (ella in Spanish)
- Telephone: 352-846-1974
- Email: rivera.jimenez@eng.ufl.edu
 - Before emailing me, consider contacting me through our Microsoft Teams chat.
 - If you still want to email me, you MUST use ECH4604: TOPIC in the subject heading to receive an answer. It makes it more efficient for all.
 - Expect a response in 24 hrs from M-F and 48 hrs. for weekends.
- Online office hours and Microsoft Teams Support:
 - In person (Black Hall 320): Wednesdays, 3:15-4:15pm pm
 - Online ([Zoom Link](#)): Wednesdays, 3:15-4:15pm pm
 - On certain weeks, I will post EXTRA office hours as well.
 - You can also ask questions before or after class and using MS Teams.

Teaching Assistant/Peer Mentor/Supervised Teaching Student: N/A

Course Description

Credits: 3. *Description:* Introduction to the principles of process economics including specifications and costing of equipment, operations costing and economic evaluation of processes

Course Pre-Requisites / Co-Requisites

Prereq: ECH 3203 (Fluid and Solid Operations), ECH 3223 (Energy Transfer Operations)

Coreq: ECH 4403 (Separations and Mass Transfer Operations)

Course Learning Objectives (CLO)

Upon completion of this course, a student should be able to:

- CLO 1. Recognize the nature and methodology of the design process, and its application to design diverse chemical and manufacturing processes.
- CLO 2. Apply knowledge of fundamental science and chemical engineering concepts to describe, analyze and improve processes that will benefit society.

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.

- CLO 3. Evaluate the economic, environmental, safety, and ethical implications that are involved in developing different new or improved processes.
- CLO 4. Justify the selection of reliable processes designs by evaluate multiple optimization criteria that relates economic performance with process conditions and equipment selection, arrangement, and sequencing.
- CLO 5. Design and calculate costs for chemical processes using tables, charts, or software to estimate physical and economic data.
- CLO 6. Collaborate effectively in a team by applying professional practices such as leadership, inclusive environment, project management, and communication in both oral and written forms.

Materials and Supply Fees: None

Professional Component (ABET):

(ABET) Skills acquired during course: (1) Engineering problem solving and critical thinking that includes basics of Chemical Engineering.

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 (Problem Solving)	Medium
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors (Design)	High
3. an ability to communicate effectively with a range of audiences (Communicate)	High
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 (Ethics)	High
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 (Teamwork)	Low
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions (Experimentation)	Low
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies. (Self Learning)	High

*Coverage is given as high, medium, or low. An empty box indicates that this outcome is not covered or assessed in the course. Shaded box indicate that outcome is assessed in this course and de-identified data will be collected for a compliance report.

The ABET objectives are supported as follows:

- Students develop the ability to apply knowledge of mathematics, science and engineering in context of economic analysis including specifications and costing of equipment, operations costing and economic evaluation of processes.
- Student will learn and apply principles of design to analyze a chemical engineering process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- Students must seek out the information (knowledge) needed for developing the design solution in appropriate references or other repositories of knowledge.
- Students are assigned in teams so as to mix personalities and abilities and work on a 10 weeks-long project.
- Students will be taking online certification on Teamwork, project management, Business Ethics, and Diversity, Equity and Inclusion.
- Students are required to perform an economic analysis by optimizing specific function for a given process– thus identifying, formulating and solving engineering problems.

- Written communication will be evaluated during weekly homework, deliverables and final report.
- An ability to engage in lifelong learning is fostered through the different course activities. Students will be presented with software tools, online resources, and case studies.
- Through video class tutorials and homework students will become proficient in the use of the software Aspen HYSIS and Aspen Plus.
- Lectures review safety concepts like flammability and toxicity. Information gathering includes obtaining MSDS sheets for all components involved in the design, as well as flammability limits. Safety and environmental impact are factors that students consider when selecting design.

Required Textbooks and Software

- A. Main course text (required)-Two semester investment because it will be also used for Process Design.
 - i. Title – Product & Process Design Principles – Synthesis, Analysis and Evaluation.
 - ii. Author – Seider, Seader, and Lewin,
 - iii. Publication date and edition – Any edition will work (I will have 4th Ed, 2017). First edition is great.
 - iv. ISBN number 9781119282631 (4th edition)
- B. Required Software: Microsoft Office, access to a scanner (or pdf converted), and access to Internet for Canvas LMS. Also, UniSim, HYSYS and ASPEN (Go to Canvas for instruction for installation).
- C. Computer requirements:



- All students must have a computer for this class. Make sure that your computer meets the minimum requirements established by the College of engineering: <https://www.eng.ufl.edu/students/resources/computer-requirements/>
- If your computer is almost full or lack memory, ChemE IT personnel have some recommendations for you (Find it on Canvas).
- A Windows laptop is required. Emulators will not work. For Mac users, ChemE IT personnel have some recommendations for you (Find it on Canvas).

Recommended Materials

- Online Resources: Learn ChemE, Educational Resources from ChemE from University of Colorado Boulder. Available at: <http://www.learncheme.com/screencasts/process-design>
- Book: Gavin Towler and Ray Sinnott (2nd Edition, 2012). Chemical Engineering Design. Butterworth-Heinemann, ISBN: 978-0-08-096659-5. Available via UF Libraries: DOI: <https://doi.org/10.1016/C2009-0-61216-2>

Course Structure and Schedule

- **Format:** Face to face, but a live stream/recording will be available to accommodate students that can't attend in person. The recording will be low-quality and recorded from the podium (pausing the recording if we were doing group work for some periods).
- **Instructional Delivery Model:** Flipped Classroom
 - **Before class activities:** Students are guided through new learning material that asks questions, provides immediate feedback, and collects questions in preparation for in-class activity. Your instructor will review the results of student work and prepares learning opportunities in class.
 - **Class Activities:** 3 days per week (except holidays)
 - **Start of Class:** Students use their personally prepared questions to guide their own learning and take responsibility for it. Instructor uses student questions to address student specific needs.
 - **During Class:** The Students practice applying the skills expected of them to learn. Instructor guides the educational process with feedback and provides short demonstrations or mini lectures to clarify material when required.
 - **After Class:** the students continue applying knowledge and skills to more complex tasks. Students work individually or in small groups to solve problems or collaborate on projects. Your instructor will

post any additional resources to help students. Video tutorial will be available for HYSYS and Professional skills. Student must submit homework in Canvas.

- **Office Hours:** Students have the information about their learning progress and know where to seek help based on their analytics and instructor feedback. Office hours are used to personalize student learning by addressing a student's gaps. Check Canvas for office hours schedule,

THE DETAILED SCHEDULE BELOW MAY CHANGE ACCORDING TO NEEDS AND CIRCUMSTANCES. Any revisions will be announced in class and will be posted on Canvas and Microsoft Teams.

Unit 1. PROCESS ENVIRONMENT: CONCEPTUALIZATION AND ANALYSIS	
Week 1. Introduction to Process Design Week 2. The Design Environment Week 3. Early Stages in Process Synthesis Week 4. Process Selection and Synthesis	~4 weeks
Unit 2. ENGINEERING ECONOMIC ANALYSIS OF CHEMICAL PROCESSES	
Week 5: Elements of Project Cost Week 6: Capital Cost Estimation Week 7: Operational Cost Estimation Week 8: Profitability Measures and Analysis WEEK 9: Economics Exam Review, Teamwork, and Project Disclosure (Exam on Week 10)	~5 weeks
Unit 3. DESIGN ALTERNATIVES AND OPTIMIZATION	
Week 10. Exam. Design of Selected Types of Equipment. Week 11. Design of Selected Types of Equipment. Week 12. Introduction to Optimization Week 13. Numerical Methods for Optimization (+ Project Support) Week 14: Flowsheet Optimization (+ Project Support) Week 15: Analysis Design Alternatives and Risk Assessment (+Project Support) Week 16: Closing a Design Project (+Project Support)	~ 7 weeks

- Every weekly module will have activities to complete before, during, and after class. Check Canvas for details.
- Important dates and changes will be posted on Canvas and Microsoft Teams. Make sure to check periodically.

Attendance Policy, Expectations, and Make-Up Policy

a) Attendance

- Regular attendance expected in addition to class discussions and satisfactory performance on class activities.
- Attendance will be taken in class periodically. Make sure to be in class or send an excuse to your instructor by email.
- **HOW TO SEND AN EXCUSE:**
 - Email Dr. Rivera at rivera.jimenez@eng.ufl.edu
 - Use the Following Subject line: ECH 4604: Absence Excuse
 - What constitute a valid excuse? Excused absences are consistent with university policies in the [undergraduate catalog](#) and require appropriate documentation. Absences will be excused under the following conditions:
 - 24 hours ahead of time that you have a legitimate, unavoidable absence (such as an exam conflict for a higher-numbered academic course)
 - A verifiable medical or family emergency
 - Travel for a student conference—provided all excuse request prior to travel
 - Need to come to class late or leave early for a legitimate reason
 - Email instructor at least 24 hours before missing class due to interview confirmation email; conference email; UF official sporting event.

b) Basic Responsibilities Expected from You:

- Attendance is critical! The material you will learn is invaluable. In case of absence, you can ask a class mate for lecture material, use your book, and access supporting slides on Canvas. Note: supporting slides are NOT the complete course material.
- Don't be afraid to ask for help during class or office hours.
- Be an active learner - ask yourself questions during lectures, as you read, and as you attempt problems.
- Study in advance and go to office hours. Don't wait until the day before the exam, homework, or report to get clarification on the material.
- Check Canvas for class updates, assignments, announcements, lessons, calendar, and resources.
- If using a laptop and other devices in class, you shouldn't be on Facebook, Netflix, Hulu, etc. or do other things that are not class related. When instructor asks you to put your device away, please do so.
- You need to notify your instructor if you need accommodation from the Disability Resource Center. Your instructor wants to help you.

c) Expectation from team and individual son each team: Conflict Resolution

- **Be Aware That Conflict Occurs**-Knowing that conflict may and will occur is the first step to resolving it, especially if you know that certain team members may disagree with each other.
- **Set the Ground Rules**-At the beginning of your project set some ground rules in your first meeting. Be sure to address what process will be taken to address conflicts, as they are bound to rise and will need to be taken care of before they spiral out of control. Remember that everyone's ideas for the project are valid and that they shouldn't be dismissed, even if you do not agree with them.
- **Document Team Dynamics**- teams must submit a weekly summary of each team member technical contributions, distribution of tasks, accomplishment of tasks, attendance to group meetings (besides inductor's meetings), and overall project status.
- **Stop Conflict When It Happens**-Conflict should be addressed immediately before it can grow. If a discussion grows heated during a meeting, do not wait until the next meeting to address the issue. Instead, discuss the issue while in the meeting; even if members disagree, they are still able to see each other's points of view. Your instructor can serve as a moderator for these discussions.
- **Discuss Both Sides of a Perspective**-Even if you are inclined to agree with one side of the conflict, do not make a final judgment until each person has had their say. Ending a discussion without hearing each person out can escalate the problem. Explain the pros and cons of both ideas, so that both people can consider the opposing view.
- **Make Compromise a Goal**-Compromising between parties is helpful, as it can allow for both conflicting parties the ability to use their ideas. Most times, points can be combined in order to make a better idea or solution.
- **Avoid Falling into Groupthink**-Groupthink is when a group suppresses the opposing views of members in order to create harmony. While it is always good to maintain harmony within a group while working on a project, this idea of keeping opposing viewpoints at bay because they will disrupt the norm will end up doing more harm than good. To avoid this, make sure that there is one or two members that bring up constructive criticism to ideas.
- **Don't Try to Change a Team Member**-This final tip might be the most important. Just as in any type of relationship, do not try to change a member of your team. They are an individual person with unique ideas and forms of expression. Trying to change their feelings or viewpoints will only lead to resentment. You can propose to them alternatives, or list benefits of other ideas, but in the end you may just have to accept that they will disagree with an outcome.

d) Handling problems between a team member and the rest of the team

1. Team must create and submit a team charter appended to their second deliverable. At the beginning of your project set some ground rules in your first meeting. Be sure to address what process will be taken to address conflicts, as they are bound to rise and will need to be taken care of before they spiral out of control. A template will be provided in class to facilitate the charter creation.
2. In all weekly reports, teams must submit a weekly summary of each individual member's technical contributions, distribution of tasks, the accomplishment of tasks, attendance to group meetings (besides

meetings with the instructor), overall project status. Every team member must sign the report. This will allow your team to document relevant information in case we need it for a conflict resolution meeting.

3. The team leader or any other member are welcome to discuss any concerns with your instructor by appointment.
 4. Each team member must complete all several peer evaluations that will be available on Canvas. This will allow each team member to have the opportunity to evaluate their peers and themselves. All information obtained from peer-evaluation will be used by your instructor to provide feedback to each team member. Only the last peer-evaluation will be used for the final grade adjustment.
 5. Team dissolution or changing individuals to another team are highly discouraged. One of the main goals of this class is that each student learns how to manage conflict to increase team performance towards an engineering goal. In case that a dispute with an individual cannot be resolved, this student will not be moved to another group. The student must have a formal meeting with the undergraduate coordinator and the faculty to establish a plan for assessment without significant changes in the overall project objectives.
- e) Emails, Announcements, Feedback, and Communications
- Announcements will be shared periodically during class and Microsoft Teams. It is your responsibility to attend class and read the emails/announcements from Canvas.
 - After each assignment is graded, you are responsible for reviewing your instructor’s feedback.
 - Emails, announcements, and feedback may occur outside business hours.
 - Your instructor should respond within 24 hrs during workdays (M-F). There is not guarantee of response during weekends. Please plan accordingly.

Grading Policy:

Evaluation of Grades:

Categories	Percentage of Final Grade	Approximate number of assignments	Rules
In-class Quizzes	10%	Expect ~ 6 quizzes	Drop 1 low score
Module-Level Activities (Individual)	10%	Expect ~15 activities	2 days late without penalty. After 2 days submission is accepted with a 30% grade deduction.
Professional Track Assignments (Individual)	15%	Expect ~10 activities	
Simulation Trainings (Individual)	15%	Expect ~5 activities	
Mid-term (Individual)	25%	1	
Project Deliverables (Group)	12.5%	Expect ~4 activities	A multiplication factor based on peer evaluations will be used to adjust this grade to individual grade
Final Project (Group)	12.5%	1	

The penalty for a late submission is not imposed if an assignment is submitted late due to a valid reason (as described in the Undergraduate Catalog).

The individual team members' grade for group assignments is adjusted according to peer evaluations as follows:

- Individual grade = team grade × (0.5+0.5×Individual Ratio)
- Individual Ratio= average of student's evaluation excluding self eval)/(team average)
- Multiple data will be collected using CATME

Grading Scale

- The students are sorted in the order of decreasing overall points. Grades are then decided as follows:

Division between A and A-	Largest gap between two students with $85 < \text{overall points} \leq 90$
Division between A- and B+	Largest gap between two students with $80 < \text{overall points} \leq 85$
Division between B+ and B	Largest gap between two students with $75 < \text{overall points} \leq 80$
Division between B and B-	Largest gap between two students with $70 < \text{overall points} \leq 75$
Division between B- and C+	Largest gap between two students with $65 < \text{overall points} \leq 70$
Division between C+ and C	Largest gap between two students with $55 < \text{overall points} \leq 65$
Division between C and C-	Largest gap between two students with $45 < \text{overall points} \leq 55$
Division between C- and D+	Largest gap between two students with $35 < \text{overall points} \leq 45$
Division between D+ and D	Largest gap between two students with $25 < \text{overall points} \leq 35$
Division between D and D-	Largest gap between two students with $15 < \text{overall points} \leq 25$
E	Largest gap between two students with overall points ≤ 15 This grade is also given to students for honesty violations

More information on UF grading policy may be found at:

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

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.

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.

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/policies/student-honor-code-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 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
- 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: <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

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/>.

COVID-19

- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus.
- If you are withheld from campus by the Department of Health through Screen, Test & Protect, you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
- Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

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.

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