IDS2935: People and Places in a Changing Climate

Quest 2: Fall 2025.

I. Class Time and Location

- **Fall 2025**
- Day and Time (Period): Tuesdays (7, 1.55pm-2.45pm), Thursdays (7&8, 1.55pm-3.50pm)
- Location: Matherly Hall, room 0018.

Instructors

Primary: Esther Mullens (Department of Geography)

- Turlington Hall 3138
- **Office Hours:** Tuesdays (in person or zoom) and Thursdays (in person with Britton only, on zoom for both), **9.30am-11am** or by appointment through contacting the instructor or TA directly.
- Email: emullens@ufl.edu

Teaching Assistant: Austin Britton (Department of Geography)

- Email: brittona@ufl.edu

Instructor zoom link (Mullens)

Invite Link https://ufl.zoom.us/j/3824159296
Contact Prof. Mullens with questions related to course structure, content, written assignments, grading philosophy and criteria, accommodations, absences etc.

Instructor zoom link (Britton)
https://ufl.zoom.us/j/6940623438
Contact Mr. Britton with questions on grading, particularly the quizzes, and end of unit assignments, for which he will be primarily responsible. Mr. Britton can also address questions related to course content, navigation and other general queries.

II. Course Description

How is a changing climate changing the way we interact with our landscapes, and what does the next century hold? This Quest 2 course will explore the impacts of climate change over the United States, starting with an overview of climate change science and the tools climate scientists use to measure and monitor climate change. We then move between four specific

sub-regions of the country, identifying the cultural and historical contexts of these regions, how climate has varied in the ancient and recent past, how it may change in the future, and how these aspects both come together to inform how each region is responding to their changing environment.

The purpose of this course is to foster climate change literacy so that students are prepared to face arguably the most pressing challenge of the 21st century. This is accomplished through course content, activities, and assignments, that help students appreciate the scientific basis for climate change, and how climate change is impacting the places they know and care about. We explore the ways climate change is creating challenges, but also opportunities in terms of the ways we live and interact with our environment, and what is needed for effective adaptation to the hazards it poses. Students will be challenged to critically evaluate their own perceptions of climate change, as well as to appreciate the complexities in attempting to solve real world problems under a variety of plausible projections of future climate. This course spans both physical and social sciences, and therefore may appeal to students in a broad range of disciplines. Student evaluation will include some basic data analysis using online tools, a focus on competent oral and written communication, and teamwork.

Quest Credit

This course focus on major scientific developments and their impacts on society, science and the environment. Students will apply logical reasoning skills through criticism and argument and apply techniques of discovery and critical thinking. *

This course accomplishes the Quest objectives of the subject areas listed above. A minimum grade of C is required for Quest credit. Courses intended to satisfy Quest requirements cannot be taken S-U.

**This course previously had a 'P' (physical science) general education credit, but it was removed without consultation. The instructor apologizes for the inconvenience.*

III. Required Readings and Works

Required Readings:

USGCRP, 2023:** ***Impacts, Risks, and Adaptation in the United States: Fifth National Climate Assessment, Volume III U.S. Global Change Research Program, Washington, DC, USA.

*Selected Chapters, on canvas.

Additional required readings and/or other multimedia are posted on Canvas for the applicable week(s).

Materials and Supplies Fees: We will be using **I-Clicker student** for laptop or smartphone. The typical cost for a subscription for the duration of this course is around $30.

IV. Graded Work

Description of Graded Work

	Description	**Weight for Grade**
Attendance ***(Your two unapproved absences are not included in a final grade)***	Attendance will be taken at the start and end of every lecture (using I-Clicker); grade based on percentage of lectures attended. Students must be physically present in the classroom to obtain attendance credit.	**10%**
In-Class Assignments ***(Your lowest two scores are dropped from the final grade)***	Course activities may include group discussions, interactive polls or quizzes, group work (comprehension and feedback between peers). These activities will be graded based on correct/incorrect responses. We will also conduct scenario-based roleplay and data visualization exercise, for which students will obtain full credit when completing the task with good effort. Typically, there will be one scenario-based game or activity at the conclusion of each unit.	**15%**
End unit reflective comprehension ***(Your lowest score is dropped from your final grade)***	Students will be asked to explain what they are learning. They should weave their knowledge with their educated perspective on the material and its implications (~2-3 pages single spaced per assignment, or ~250-600 words per question). Assignment released at the end of each unit and students must address specific prompts the instructor will provide, *explicitly using course material to back up their arguments/perspectives.*	**20%**

Quizzes ***(Your lowest 2 grades are dropped from your final grade)***	Quizzes are released each week (with one week to complete) that assess the content and readings of that prior week. Each quiz will be composed of 15-25 questions. Quizzes are based on the 'new' Canvas quiz style which provides mixed formats for Q&A rather than a simple multiple choice only. Therefore, quizzes will be partially auto-graded, but your instructor or TA will adjust grades after assignment close, since not all questions in this format can be auto-graded accurately.	**30%**
Semester Project (main content) *(no drops)*	Students will select one of the four US subdomains explored in this course and prepare a climate assessment for a *city or county in that area*. They will outline past, present, and future climate change, describe the culture, economy and populations of their location and it's wider area, and their vulnerabilities to climate impacts. They will explore ways in which those communities are adapting to, or mitigating climate change impacts, and outline the most pressing challenges and opportunities in decision-making and risk reduction for the future. Expected length of 5-8 pages (1.5x spaced), excluding figures and bibliography. *Assessment method:* A rubric will be supplied early in the semester. The rubric includes four key elements that students should demonstrate competency in: (1) *Narrative* (clear opening and closing sections, emphasis on key points); (2) *Organization* (flow of content, essay structure and organization of associated images, graphics, tables etc, including appropriate referencing where applicable); (3) *Grammar* (use of appropriate grammatical structures, spelling etc.); (4) *Content* (information presented is accurate, well researched, evidence of multiple citations from reputable sources, reader is left with new insights into the subject matter).	**20%**

Semester project reflection (*no drops)*	Students will write a 1-2 page 1.5x spaced reflection of their final project, addressing specific prompts the instructor will provide to them.	**5%**

Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/. Grades will be rounded to the nearest whole number:

A	91.5– 100%	C	72.5 – 76.49%
A-	89.5 – 91.49%	C-	69.5 – 72.49%
B+	86.5 – 89.49%	D+	66.5 – 69.49%
B	82.5 – 86.49%	D	62.5– 66.49%
B-	79.5– 82.49%	D-	59.5– 62.49%
C+	76.5 – 79.49%	E	<59.5

V. Annotated Weekly Schedule

Note, this is a planned schedule and is always subject to change as we work through the semester. Content should remain largely the same, but the times and dates can vary. Please use this as a guide. The instructor will post updates as needed.

Week	**Topics, Homework, and Assignments**
UNIT 1	**Climate Science Basis (wk1-3)**
Week 1 (Aug 21)	**Topic: Course overview and expectations** (syllabus overview) **Topic:** Earth's climate system

	• **1.1** Earth's energy balance (part 1). ***Quiz:*** *Syllabus/course policy quiz (due Aug 28)*
Week 2 (Aug 25)	**Topic: Earth's climate system** • **1.1.** Earth's energy balance (part 2) • **1.2** Carbon and Water cycles • **1.3** Global circulations **Readings:** National Climate Assessment Chapter 3: *Earth System Processes (select sections).* **Quiz:** *1.1-1.3 (due Sep 4)*
Week 3 (Sep 1)	**Topic: Anthropogenic climate change, climate modeling, and climate projections** • **1.4** Climates of the Ancient Past • **1.5** How is our climate changing now? • **1.6** How can we discern our climate future (climate modeling and projections primer) **Readings:** National Climate Assessment Chapter 2: *Climate Trends (select sections)* ***Activity:*** *Interpreting climate model output* **Quiz:** *1.4-1.6 (due Sep 11)* **Written assessment 1:** ***Directed reflection on unit 1. (due Sep 14)***
UNIT 2	**Region 1: U.S West – Water Rights and Megadrought (wk 4-6)**
Week 4 (Sep 8)	**Topic: Paleoclimate and human history of the Colorado River basin, current conditions, and future projections** • **2.1** Culture, environment, society of the west • **2.2** Megadrought and Pluvial **Readings:** National Climate Assessment Chapters 16, 27 and 28: *Indigenous communities, Northwest and Southwest regional chapters (selected sections).* **Quiz:** *2.1-2.2 (due Sep 18)*

Week 5 (Sep 15)	**Topic: 'Law' of the River – water rights, water use, and water management. Intersections with climate change.** • **2.3** Climate change in the west • **2.4** Case study: The Colorado River Basin • ***2.4a*** *- Can you save the Colorado river?* **Readings:** Law of the River (1922, 3pp), fixing the compact (~ 11 pp). **Quiz:** *2.3-2.4 (due Sep 25)*
Week 6 (Sep 22)	**Topic: The evolution and impact of compound hazards** • **2.5** Fires and Flood • **Readings:** National Climate Assessment Focus chapters F1 and F2 (20 pages). **Quiz:** *2.4-2.5 (due Oct 2)* **Written assessment 2:** *Directed reflection based on weeks 4-6. (due Oct 5)*
UNIT 3	**Region 2: U.S Great Plains – 'Feast and Famine' (wk 7-9)**
Week 7 (Sep 29)	**Topic: Cultural and Climatic history of the Plains, major economies. Extreme weather, types and impact.** • **3.1** Cultures and geography of the Plains • **3.2** A land of disasters **Readings:** National Climate Assessment Chapters 25, 26 (*selected sections).* **Quiz:** *3.1-3.2 (due Oct 9)*
Week 8 (Oct 6)	**Topic: Climate change. What we can learn from the dustbowl. Disasters and decisions.** • **3.3** The Dustbowl and why it's relevant today. • **3.4** Climate Future (activity) • ***3.4a*** *Disasters and decisions (game/activity)* **Readings:** on the canvas module.

	Quiz: *3.3-3.4 (due Oct 16)* **Semester project will be introduced this week.** Project module will become viewable with instructions, rubrics, resources and potential bonus credit opportunities.
Week 9 (Oct 13)	**Topic: The culture of climate skepticism** • **3.5** Climate change skepticism, communication and misinformation • **Video: '**Years of Living Dangerously' Episode 1: (1-hr), other reading(s) on canvas module **Quiz:** *3.5 (due Oct 23)* **Written Assignment** *Directed reflections for unit 3. (due Oct 26)* *Semester project goal: Submit selected city/county to study to instructor (due Oct 26)*
UNIT 4	**Region 3: U.S East – Flooding, storms, and rising seas**
Week 10 (Oct 20)	**Topic: The populated East, past, present, future.** • **4.1** Overview of the East Coast – populations, geography, challenges • **4.2** Urban heat, present and future. **Readings:** National Climate Assessment Chapters 21 and 22 (*selected sections).* **Quiz:** *4.1-4.2 (due Oct 30)*
Week 11 (Oct 27)	**Topic: Water, water everywhere! Extreme rainfall, and rising seas.** • **4.3** Managing Rising seas • **4.4** Inland and coastal water hazards from extreme storms. • **Readings: TBC (on canvas).** **Quiz:** *4.3-4.4 (due Nov 6)* *Semester project goal: submit bullet-form paper outline to instructor for feedback and +5% bonus to final paper grade (optional, due Nov 7).*
Week 12	**Topic: Flood policy, adaptation & mitigation**

(Nov 3)	• **4.5** National flood insurance program past and future • **4.5a** *'Game of Floods'* **Readings: TBC (on canvas)** **Quiz:** *4.4-4.5 (due Nov 13)* **Written Assignment:** *Directed reflections on unit 4 content (due Nov 16)*
UNIT 5	**Region 4: Alaska – the Thaw**
Week 13 (Nov 10)	**Topic:** A culture that relies on the freeze – history and development of Alaska; impacts of a changing climate • **5.1** A brief history of Alaska • **5.2** Climate Change in the Arctic (activity) • **Readings:** National Climate Assessment, Chapter 29 (45pp). **Quiz:** *5.1-5.2 (due Nov 20)* *Semester project goal: submit essay-form paper draft (including figures/images) to instructor for feedback and +5% bonus to final paper grade (optional, due Nov 21).*
Week 14 (Nov 17)	**Topic:** A thawing land – melting permafrost, tipping points, biological hazards, and efforts to adapt. • **5.3** The sinking land and the open seas • **5.4** Adaptation case studies/activity OR big picture course summary. • **Readings:** USGS: "A Disappearing Act" (10 min read); European Space Agency: Tipping Points (interactive site ~20-30 min read, focus on tipping points over Euro-North American region). **Quiz:** *5.2-5.3 (due Dec 2)* **Written Assignment:** *Directed reflections on unit 5 (due Dec 4)*
Week 15 (Dec 1)	No class. Finalize semester project and project reflection. Semester project is due on **December 7.**

Week 16 (Dec 8)	**Finals week – no course contact time. No final exam.**

UF Calendar and Important Dates: https://catalog.ufl.edu/UGRD/dates-deadlines/2025-2026/

VI. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest (https://catalog.ufl.edu/UGRD/academic-programs/general-education/#ufquesttext) learning outcomes as follows:

Content*: Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline(s)*. Students will evaluate and describe how we know Earth's climate is changing, and the natural and anthropogenic contributions to historical and present changes, including the relevant theories, terminology, and tools associated with climate science. Students will also enhance their understanding of the geographic variability of climate change and climate impacts, with a focus on socio-economic systems, policy, and cultural identity. Students will also develop competency in interpreting climate model projections, using simple climate model tools to test hypotheses, interpret graphical data, use observations to examine trends.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).* Students will work on multiple individual and group assignments and/or discussions that challenge them to write and communicate clearly using various styles. For example, In-class peer discussions, role-playing exercises, data visualization, polling/quizzes, and self-reflection assignments help students to develop clear and accurate lines of reasoning and evaluate the credibility of their arguments. Project work involves students developing their own climate assessment for a region of their choice, evaluating a multitude of factors that contribute to that region's vulnerability, resilience, and adaptive capacity. These exercises teach them to balance multiple completing elements of high priority, and helping them walk in the shoes of leaders, managers and decision-makers that are tasked with making difficult choices. Clear rubrics are provided in Canvas for each form of written, oral, and group assignment.

Communication: *Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).* Students will have to effectively communicate their ideas through regular discussions/activities in class, and through their written and oral communication in short answer assessments and class group work.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.* Climate change is one of

the most major challenges of the next century and beyond. It impacts almost every facet of our existence, and it is forcing us to re-evaluate our societal, technological, energy, economic, and moral positions. This course takes a wide interdisciplinary view on the subject, with specific emphasis on the United States, where it is assumed that most students will continue live and work. By understanding the multifaceted nature of the climate challenge, students will be equipped with knowledge and tools to evaluate how to tackle this problem in their own lives and careers. This will be brought into particular focus with the project work, that allows students to focus on areas of particular interest or concern to them. The instructor will work closely with students to help them craft their project and offer feedback on a regular basis.

VII. Quest Learning Experiences

1. Details of Experiential Learning Component

Experiential learning activities will be incorporated in the following ways:

- **In class activities:** Students will engage in structured team activities for one 50-minute period approximately every 1.5-2 weeks. Activities will include data visualization labs using online tools to select, plot, and visualize climate model projections and/or climate impacts (e.g., sea level rise, social vulnerability statistics, ecosystem shifts, among others). Other activities will focus on roleplay, where students will place themselves in the role of a non-academic professional who is attempting to reduce climate risk in their sector and must consider multiple climatic and non-climatic factors in their decision-making processes. Specific examples include a water management and investment challenge for the US southwest using simplified climate projection data; a 'Game of Floods' or adaptation challenge for a hypothetical coastal community; and making investment decisions under uncertainty or "Decisions for the Decade".
- **Final Project (Climate Assessment):** Students will select a country or city to focus on that is meaningful to them. They research, synthesize, and create a climate assessment that weaves multiple components such as physical climate science, economics, demographics, vulnerability and hazards, policy, and sectoral-based considerations (e.g., transportation, energy, health etc.). Students will communicate their assessment through written and visual mediums. This project thus constitutes substantial original work that the student can discuss in future career applications.

2. Details of Self-Reflection Component

Self-reflection exercises will be incorporated in the following ways:

- **In-class:** At the conclusion of each in-class activity, students will be asked to provide a short-written summary of what they learned through the activity, and to reflect on the broader implications of this knowledge in terms of the discipline(s) but also their own career trajectory.

- **Short-answer homework:** Questions require the students to self-reflect on how the content impacts them, what they perceive of its implications at large, what they identified as fascinating or what they were critical of. These assignments will focus on both the lecture content, but also on the readings which are designed to spark curiosity and provide more depth and alternate perspectives beyond what is covered in class directly.
- **Project:** Students will be able to receive and parse through instructor feedback on their climate assessments ahead of the final deadline, and to evaluate for themselves how or whether to incorporate this feedback. Students will also construct a short reflection essay on how they approached this activity, and what they learned.

VIII. Required and Instructor Policies

Attendance

- **Attendance: Attendance in this class is considered mandatory.** Absences can be excused with proper documentation according to university policy. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/
- Should you need modifications or adjustments to your course requirements because of documented pregnancy, childbirth, or childcare issues, please contact me as soon as possible to discuss. Generally, modifications will be made where necessary.
- **Late Work**: All assignments submitted after their respective deadlines, that were not excused based on university policy, will be assessed a penalty: five percentage points within the first day, then ten percentage points for each day (24-hr period) that the assignment is late. Assignments will not be accepted if overdue by more than seven days.
- **Examination Policies and Reading Days:** Course policies are consistent with university policies on during-term exams, final exams, reading days, and make-up exams. This class does not have any exams; however, students must notify the instructor as soon as possible in case of absence during a class project and provide documentation as to the reason for the absence. If deemed an excused absence, the student will be permitted to undertake a revised activity for credit. More details can be found at https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/.

Grading and Extra Credit

- **Grade Dissemination:** You can access your scores at any time using the Grade function in Canvas. The instructor and/or TA aims to post grades within 14 business days of the due date of each assignment and will provide a reason and updates if unable to adhere to this timeline.

- **Grading Policies for Assigning Grade Points:** Information on current UF grading policies for assigning grade points may be found at https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.
- **NOTE: There are NO opportunities for extra credit apart from bonus credit opportunities offered during the semester**. I also drop select assignments through the course of semester. **I DO NOT EVER adjust a grade or offer extra assignments at the end of the semester as a last-minute effort to make up grade points, and I will disregard any requests on this topic**, with the exception being if a calculation error was made or in conditions of serious documented extenuating circumstances. I may adjust grades (curve) based on the average class grade distribution, and they will curve up if they curve at all. You should work to achieve your desired grade throughout the semester and contact me with any concerns sooner rather than later.
- **Grades of "Incomplete"**: The current university policy concerning incomplete grades will be followed in this course. An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which you have completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.
- **Disputing a grade:** Grading of your assignments requires several hours weekly on the part of your instructor and/or TA, particularly for written work. Your instructor will communicate the expectations regarding assignments, and offer tips for success, however it is ultimately your responsibility to put in your best effort, and to familiarize yourselves with the available rubrics, tips, and other feedback from the instructor. When you receive your grade, you are expected to thoroughly review and reflect upon the instructor comments to your response. Considering this, please adhere to the following procedure when making a grading inquiry or request. Firstly, you should wait 24 hours from the time your grade was delivered to you to evaluate the available feedback and associated material. If you decide to move forward, you should contact the instructor with at least one paragraph explaining why you believe the grade is inaccurate - explicitly using the available feedback and rubrics in your argument. The instructor will not respond to requests that do not adhere to these procedures. If these are followed, the instructor or TA will aim to respond as soon as feasible with their decision and an explanation of their reasoning.

- **Blank files/corrupted files policy:** it is your responsibility to make sure that assignments uploaded to Canvas are uploaded correctly by the due date. If you suspect that your file has become corrupted due to a problem with your computer, please contact me asap explaining the situation and a timeline for repair.

  Blank or corrupted files uploaded by the due date will be treated as missing by the instructor and late deductions will apply.

Students Requiring Accommodation

- 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.

UF Evaluations Process

- 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://my-ufl.bluera.com/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Honesty, Plagiarism, and AI.

- **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 TA in this class.

- **Plagiarism:** This course furnishes you with information on how to recognize plagiarism – this can be found in the top module ("general information") on canvas. Most cases of plagiarism are unintentional, but every case is taken very seriously. Examples of plagiarism include copy-paste (direct content lift), including content without acknowledgement (e.g., in-text citation, and end of text bibliography/reference), inaccurate referencing, excessive use of quotes, among others shown on canvas. Plagiarizing work at minimum leads to a zero grade on an assignment and **if found to be intentional may result in formal disciplinary action.**

- **AI/LLM (e.g., OpenAI, ChatGPT, Grammerly etc.) use policy:** AI tools can be revolutionary in terms of the help they provide us in addressing certain challenges, they should not be used as a way to avoid doing the dirty work of learning ourselves. For our course I expect the class to adhere to the following policies. Reflecting the student honor code, you should do your work with integrity, honesty, and diligence.
- **You may NOT directly reproduce any AI generated text in your written work.** You may use the tool to synthesize knowledge for research and information gathering purposes, but any information generated MUST be written in your own words, and you must be sure to reference all citations used as part of this work, whether or not they come from the AI, or from your own independent research.
- **If you use AI for information/content gathering, then it must be cited as a resource.** I will be using resources to check content against AI generators, and so by not disclosing this use and/or directly lifting the AI-generated stuff, you will be in danger of a zero grade.
- **If I ask you to summarize a course reading or lecture, you should explicitly show examples from those documents**. Generic answers will be flagged as AI and your grade will be deducted.

IX. Other resources

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: https://counseling.ufl.edu/cwc/Default.aspx 352-392-1575; and the University Police Department: 352-392-1111 or 911 for emergencies.

- **Title IX:** For any concerns regarding gender-based discrimination, sexual harassment, sexual assault, dating/domestic violence, or stalking, there are resources available. To learn more or to report an incident, got to: https://titleix.ufl.edu/. Also, please be advised that your instructor is required to report instances of sexual harassment, sexual assault, or discrimination.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at https://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-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 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.