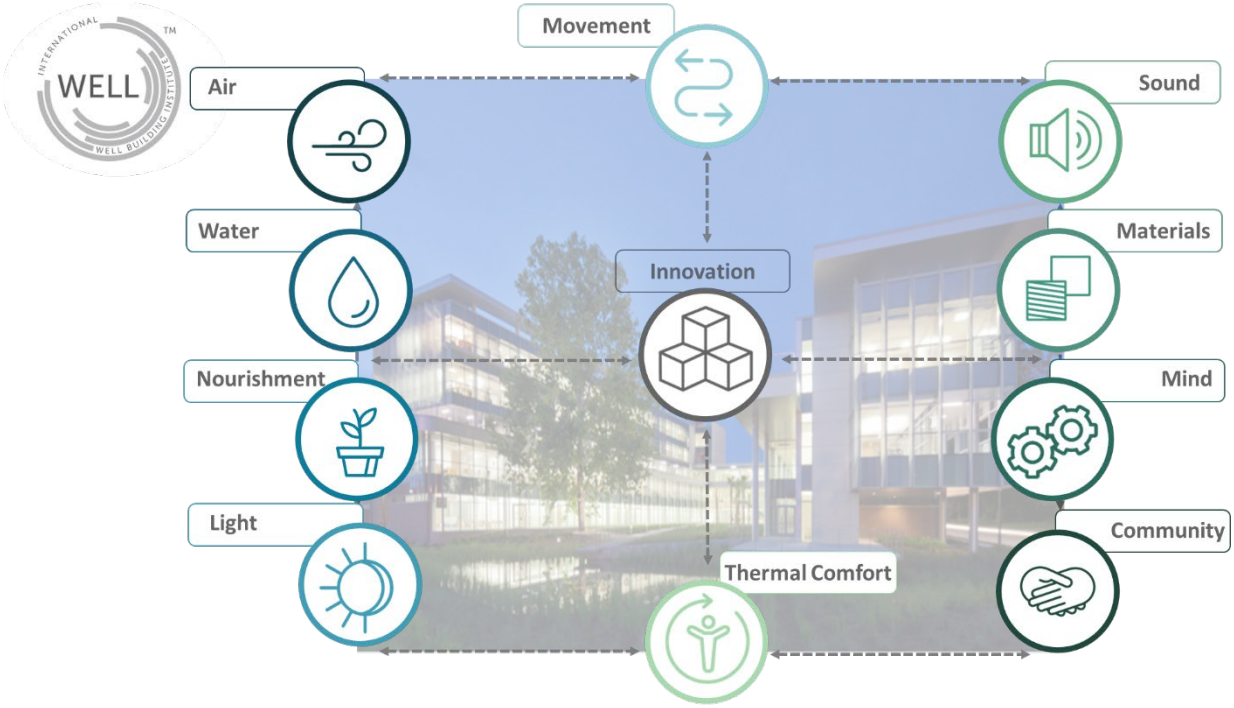
DCP4930| Class 27800 | Section WELL | 6 Credits
WELL Building Strategies (WELL Lab/Practicum)
| Fall 2021 | 100% F2F

Instructors:	**Bahar Armaghani** | **LEED Fellow, WELL Faculty** Director & Instructional Assistant Professor | Program in Sustainability and the Built Environment (SBE) College of Design, Construction, and Planning (DCP) | University of Florida
	Lisa Platt, Ph.D., CSSBB, EDAC, LEED AP BD+C Assistant Professor Interior Design | FIBER Research Faculty College of Design, Construction, and Planning (DCP) | University of Florida
Office Correspondence:	352.294.1428 (Armaghani) or 352-294-1435 (Platt) | Messaging through Canvas is preferred Alternatives: barmagh@ufl.edu or lisaplatt@ufl.edu
Course Time & Location:	**Mondays** | Period 6-8 | 12:50 – 3:50 | Architecture Building, Room 411
	Wednesdays | Period 6-8 | 12:50 – 3:50 | Architecture Building, Room 411
Course Co/Prerequisite:	**SBE students:** DCP3210 (or) another course in the topic area and approved by the Instructor **IND students:** IND 2422 (or) another course in the topic area and approved by the Instructor
Final Exam Schedule:	N/A
Office hours:	**Armaghani:** Tuesdays | 8:30-10:30 am | Thursdays | 8:30-10:30 pm | OR By appointment at Architecture Building, room 446
	Platt: Tuesdays | 9:30-10:30 am | Thursdays | 9:30-10:30 pm | OR By appointment at Architecture Building, room 331
Course Website:	https://ufl.instructure.com/courses/433977 for modules, announcements, assignments, discussions, lecture slides, readings, quizzes, and grades

Human Centered Sustainability through WELL Building Design

The salutogenic model of health provides a rubric for evaluating contextual factors that contribute to human physical and mental wellbeing. When applied to the design of the built environments, it can serve as a lodestar for ensuring that settings for working, healing, learning, and living are optimally supportive of the health of humans inhabiting them. A viable method for operationalizing salutogenesis in building design is understanding and applying valid sustainability and human wellness design benchmarking systems such as WELL Building Institute standards. This hands-on learning lab uses WELL v2 to increase student competencies and skill in integrating principles design for Buildings that promote human resilience and environmental sustainability. These labs, co-taught by UF Sustainability and the Built Environment and Interior Design department faculty, facilitate learning for a cross-section of DCP students through pedagogical instruction and hands-on application in an actual built environment. These Learning Labs prepare students with the critical abilities needed to be effective communicators, critical thinkers, project managers, problem solvers, and team players in designing human-centered built environments. This learning lab also offers a body of knowledge basis and pathway for students pursuing WELL Accreditation.

Campus Building/ Project
Clinical Translational Sciences Institute (CTSI)
University of Florida



This course will focus on applying the WELL v2 building standards to the Clinical Translational Sciences Institute (CTSI) located within the Clinical Translational Research Building (CTRB) on the campus of the University of Florida. This building, located within the Health Sciences District of the Gainesville, Florida campus combines clinical space, dry labs, research and office space for departments within the Colleges of Medicine, Nursing and Public Health and Health Professions.

Course Description

This is an interactive multidisciplinary course; in which students are introduce to strategies for the design, construction and operation of WELL performance buildings. Students learn to create spaces that help people thrive. This course will cover various building policy, design and operations strategies that affect human health and well-being. Students will have the opportunity to apply their knowledge to help advance the WELL Certification of a project on campus. Understand the alignment of the United Nations Sustainable Development Goals (UN SDGs) with WELL.

In addition, successful course completion can prepare the student for WELL V2 Accredited Professional exam.

Course prerequisite

Minimum junior standing
SBE Students: DCP 3210, Sustainable Solutions for the Built Environment
IND Students: IND 2422, Interior Finishes and Materials

Learning Objectives

This course's objective is to facilitate students' learning and leadership in the building industry with focus on the health and wellbeing of the occupants. Knowledge and skill transfer objectives include building assessment,

problem identification, and strategy development to optimize building performance. This effort will be accomplished through asynchronous home preparation, in-class discussions, videos, online engagement, and individual and collaborative team assignments.
Student tasks will include:

- Piloting strategies for enhancing human health and well-being in buildings and communities and identify associated UN SDGs with each concept of WELL.
- Leveraging design as a public health intervention tool.
- Fulfilling key milestones throughout the WELL Certification process.
- Preparing for WELL v2 Accredited Professional exam

Student Learning Outcomes (SLO)

Upon completion of this course, successful students will be able to:

- Understand how to manage, administer, and apply WELL v2 to the built environment.
- Formulate and deliver high quality verbal arguments and written reports and proposals.
- Demonstrate competency and professionalism in consulting and advising clients to optimize building performance and UN SDGs concepts.
- Communicate effectively and compellingly the benefits of healthy and WELL building.
- Interact effectively with confidence in a team setting and take initiative to lead applied WELL Building strategies.

Required Text/Reading:

- No text book required
- United Nations, Sustainable Development Goals (UN SDGs).
- WELL Building Standards is available electronically and free at https://v2.wellcertified.com/v/en/overview
- Weekly readings assigned under each module on Canvas e- Learning portal.
- Students expected to complete readings as advance preparation for class discussion and exercise.

Course Format

Approach: The course approach a real project, using an on-campus building. This semester the Clinical Translational Sciences Institute (CTSI) is selected for this course to evaluate its WELL features and propose strategies for optimizing its WELL performance.

Delivery Method: Lectures, discussions, field trips on campus, hands on experience, guest speakers, work in teams, presentations, and quizzes.

Course Website: https://ufl.instructure.com/courses/433977: This course's e-learning on Canvas site will contain all course materials, including readings, lecture slides, assignment instructions, quizzes, and announcements. All course material will be posted before semester starts.

Communication: Outside of class, messaging through the CANVAS course site or via email at barmagh@ufl.edu and lisaplatt@ufl.edu is the best and preferred method of communication.

Field Trips

Currently the ability to bring students to the actual project site is still under review due to the changing nature of COVID-19 escalation especially in the state of Florida. Currently field trips are tentatively scheduled to the

campus building/project for the semester, the Clinical Translational Sciences Institute (CTSI). The first trip would be to walk the building and see the building layout per the building drawings that reviewed in class. The second trip would be to conduct performance testing. All required field trips held during scheduled class times unless the building is not accessible during that time. Field trips maybe scheduled outside of normal class hours. However, this schedule will be communicated it to the class minimum two weeks ahead of time. If "in person" field trips are not tenable due to pandemic spread the instructors will make arrangements to accommodate virtual learning that offers a comprehensive overview of current space performance while concurrently safeguarding human safety.

Guest Speakers

Professionals/ subject matter experts in the industry present to the class to reinforce the importance of the learning skills and give the students a networking opportunity with industry leaders. See modules.

UF Green Building Learning Collaborative

SBE students and IND students participating in this learning lab are required to attend fall semester Green Building Learning Collaborative event.

The event scheduled for October 7, 2021. Additional information on the program and place will be distributed Few weeks before the event.

Paperless Activities and Assignments:

E-learning on Canvas will be the central location for all course communication, discussion, announcements, submitted assignments, papers/projects/videos, quiz delivery, and presentation material.
Students are responsible for:

- Checking e-learning on Canvas for the material and presentations that will be covered weekly.
- Setting up and checking your Canvas messaging to receive class announcements from e-learning.
- Submitting electronic assignments/papers/presentations/videos through Canvas.

Class Attendance and Make-Up Policy

- Reading material: **Students must complete the reading before each class.**
- Students attend class prepared for active participation and discussion. A quality learning experience in this course relies heavily on interaction and exchange of ideas related to the sustainable built environment.
- **Students should plan to bring your computer to every class for coursework.**
- **Using the computer in class for non-class related work is not acceptable.**
- **Cell phones use and texting during class is not allowed. In addition, leaving the class to take calls is not allowed except for an emergency.**
- Attendance is required. Only excused absences can be made up. Excused absences include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) is excused. Absences must be properly documented, for example with a doctor's note.
- All presentations, quizzes, credit submission, and assignments must be turned in on time; projects or assignments may be turned in early. If you will not be in class to turn the assignment in, even if it is an

excused absence (e.g. studio field trip), you must turn the assignment in early. Any assignment turned in after it is due will be marked late.

- ❖ Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
  - https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Exams

Exams will be on Canvas. Each exam will cover the material that is covered in class. These are non-cumulative exams.

Grading

Assignment	Instruction	points	Due date
Exam 1&2	Individual; 10 points each	20	On Canvas **Exam 1; 10/21/2021** **Exam 2; 12/2/2021**
Assignments,	Individual; complete assignment; 4 points each	20	On Canvas. See schedule
Attendance & participation	Individual; Read assigned reading, attend class, field trips, and participate in discussions	10	5 points discussion & participation 5 points field trips
Final project; see above specifics	**Team's presentation to Building Owner** **Complete WELL submission documentation for the class project**	25 25	**12/8/2021**

Grade Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

See the following link to UF's grade policy:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Online course evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/

Disclaimer

This syllabus represents our current plans and objectives. As we go through the semester, those plans may need to change depending on the building schedule. Such changes, communicated clearly, are not unusual and should be expected.

Weekly Class Schedule

Date	Topics
Module 1: Introduction	
M, 8/23	- Welcome & Introduction - Review syllabus - Review use of Canvas, course files, material, and paperless approach - UF campus Health and Wellbeing programs overview and WELL application status - WELL Building Standards v2.0 goals, benefits, certification and recertification https://v2.wellcertified.com/wellv2/en/overview - What is human health and well-being? Locally and globally. - Advancing the United Nations Sustainable Development Goals through WELL v2 https://www.wellcertified.com/sdgs
W, 8/25	- LEED™ v4.1 and WELL v2 crosswalk tool (Equivalent or Aligned), https://a.storyblok.com/f/52232/x/e63fdc0a75/leed-v4-1_well-v2-crosswalk_q2-2021.pdf - Basic introduction to LEED structure; compared to WELL - WELL online - WELL Checklist - How to prepare and lead a mock project charrette - Integrative Approach ***Teams*** - Divide the class into teams - Identify project team managers(rotating every 2 weeks), members & roles and responsibilities ***Guest Speaker, Jason Hough, CTSI building manager***
Assignment #1: Establish WELL Account	
Module 2: Introduction to WELL and the Project	
M 8/30	**Introduction to Class Project, Campus Building** - Introduction to CTRB Building and building manager and other occupants and stakeholders - Reading and understanding building drawings - Building drawings, site, architecture, and Mechanical, Electrical, Plumbing (MEP) - Building green features, Review from prior LEED™ NC Platinum certification - Building occupancy schedule and operation - Host a mock charrette and explore example charrette documents and reports
W, 9/1	***Reading:*** *Introduction to WELL: https://v2.wellcertified.com/wellv2/en/overview* - *Principles of WELL* - *Ten Concepts* - *Universal Conditions* - *Optimizations* - *Scorecard* - *Performance Verified Features* - *Certification Levels*

	- Project, Space, and Occupant type *- How to assess WELL application to New Construction and Existing Buildings;* *See the big picture: How heath-focused rating systems can optimize and enhance traditional design and construction timelines* • ***Each team develops a PowerPoint presentation on summary of WELL project administration for Module 1&2***
	Guest Speaker on Hosting a Charrette o ***Jennifer Berthelot-Jelovic, President & CEO, A SustainAble Production (ASAP)*** - WELL checklist review and assessment for class project ***Register the project for WELL certification***
Module 3: Air/ Indoor Air Quality	
Monday Holiday, 9/6 Veteran's day	
W, 9/8	***Reading:*** *- Introduction to Air Concept:* *https://v2.wellcertified.com/wellv2/en/air* *- Indoor Air Pollution: An Introduction for Health Professionals, Report https://www.epa.gov/indoor-air-quality-iaq/indoor-air-pollution-introduction-health-professionals*
	- Review building MEP drawings - Assess Air preconditions and optimizations application to the class project - Review current strategies used for ventilation and filtration ***Guest Speaker on Air- strategies, documentations, and performance testing*** o ***Joy Rineer Associate Principal at Simpson Coulter Studio***
W, 9/8	**In class: Breakout session** - Identify key Air strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for Air for campus project - Performance Verification and Photographic Evidence o WELL Checklist o Performance Verification process • ***Each team develop a PowerPoint presentation on summary strategies and approaches in the Air module***
End of Module Quiz	

Module 4: Water

M, 9/13	***Reading:*** - *Introduction to the Water Concept: https://v2.wellcertified.com/wellv2/en/water* - *A Guide to Drinking Water Treatment Technologies for Household Use,* ***https://www.cdc.gov/healthywater/drinking/home-water-treatment/household_water_treatment.html*** - Review building MEP drawings - Assess Water preconditions and optimizations application to the class project - Review current strategies used for water treatment ***Guest Speaker on Water - strategies, documentations and performance testing*** o ***Rodolfo Perez, IWBI concept lead for Water***
W, 9/15	**In class: Breakout session** - Identify key Water strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for Water for campus project - Performance Verification and Photographic Evidence o WELL Checklist o Performance Verification process • ***Each team develop a PowerPoint presentation on summary strategies and approaches in the Water module***
End of Module Quiz	
Assignment #2, identify water testing location	

Module 5: Air and Water

M, 9/20	***Reading:*** - ***Performance verification guide book, read Air and Water sections https://resources.wellcertified.com/tools/performance-verification-guidebook/*** - Introduce the class to the equipment testing for both Air and Water - Each team prepares building drawings with testing locations identified - Building visit to conduct performance testing for the project for Air and Water - Each team collects the data - Take photos for each task and location - **Performance testing for Preconditions by epstengroup (https://epstengroup.com/)** **Tools:** - WELL PV scheduling form - Performance test estimator, See Canvas PDF document
W, 9/22	**In class: Breakout session** - Each team evaluate data and share findings with the class - Performance Verification and Photographic Evidence o WELL Checklist o Performance Verification process

	• ***Each team develop a PowerPoint presentation on Performance testing equipment, their function, data collection, findings and recommendations***
Module 6: Light	
M, 9/27	***Reading:*** - ***Introduction to the Lighting Concept*** ***https://v2.wellcertified.com/wellv2/en/light*** - ***Performance testing book for lighting section,*** ***https://resources.wellcertified.com/tools/performance-verification-guidebook/*** - ***Circadian rhythm*** ***https://resources.wellcertified.com/articles/circadian-rhythms/*** - Review Building electrical drawings - Assess Lighting preconditions and optimizations application to the class project - Review current strategies used for lighting **- Performance testing for Preconditions by epstengroup (https://epstengroup.com/)and Optimizations** ***Guest Speaker on lighting strategies, documentations, and performance testing*** o ***Reiko Kagawa, Principal at Sladen Feinstein Integrated Lighting Inc***
W, 9/29	**In class: Breakout session** - Identify key lighting strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for lighting for campus project - Performance Verification and Photographic Evidence o WELL Checklist o Performance Verification process • ***Each team develop a PowerPoint presentation on summary strategies and approaches in the Lighting module***
End of Module Quiz	
Module 7: Thermal Comfort, precondition	
M, 10/4	***Reading:*** - ***Introduction to the Thermal Comfort Concept:*** ***https://v2.wellcertified.com/wellv2/en/thermal%20comfort*** , ***https://comfort.cbe.berkeley.edu/*** - Review building Architectural drawings - Assess Thermal Comfort preconditions and optimizations application to the class project - Review current conditions in the building **- Performance testing for Preconditions** ***Guest Speaker on Thermal Comfort - strategies, documentations and performance testing*** o ***Tim Beuker, Indoor Climate Specialist, bba binnenmilieu B.V.***

W, 10/6	**In class breakout session**
	- Identify key Thermal Comfort strategies the project team should consider based on the project goals, location and requirements
	- Finalize backup documentations for Thermal Comfort for campus project
	- Performance Verification and Photographic Evidence
	  o WELL Checklist
	  o Performance Verification process
	• ***Each team develop a PowerPoint presentation on summary strategies and approaches in the Thermal Comfort module***

End of Module Quiz	
Assignment # 3, use https://comfort.cbe.berkeley.edu/ one for summer and one for winter calculations	
Module 8: Sound	
M, 10/11	***Reading:*** - ***Introduction to the Sound Concept: https://v2.wellcertified.com/wellv2/en/sound*** - Review building Architectural drawings - Assess Sound preconditions and optimizations application to the class project - Review current conditions in the building - **Performance testing for Optimizations** ***Guest Speaker on Sound strategies, documentations and performance testing*** o ***Chris Pollock, Associate Principal, Arup***

W, 10/13	**In class breakout session**
	- Identify key Sound strategies the project team should consider based on the project goals, location and requirements
	- Finalize backup documentations for Sound for campus project
	- Performance Verification and Photographic Evidence
	  o WELL Checklist
	  o Performance Verification process
	• ***Each team develop a PowerPoint presentation on summary strategies and approaches in the Sound module***

End of Module Quiz	
Module 9: Performance testing –Light, Thermal Comfort and Sound	
M, 10/18	***Reading:*** - ***Performance verification guide book, read Light, Thermal Comfort, Sound sections https://resources.wellcertified.com/tools/performance-verification-guidebook/*** - Introduce the class to the equipment testing for Light, Thermal Comfort, and Sound - Each team prepares building drawings with testing locations identified - Building visit to conduct performance testing for the project for Light, Thermal Comfort, and Sound - Each team collects the data

	- Take photos for each task and location **Performance testing for Preconditions by epstengroup (https://epstengroup.com/** **Tools:** - WELL PV scheduling form - Performance test estimator, See Canvas PDF document
W, 10/20	**In class: Breakout session** - Each team evaluate data and share findings with the class - Performance Verification and Photographic Evidence - Performance Verification and Photographic Evidence o WELL Checklist o Performance Verification process • ***Each team develop a PowerPoint presentation on Performance testing equipment, their function, data collection, findings and recommendations***
Assignment # 4, Submit identified location for the lighting and Thermal Comfort locations	
Exam #1 on Canvas	
Module 10: Movement	
M, 10/25	***Reading:*** - ***Introduction to the Movement Concept: https://v2.wellcertified.com/wellv2/en/movement*** - ***A Movement Journey, https://resources.wellcertified.com/articles/a-movement-journey/*** - Review building Architectural drawings - Assess Movement preconditions and optimizations application to the class project - Review current conditions in the building ***Guest Speaker on Movement - strategies, documentation and performance*** o ***Jeff Hochberg Strategic Advisor & Consultant | the WELL Building Standard***
W, 10/27	**In class breakout session** - Identify key Movement strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for Movement for campus project - Performance Verification and Photographic Evidence o WELL Checklist o Performance Verification process • ***Each team develop a PowerPoint presentation on summary strategies and approaches in the Movement module***
End of Module Quiz	

Module 11: Materials

M, 11/1

Reading:

- ***Introduction to the Materials Concept: https://v2.wellcertified.com/wellv2/en/materials***
- **It takes health materials to build WELL, https://resources.wellcertified.com/articles/it-takes-healthy-materials-to-build-well/**
- **Highlight from the Materials #WELLography, https://resources.wellcertified.com/articles/highlights-from-the-materials-wellography/**

- Assess Material preconditions and optimizations application to the class project

- Review current conditions in the building

Guest Speaker on Materials-strategies, documentations, and performance

- ***Mara Baum, Sustainable Design Leader, Health and Wellness, HOK***

W, 11/3

In class breakout session

- Identify key Materials strategies the project team should consider based on the project goals, location and requirements
- Finalize backup documentations for Materials for campus project
- Performance Verification and Photographic Evidence
  - WELL Checklist
  - Performance Verification process
- ***Each team develop a PowerPoint presentation on summary strategies and approaches in the Materials module***

Guest Speaker on Materials-strategies, documentations, and performance

- ***Smita Sahoo Owner, Founder and Creative Director at āśaya I DESIGN***

End of Module Quiz

Module 12: Mind

M, 11/8

Reading:

- ***Introduction to the Mind Concept https://v2.wellcertified.com/wellv2/en/mind***
- ***Top 5 Takeaway from the Mind #WELLography, https://resources.wellcertified.com/articles/top-5-takeaways-from-the-mind-wellography/***

- Assess Mind preconditions and optimizations application to the class project
- Review current conditions in the building

Guest Speaker on Mind - strategies, documentations and performance

- ***Lida Lewis, Associate Principal/Interior Design Director, Page Southerland Page, Inc.***

W,11/10	**In class breakout session** - Identify key Mind strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for Mind for campus project - Performance Verification and Photographic Evidence o WELL Checklist o Performance Verification process • ***Each team develop a PowerPoint presentation on summary strategies and approaches in the Mind module***
End of Module Quiz	
Module 13: Community	
M, 11/15	***Reading:*** - ***Introduction to the Community Concept https://v2.wellcertified.com/wellv2/en/community*** - **WELL Community Standard taking shape, https://resources.wellcertified.com/articles/well-community-standard-taking-shape/**
	- Assess Community preconditions and optimizations application to the class project - Review current conditions in the building ***Guest Speaker on Community - strategies, documentations and performance*** o ***Angie Scott, IWBI community concept lead***
W, 11/17	**In class breakout session** - Identify key Community strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for Community for campus project - Performance Verification and Photographic Evidence o WELL Checklist o Performance Verification process • ***Each team develop a PowerPoint presentation on summary strategies and approaches in the Community module***
End of Module Quiz	
Module 14: Nourishment, Innovation, and Crosswalk	
M, 11/22	***Reading:*** - ***Introduction to the Nourishment and Innovation Concepts https://v2.wellcertified.com/wellv2/en/nourishment https://v2.wellcertified.com/wellv2/en/innovation*** - ***The Nourishment Source https://www.hsph.harvard.edu/nutritionsource/*** - **Introduction to the Crosswalk**
	- Assess Nourishment and Innovation preconditions and optimizations application to the class project

	- Review current conditions in the building ***Guest Speaker on Nourishment and Innovation Nourishment and Innovation strategies*** ○ ***Anja Mikic, IWBI nourishment concept lead***
Wednesday Holiday 11/24, Thanksgiving	
M, 11/29	**In class breakout session for Nourishment, Innovation** - Identify key Nourishment and Innovation strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for Nourishment and Innovation for campus project - Performance Verification and Photographic Evidence ○ WELL Checklist ○ Performance Verification process • ***Each team develop a PowerPoint presentation on summary strategies and approaches in the Nourishment and Innovation module***
End of Module Quiz	
Review the final project presentation	
Module 15: WELL AP Exam Review	
W, 12/1	- **WELL Candidate Handbook, https://resources.wellcertified.com/tools/well-ap-candidate-handbook/** - **Study Matrices** - **WELL AP FAQs** - **WELL AP exam online** - **Greenstep WELL AP Exam Study Guide and practice exams available through Building Green**
Exam #2 on Canvas	
Final Presentation	
M, 12/6	Class's Final Presentation to the Building Owner, occupants and other campus stakeholders

Expectations

- Be Present. This will allow you to get the most out of class time as well as for your classmates to get the most out of their collaborations with you.
- Put your cell phone away unless you are actively using it to further the class activities.
- Be prepared. The readings and videos have been carefully chosen to support the class activities.
- Listen carefully and do not interrupt others.
- Give quality feedback. What constitutes "quality" will be discussed in class.
- Respect the opinions of others, even when you do not agree.
- Keep an open-mind; embrace the opportunity to learn something new.
- Avoid monopolizing the discussion. Give others a chance to contribute and be- heard.
- Do not be afraid to revise your ideas as you gather more information.
- Try to look at issues from more than one perspective.
- Respect others by learning and using the name and pronoun they prefer.
- Do not use offensive language.

Getting Help

Health and Wellness
U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu/ or **352 392-1575** so that a team member can reach out to the student.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx/ , **392-1575;** and the University Police Department: **392-1111 or 9-1-1** for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.
University Police Department, **392-1111** (or 9-1-1 for emergencies). http://www.police.ufl.edu/

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/

Other Campus Resources

Career Resource Center, Reitz Union, **392-1601.** Career assistance and counseling.
http://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.
http://teachingcenter.ufl.edu/

Writing Studio, 302 Tigert Hall, **846-1138**. Help brainstorming, formatting, and writing papers.
http://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/

University Policies

Online course evaluation
Students expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://gatorevals.aa.ufl.edu/students/ . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. 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/.

Students with Disabilities:
Students requesting accommodation for disabilities must first register with the Disability Resource Center (DRC). The DRC coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.
Upon registering, the DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Contact DRC at **352-392-8565**, or viewing, www.dso.ufl.edu/drc/.

Student Honor Code and Academic Honesty
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 (http://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.

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. As such, violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Religious Observances:
Please inform the instructor of any religious holidays or other days of special religious significance that may interfere with your participation in this class so that appropriate accommodations can be made.

Sexual Harassment:
Sexual harassment is reprehensible and will not be tolerated by the University. It subverts our academic mission and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between, nor among, members of this community that creates an unacceptable working environment.