DCP4216/ DCP6217C| Class 25553/25554
| Section WELL | 6 Credits
WELL Building Strategies (WELL Practicum)
| Spring 2023 | 100% F2F

Instructors:	**Bahar Armaghani	LEED Fellow, WELL Faculty, Fulbright Specialist** | Program in Sustainability and the Built Environment (SBE) College of Design, Construction and Planning (DCP)	University of Florida
Office Correspondence:	352.294.1428 Messaging through Canvas is preferred Alternatives: barmagh@ufl.edu
Course Time & Location:	**Tuesdays**	Period 6-8	12:50 – 3:50 | Architecture Building, Room 411
	Thursdays	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
Office hours:	**Armaghani:** Wednesdays	8:30-12:00 pm OR By appointment
Course Website:	https://ufl.instructure.com/courses/551374 for modules, announcements, assignments, discussions, lecture slides, readings, quizzes, and grades
Graduate Component	The graduate course, **DCP 6217C / Section WELL**, requires students to demonstrate **project management competencies** and apply **advanced analytical skills** related to the implementation of **WELL Performance Verification testing and develop a summary guide**. Graduate-level deliverables and expectations are *delineated in italics and highlighted in gray throughout the syllabus*.

Human Centered Sustainability through WELL Building Design

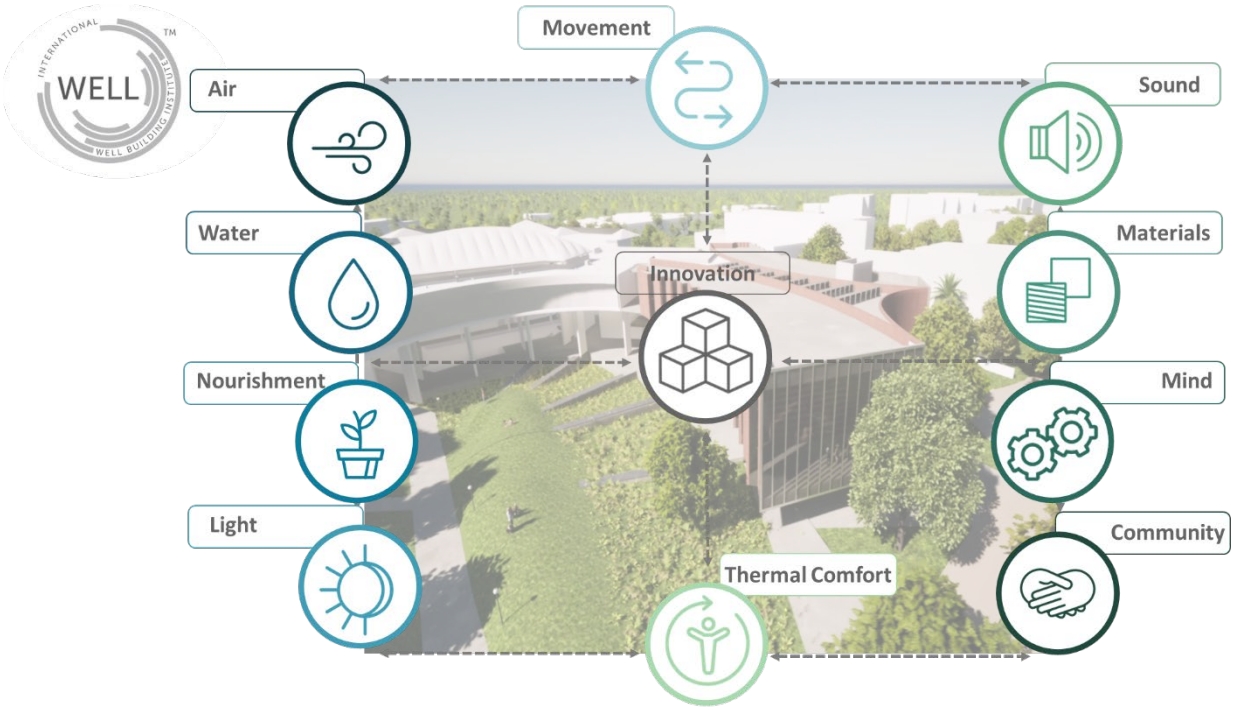
The well-being **model of health** provides a framework for evaluating the contextual factors that shape human physical and mental well-being. When applied to the **design of built environments**, it serves as a guiding principle for creating settings that promote health, comfort, and productivity.

This course provides a **hands-on learning lab** that uses the **WELL Building Standard v2** as a framework to operationalize well-being and integrate sustainability with human wellness design. Students gain the knowledge and practical skills to design, assess, and enhance buildings that foster **human resilience and environmental sustainability**.

Co-taught by **faculty from Sustainability and the Built Environment and Interior Design**, this interdisciplinary lab engages students in pedagogical instruction and real-world applications within actual built environments.

By the end of the course, students will develop critical skills as **effective communicators, critical thinkers, project managers, problem solvers, and collaborators**, preparing them to lead in the design of **human-centered, health-focused spaces**. The course also provides a foundation for students pursuing **WELL Accredited Professional (WELL AP)** credentials.

Class project, UF-653- DCP Collaboratory
On University of Florida Campus



This course will focus on applying the WELL v2 building standards to the UF-653, DCP Collaboratory project on the campus of the University of Florida. This building, located on the edge of University of Florida campus historic district. DCP Collaboratory is selected for this course to integrate WELL into the building design, construction and operation and to use the project as a laboratory for ongoing learning in teaching and research about WELL for years to come.

Course Description

This is an **interactive, multidisciplinary course** that introduces students to strategies for the **design, construction, and operation of WELL-performing buildings**. Through this course, students will learn how to create spaces that **enhance human health, well-being, and productivity**.

The curriculum covers a range of **building policies, design principles, and operational strategies** that influence the health and wellness of occupants. Students will have the opportunity to **apply their knowledge in a real-world context** by contributing to the advancement of a **WELL Certification project on campus**.

In addition, students will gain an understanding of the **alignment between WELL concepts and other sustainability frameworks**, exploring how WELL integrates with broader goals of sustainable and resilient design. Also understand the WELL alignment with United Nations Sustainable Development Goals (UN SDGsLinks to an external site.).

Successful course completion can prepare the student for WELL V2 Accredited Professional exam.

Learning Objectives

The objective of this course is to develop students' knowledge, skills, and leadership in the building industry with a focus on **human health, wellness, and building performance**. Students will engage in the evaluation of buildings, identification of performance gaps, and development of actionable strategies aligned with **WELL Building Standard™** principles.

Learning will take place through **asynchronous preparation, in-class discussions, multimedia resources, online engagement, and individual and team-based assignments**. Students will bridge theory and practice by applying WELL strategies to real projects.

Throughout the course, students will:

- Pilot evidence-based strategies to enhance **human health and well-being** in buildings and communities and **identify relevant UN Sustainable Development Goals (SDGs)** associated with each WELL concept.
- Leverage **design as a public health intervention tool**.
- Complete key milestones in the **WELL v2 Certification Process**.
- Apply WELL Performance Testing protocols to assess building performance.
- Build professional skills and knowledge to prepare for the **WELL Accredited Professional (WELL AP) Exam**.

Student Learning Outcomes (SLOs)

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

1. **Administer and apply WELL v2** to evaluate and improve the environment built.
2. **Assess buildings**, identify problems, and propose **strategic performance solutions** grounded in WELL principles.

3. **Communicate effectively** through high-quality written reports, presentations, and verbal arguments.
4. **Demonstrate professional consulting skills** by advising clients on WELL strategies and integrating **UN SDGs** into project frameworks.
5. **Collaborate and lead confidently** in interdisciplinary teams to implement WELL building strategies.
6. **Advocate for human-centered sustainability** by articulating the benefits of health-focused design and building operation

Required Text/Reading:

- No textbook required
- WELL Building Standards is available electronically and free at https://v2.wellcertified.com/en/wellv2/overview
- WELL exam prep guide and sample questions
- United Nations, Sustainable Development Goals (UN SDGs).
- 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: Using an on-campus building. This semester the UF-653, DCP Collaboratory .

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

Course Website: https://ufl.instructure.com/courses/551374 .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 is the best and preferred method of communication.

Guest Speakers

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

Paperless Activities and Assignments

This course is designed to operate in a fully paperless format, using Canvas (e-learning) as the central platform for all course communication, materials, assignments, and assessments.

Canvas will be used for:

- Announcements and weekly course updates
- Access to lecture slides, readings, and resources
- Submission of assignments, papers, projects, presentations, and videos
- Online quizzes and discussion boards

Students' Responsibilities:

- Regularly check the Canvas course site for weekly materials, announcements, and presentation content
- Set up Canvas notifications to ensure timely receipt of all course announcements and messages

- Submit all coursework electronically through Canvas by the posted deadlines

Class Attendance and Make-Up Policy

- **Attendance is required** for all class sessions. Only **excused absences** will be eligible for make-up opportunities.
- **Excuse absences** include:
  - Personal illness
  - Serious family emergencies
  - Special curricular requirements (e.g., judging trips, field trips, professional conferences)
  - Military obligations
  - Severe weather conditions
  - Religious holidays
  - Official university activities (e.g., athletic events, music performances, debates)
  - Court-imposed legal obligations (e.g., jury duty or subpoena)
- **Documentation is required** for all excused absences.

Students are allowed to miss up to the number of class periods equivalent to the number of course credits (e.g., **3 credits = 3 class periods 50 minutes each**) **without penalty and without an excuse**. Any additional absences beyond this allowance must be properly documented and fall within the list of excused absences above.

This course follows the University of Florida's official attendance policies, which can be found here:
🔗 UF Attendance Policy – Undergraduate Catalog

Class Project

This semester, the class will be working on **UF 653, DCP Collaboratory**, a new building/project on campus. The class is divided into **four teams, see below**. Each team will present their part during the final presentation. However, each team will work on **all aspects** of the project from start to finish during the semester.

Each team will have a **rotating team manager (bi-weekly)** responsible for overseeing weekly deliverables, ensuring on-time submission, leading team discussion and weekly reflection, and finalizing the weekly presentation.

Each team will develop a **PowerPoint presentation at the end of each module** integrating relevant **UN SDGs**. These will become part of the **cumulative final presentation**. The purpose of the weekly presentation is to reflect on student learning and application.

At the end of the semester, each team will present a **shortened version** of their cumulative presentation, highlighting their approach, strategies, tools, skills, and technologies used to optimize the DCP Collaboratory.

Final Project / Teams' Presentation:

- Each team must identify **UN SDGs** related to their topic and its application to the class project.
- Teams must also make **recommendations for UF buildings and campus-wide WELL building standards application**.

Class Teams:

• **Air and Water Concepts Team:** Present strategies and technologies for these concepts' application to the built environment. Include performance Verification, LEED crosswalk, and related SDGs.

• **Light, Thermal Comfort, and Sound Concepts Team:** Present strategies and technologies for these concepts' application to the built environment. Include performance Verification, LEED crosswalk, and related SDGs.

• **Mind, Nourishment, and Movement Concepts Team**: Present strategies and technologies for these concepts' application to the built environment. Include performance Verification, LEED crosswalk, and related SDGs.

• **Materials, Community, and Innovation Concepts:** Present strategies and technologies for these concepts' application to the built environment. Include performance Verification, LEED crosswalk, and related SDGs.

Team/Project Manager's responsibilities:

- Lead the discussion in the breakout sessions
- Ensure the weekly PowerPoint presentation is completed and submitted
- Manage and update the WELL checklist

Additional Graduate Assignment

Final Project: WELL Performance Verification Summary Report

Purpose

This project demonstrates students' mastery of the WELL Building Standard by analyzing, synthesizing, and communicating key aspects of Performance Verification (PV) across Five WELL Concepts using WELL Performance Verification Guidebook and field experience. Students will demonstrate an understanding of how data collection, testing, setup, and analysis validate design and operational strategies in WELL Certification.

Project Scope

Each student (or team) will prepare a comprehensive summary report that integrates the WELL Performance Verification process across the following WELL Concepts:

- Air
- Water
- Light
- Thermal Comfort
- and Sound

Project Components

1. Overview of Performance Verification

• Define Performance Verification within the WELL certification process.
• Identify the role of the WELL Performance Testing Agent and GBCI in verification.
• Explain how PV ensures that design and policy intentions are achieved through measurable performance outcomes.

2. Concept-by-Concept Summary

For each WELL Concept:
• Identify Preconditions and Optimizations that require Performance Verification testing.
• Describe the testing protocols (equipment, frequency, standards).
• Explain the performance metrics (e.g., thresholds for air quality, water contaminants, light levels, etc.).
• Summarize the data interpretation and documentation process.

3. Case Application (Building Example)

• Select a real or hypothetical building (UF campus building preferred).
• Outline how each WELL Concept would be performance-tested.
• Include tables, figures, or diagrams of sampling points, equipment, or results.
• Provide recommendations for improving building performance outcomes.

4. Integration & Reflection

• Discuss interrelationships between WELL Concepts during Performance Verification.
• Reflect on the challenges, benefits, and implications of integrating WELL PV into building commissioning and operations.
• Connect findings to health, wellbeing, and sustainability goals.

Deliverables

- Final Report: 10–12 pages (excluding references and appendices).
- Presentation: 10-minute summary presentation during the final week.
- Submission Deadline: April 21, 2026.
- Format: APA style, clear visuals, tables, and professional tone.

Evaluation Criteria

Category	Description	Weight
Understanding of WELL PV Process	Depth and clarity of conceptual understanding	25%
Technical Accuracy	Correct identification of tests, metrics, and thresholds	25%
Application to Case Study	Real-world relevance and analysis	25%
Organization & Presentation	Clarity, visuals, and flow	15%
Reflection & Integration	Insightful connection across WELL Concepts	10%

Grading

Assignment	**Instruction**	**%**	**Due date**
Assignments	Individual; reading Individual, discussion	15 15	On Canvas. See schedule
	Teams; weekly PowerPoint	15	On Canvas. See schedule
Quizzes	Individual after each module	20	On Canvas. See schedule
Attendance		5	On Canvas. See schedule
Final Presentation	Team's presentation Complete WELL submission documentation for the class project	30	**For DCP6217C graduate students this will include your additional and final report**

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.

Below is a summary for the course. On Canvas, each module is developed with details including module learning objectives and SLOs, what to do before, during and after class, readings, assignments, discussions, quizes, weekly presentations, and final project with rubrics.

Weekly Class Schedule

Date	All modules are in detail developed and designed on Canvas for easy use
Module 0: Start Here	
T, 1/13	**Welcome & Introduction** - Review syllabus - Review use of Canvas, course files, material, and paperless approach - WELL Building Standards v2.0 goals, benefits, certification, and recertification https://v2.wellcertified.com/wellv2/en/overview - Advancing the United Nations Sustainable Development Goals through WELL v2 https://www.wellcertified.com/sdgs - Basic introduction to LEED structure; compared to WELL checklist - LEED™ v4.1 and WELL v2 crosswalk tool (Equivalent or Aligned), **Teams** - Divide the class into teams o Identify project team managers (rotating every 2 weeks), members & roles and responsibilities o Navigate GATORCLOUD, use it as a free resource.
TH, 1/15	**Course Overview and Resources** - Integrative Approach - Introduction to DCP Collaboratory building/project - Building drawings, site, architecture, and Mechanical, Electrical, Plumbing (MEP) - Review LEED™ BD+C for the project - Review WELL checklist for the project - Review the crosswalk between LEED and WELL for the project - Building occupancy schedule and operation - Mockup charrette with charrette sample agenda
Establish WELL Account, **https://account.wellcertified.com/user/register**	
Module 1: Introduction to WELL	
T, 1/20 & TH, 1/22	**Introduction to WELL** - See Canvas module for reading and discussion - In class breakout session

	- Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment)
End of Module Quiz	
Module 2: Introduction to Class Project	
T, 1/27 & TH, 1/29	**Introduction to the class project** - See Canvas module for reading and discussion - In class breakout session - Review project drawings and specifications - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment)
End of Module Quiz	
Module 3: Air Concept	
T, 2/3	**Introduction to Air Concept** - See Canvas module for reading and discussion - Review project Mechanical drawings - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment)
TH, 2/5	- In class: Breakout session - WELL checklist/scorecard - Module documentations for certification - Performance verification testing method and demonstration
End of Module Quiz	
Module 4: Water Concept	
T, 2/10	**Introduction to Water Concept** - See Canvas module for reading and discussion - Review project MEP drawings - Assignments, reading summary (individual assignment), discussion (individual assignment), PowerPoint presentation summarizing the module (team assignment)
TH, 2/12	- In class: Breakout session - WELL checklist/scorecard - Module documentations for certification - Performance verification testing method and demonstration
End of Module Quiz	
Module 5: Air and Water Concepts Performance Testing and Mind Concept	
T, 2/17	**Introduction to Air and Water Concepts Performance Verification** - See Canvas module for reading and discussion - Review project Mechanical drawings - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment)

	- In class: Breakout session - WELL checklist/scorecard - Module documentations for certification - Performance verification testing method and demonstration
TH, 2/19	**Introduction to Mind Concept** - See Canvas module for reading and discussion - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment) - In class: Breakout session - WELL checklist/scorecard - Module documentations for certification
	Graduate students, to develop a summary guide for both concepts Performance Verification including equipment, location set up, lab requirement, and data collection.
Module 6: Light Concept	
T, 2/24	**Introduction to Light Concept** - See Canvas module for reading and discussion - Review project MEP drawings - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment)
TH, 2/26	- In class: Breakout session - WELL checklist/scorecard - Module documentations for certification - Performance verification testing method and demonstration - Performance Verification process
End of Module Quiz	
Module 7: Thermal Comfort Concept	
T, 3/3	**Introduction to Thermal Comfort Concept** - See Canvas module for reading and discussion - Review project MEP drawings - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment)
TH, 3/5	- In class: Breakout session - WELL checklist/scorecard - Module documentations for certification - Performance verification testing method and demonstration
End of Module Quiz	
Module 8: Sound and Movement Concepts	
T, 3/10	**Introduction to Sound Concept** - See Canvas module for reading and discussion - Review project Architectural drawings - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment)

	- In class: Breakout session - WELL checklist/scorecard - Module documentations for certification - Performance verification testing method and demonstration
TH, 3/12	**Introduction to Movement Concept** - See Canvas module for reading and discussion - Review project Architectural drawings - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment) - In class: Breakout session - WELL checklist/scorecard - Module documentations for certification
End of Module Quiz	
Spring Break, 3/14-3/22	
Module 9: Light, Thermal Comfort, and Sound Performance Testing	
T, 3/24	**Introduction to Light and Thermal Comfort Concepts Performance Verification** - See Canvas module for reading and discussion - Review project MEP drawings - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment) - In class: Breakout session - WELL checklist/scorecard - Module documentations for certification - Performance verification testing method and demonstration
TH, 3/26	**Introduction to Sound Concept Performance Verification** - See Canvas module for reading and discussion - Review project Architectural drawings - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment) - In class: Breakout session - WELL checklist/scorecard - Module documentations for certification - Performance verification testing method and demonstration
	Graduate students, to develop a summary guide for both concepts Performance Verification including equipment, location set up, lab requirement, and data collection.
End of Module Quiz	

Module 10: Materials Concept	
T, 3/31	**Introduction to Materials Concept** - See Canvas module for reading and discussion - Review project MEP drawings - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment)
TH, 4/2	- In class: Breakout session - WELL checklist/scorecard - Module documentations for certification
End of Module Quiz	
Module 11: Nourishment & Innovation Concepts	
T, 4/ 7	**Introduction to Nourishment Concept** - See Canvas module for reading and discussion - Review project Architectural drawings - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment) - In class: Breakout session - WELL checklist/scorecard - Module documentations for certification
TH, 4/9	**Introduction to Innovation Concept** - See Canvas module for reading and discussion - Review project Architectural drawings - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment) - In class: Breakout session - WELL checklist/scorecard - Module documentations for certification
End of Module Quiz	
Module 12: Community Concept and WELL AP Review	
T, 4/14	**Introduction to Community Concept** - See Canvas module for reading and discussion - Review project Architectural drawings - Assignments, reading summary (individual assignment), discussion on Canvas (individual assignment), PowerPoint presentation summarizing the module (team assignment) - In class: Breakout session - WELL checklist/scorecard - Module documentations for certification

TH, 4/16	**Introduction to WELL AP Exam** - See Canvas module for reading and resources - Review of the links provided - How to register for the exam - How to prepare for the exam - Review exam perp resources
End of Module Quiz	

Module 13: Final Presentation

T, 4/21	**T**he final presentation is a simplified version of the semester long weekly cumulative PowerPoint including the performance verification and UN SDGs. ***Graduate students will be required to complete an in-depth report on*** WELL Performance Verification Summary Report

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.