

Global Change Ecology, **WIS 4934, Section 1410**

Spring 2018, 3 credits

- TENTATIVE SYLLABUS -

Lecture: Wednesday; period 7-9 (1:55 -4:55 pm)

Room: 238 Mechanical and Aerospace Engineering, building B

Instructor: Dr. Brett Scheffers

Office: building 87 (South of Newins Ziegler)

Email: brett.scheffers@ufl.edu

Phone: 352.846.0570

Contact/Office hours: Tuesdays 10 am-12pm in office #7; building 87. Feel free to email me at any time. I will do my best to respond to emails within 24 hours. (Please email the instructor on Canvas)

Course Format: This course is divided into three central components: 1) class lecture, 2) class discussion, and 3) natural history observation. Various materials will be posted for students to download at the course Canvas site.

Course materials/website: All course readings, announcements, links to videos, grades, etc will be available on the Canvas e-learning website. **All email exchanges with the instructor should also occur in Canvas.** As a UF student registered for the class you should have access to this site: "WIS3402: Wildlife of Florida, Spring 2016". You will need your Gatorlink username and password to log into Canvas at <http://elearning.ufl.edu/>

Canvas site navigation (3 important tabs to remember): **Home** has background information for course; **Syllabus** contains the syllabus for the course as a download; **Modules** contains all content for course (this is a very important tab for getting week-to-week information for each class period).

Course readings/course text: All readings are found on the **Modules** tab for each week or under the **Files** tab. There is no assigned textbook for this course.

UF course catalog description: A broad overview of the impacts of climate change on plants and animals

Course objective, description and format (summary): *[See extended detailed summary below]*

WIS 4934 will provide a broad overview of patterns and processes in global change biology. Students will gain an understanding of how climate change as well as other human disturbances impacts ecological processes from the gene to ecosystem level.

The course will consist of discussions of readings from a wide variety of sources, including both technical (e.g., scientific literature) and non-technical material (e.g., newspaper articles, web links, video).

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Throughout the semester students will execute several research exercises that complement discussions and readings and emphasize the scientific process and how it is applied in climate change science. This component emphasizes the complementarity of major components of global change biology: sensitivity and exposure of organisms to biotic and abiotic environments. Thus, the course will cover physiology and behavior, morphology of species, their phenology and distributions, up through species interaction, communities and ecosystems.

Research Projects: You will conduct a series of research activities on the morphology, physiology and activity patterns of animals. This includes a trip to the butterfly rainforest, a study on temperature across the UF campus and short projects involving the invasive brown anole (*Anolis sagrei*) between urban gardens and forested sites. The objective of these projects (and a broader objective of the class) is to allow you the freedom to critically think about the research/scientific process and to allow you to build a personal relationship with the content from your readings.

Discussion: We will thoroughly discuss and critique a large literature that addresses the impacts of global change on a range of ecological processes from genes to entire biomes. The purpose of these discussions will be to assess the objectives of each published paper, determine whether the science appropriately matches the objectives and contrast findings to the larger literature within global change biology. Importantly, the literature will complement your research activities and add breadth to your observations and interpretations of results.

Extended outline of Course

Global Change Ecology (WIS4934-1410) is a course primarily focused on climate change science but also relates underlying processes and impacts of climate change to other dominant conservation fields such as habitat fragmentation, invasive species, and urbanization. The course covers in detail ecological principles and theory and uses activities and discussion, with an emphasis on the scientific process (observation, questions, data collection, analysis, and critique), as a means to better understand climate change science.

The course is designed around an integrative framework for assessing species vulnerability to climate change. The framework balances intrinsic (species sensitivity) versus extrinsic (exposure) factors. Intrinsic factors center around the ecology, physiology and genetic diversity of a species, which influences adaptive capacity and resilience to climate change whereas extrinsic factors center around species exposure to microhabitat/topographic buffering of climate as well as regional climatic change.

The students will execute an exercise at the very beginning of the class, without any knowledge of the framework or readings for support, to construct their own framework (based on their current knowledge of ecology and common sense) for assessing species vulnerability for their chosen taxa. This framework will serve as the reference point for each student moving forward throughout the semester.

We will then build on this understanding of the key components of the framework with a series of papers on observed impacts of climate change ranging from genetic diversity, phenotypic variation (morphology and

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physiology), phenology, distributions, population dynamics, community interactions, and ecosystem phase shifts. Students will also learn about general issues relating to scaling (both time and space) in ecology, biodiversity and climate gradients, thermal optimization curves, and species distribution and occupancy models, all of which are important concepts that support climate change science.

The short research activities are designed to help students integrate the theory they learned from academic articles into real-life scientific discovery. Importantly, by the end of each activity, students will have researched the key criteria of intrinsic and extrinsic factors from the integrated framework required for assessing species responses to climate change. Students will form groups and each student group will plan and execute a small research project. There were 3-4 projects all tackling different sets of questions ranging from physiological tolerance to temperature, activity patterns within forest and urban environments as they relate to ambient versus operative temperature, and morphological traits that interact with climate. Throughout the course, students peer-reviewed each other's projects and provided constructive feedback for improvement.

Suggested Text: There are no textbooks for this course. Please see the outline of readings below.

Course Requirements: Undergraduate Biology, at least one Ecology Course or permission of the instructor.

Fundamental Goals and Learning Objectives:

-Tentative-

Course breakdown: In total, students will review 20-30 academic and popular articles (depending on class momentum) pertaining to climate change and global change biology. The class receive ~24 hours of lecture, quizzes on readings, 3-4 research activities and short assignments. There will be a final report that synthesizes the integrative framework.

Tentative Lecture Schedule:

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Week 7:

Week 8:

Assessments:

Exams/Quizzes: Tentatively, there are 13 quizzes given during the course (~1 quiz per week). Quiz questions are derived from information delivered in class lectures, assigned readings, and short research activities (when applicable).

The number of readings covered by a particular quiz varies from 1-3, depending on the assigned readings in a week. Read the reading assignments before you attempt the quizzes! You must take quizzes online in Canvas at the beginning of class. Quiz questions are multiple choice and true/false. Questions are randomly drawn from a larger pool by the Canvas system. Each quiz has 5-10 questions. Quizzes are timed, and the time allotted for each quiz is proportional to the number of questions. Once you start a quiz in Canvas you must finish it in the allotted time—the “clock keeps ticking” in Canvas as soon as you open a quiz and only stops after the allotted time has passed. Quizzes must be completed before their closing date and time.

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Weekly quizzes (including the Syllabus Quiz) are worth a total of **xxx points** (each question is worth 1 point). Consult the Critical Dates & Deadlines table below for a list of quizzes. In order to “make-up” a quiz, students must provide a legitimate, documented excuse for not completing the quiz on time. Access quizzes at the Module page in Canvas—you should see links to quizzes on the Module overview page and under the Assessments heading within each Module page

Quiz 1: Open in Canvas from X:00 – 11:00 a.m. on Wednesday, February 1st
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Missed Quizzes can only be taken with instructor approval. To make up a missed semester quiz students must provide a legitimate, documented excuse as to why the exam was missed. Please make arrangements with the instructor ahead of time or immediately following a missed exam. Depending on the circumstance, students may be required to take a cumulative, written assignment at the end of the semester to make up for a missed semester quiz.

Communication Policy: Your questions and comments are very important to me. I will strive to respond to all emails within 24 hours (48 hours over weekends and holidays).

Attendance and Assignment Make-up Policy:

Students are expected to attend and participate during the assigned class time. Assignment due dates are listed in the syllabus. Assignments are due at the beginning of class. **Assignments can be turned in within 24 hours of the due date for 15% off, and 48 hours for 30% off. No late assignments will be accepted after 48 hours.**

We abide by the university attendance regulations. Please see the university attendance policy for acceptable absences, documentation required and policies for any missed assignments. You must contact me within 24 hours of an approved absence to arrange for make-ups or any late assignments (if appropriate).

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

Extra Credit

There are no extra credit assignments planned for the course. However, extra credit may be offered at the discretion of the instructor.

Assignments & Grading:

- To motivate you to do the reading prior to class and to get you thinking about the topic, there will be **quizzes** throughout the semester (online and in class); quizzes will cover readings & lecture material for the week.
- **Participation** will be graded based on class attendance and participation in group discussions and class activities.
- There are writing **assignments**; due dates are listed below (but are subject to change, please keep updated on Canvas). Detailed instructions for each assignment

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will be provided on Canvas.

- A **midterm** and a **final research report**. The report will cover your class research projects. Instructions will be provided on Canvas.

Points and Final Grade:	Points	% of Total
Quizzes (14)	145 pts.	1-3%/quiz, 19.5% overall
Exams (3)	300 pts.	13.4%/exam, 40% overall
Problem Sets (4)	100 pts.	3.3%/PS, 13.5% overall
Video Discussions (2)	100 pts.	6.7%/VD, 13.5% overall
Group Project (1)	100 pts.	13.5% overall
Total	745 pts.	100%

Letter grades will be assigned according to the following scale.

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
%	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

Information on the UF grading policy for assigning grade points can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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Tentative Schedule (Readings and activities may be adjusted during semester)

Week Date	Modules: Assignments, Lecture Topics, Online Learning Activities, Text Readings	Readings (see Canvas)	Activities
	Module 1—Organisms		
	<p><i>Module 1 opens Aug. 21 @ 7AM & closes Oct. 4 @ 10PM</i></p> <p>Assignments & Quizzes/Exams</p> <ul style="list-style-type: none"> -Quiz 1 Syllabus, Quizzes 2-3 -Problem Set 1: see assignment sheet posted in Canvas -Video Discussion 1: see assignment sheet posted in Canvas 		
1 Jan. 10	<p>Lecture Topics: Course Introduction, IPCC, and Assessments</p> <p>In Class Learning Objectives: Obtain overview of current knowledge of climate change and how to assess organism vulnerability to climate change</p> <p>Take-away: what is vulnerability (resistance vs resilience)</p>	<p><i>Williams et al. 2010 An integrated framework</i></p> <p><i>IPCC 2014 (synthesis report)</i></p>	<p><i>Create vulnerability framework</i></p>
2 Jan. 17	<p>Lecture Topics: Climate change impacts on species morphology (color)</p> <p>In Class Learning Objectives: Discover how climate change interacts with species morphology traits (size, color, shape).</p> <p>Take-away: Physical traits matter</p>	<p><i>Pistone et al. 2014 Albedo and darkening of the Arctic</i></p> <p><i>Zeuss et al. 2013 on butterfly melanism</i></p> <p><i>Laloe et al. 2014 Rising temperatures and sea turtle rookeries</i></p>	<p><i>Butterfly Museum visit and melanism experiment</i></p>

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<p>3 Jan. 24</p>	<p>Lecture Topics: Climate change impacts on behavior and thermoregulation</p> <p>In Class Learning Objectives: Activities offer a look at the fundamental processes that affect Earth's climate, provide specific examples of how animals deal with extremes in temperature, and more</p> <p>Take-away: Behavior is critical in determining future risk to climate change</p>	<p><i>Fan et al 2014 Cyclic color change and photoperiods</i> <i>Sunday et al 2014 Thermal safety margins across latitude</i></p>	<p><i>Copper pipe experiment (The importance of operative temperature) (Jan 24-Jan31)</i></p>
<p>4 Jan. 31</p>	<p>Lecture Topics: Climate change impacts on physiology and genetics</p> <p>Learning Objectives:</p> <p>Take-away: Genes and physiology are sometimes but not always linked</p>	<p><i>Sunday et al 2014 on thermal tolerance</i> <i>Geerts et al 2015 Rapid evolution in water flea</i> <i>Franks 2008 Rapid evolution in plants</i></p>	
<p>5 Feb. 7</p>	<p>Lecture Topics: Climate change impacts on morphology (shape)</p> <p>Learning Objectives:</p>	<p>Bergmann's Rule <i>Caruso et al 2014 on shrinking salamanders</i> <i>Gils et al 2016 Red knot fitness and climate change</i></p>	
<p>Module 2—Species and Populations</p>			
<p><i>Module 2 opens Sept. 11 @ 7AM & closes Oct. 4 @ 10PM</i></p> <p><u>Assignments & Quizzes/Exams</u></p> <ul style="list-style-type: none"> -Quizzes 4-6, Exam 1 -Problem Set 2: see assignment sheet posted in Canvas -Video Discussion 1: see assignment sheet posted in Canvas -Group Project: see assignment sheet posted in Canvas 			
<p>6</p>	<p>Lecture Topics: Rethinking species-level conservation under climate change</p>	<p><i>Phillips, Weeks, and Hoffman on genetic diversity</i></p>	<p><i>Review of Brown Anole survey methods</i></p>

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Feb. 14	Learning Objectives: a thought provoking discussion	<i>Paper on importance of the sub-species</i>	
7 Feb. 21	Lecture Topics: Climate change impacts on phenology Learning Objectives: Seasonal shifts in life-history traits in animals	<i>Reyes-Fox et al 2014 Growing season</i> <i>Asch 2015 shifts in fish phenology via climate change</i> <i>Mayor et al 2017 Bird and plant phenology in North America</i>	<i>Survey of brown anole distributions in urban areas (Brett S is away traveling)</i>
8 Feb. 28	Lecture Topics: Climate change in space and time Learning Objectives: The importance of both historical and current climate in shaping species distributions	<i>Araujo et al 2008 Quaternary climate change and frog diversity</i> <i>Sandel et al 2011 Climate change velocity and endemism</i> <i>De Frenne et al 2013 Microclimate moderates macroclimate warming</i>	
9 Mar. 7	Spring Break	Spring Break	
10 Mar. 14	Lecture Topics: Community assembly/disassembly under climate change Learning Objectives: The scale at which communities are re-distributing in response to climate change	<i>Verges et al 2014 Tropicalization of temperate zones</i> <i>Fossheim et al 2015 Borealization of tundra zones</i>	
11 Mar. 21	Lecture Topics: Synergistic effects of climate change and habitat loss Learning Objectives: Climate change, habitat fragmentation and other disturbances are interacting with amplified impacts on species	<i>Warren et al 2016 British butterflies respond to climate change and habitat change</i> <i>Frishkoff et al 2016 on habitat conversation and climate change</i>	<i>Disease and Climate Change exercise</i>

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		<i>favor the same species</i>	
	Module 5—Interactions Among Organisms		
	<p><i>Module 5 opens Oct. 30 @ 7AM & closes Dec. 13 @ 10PM</i> Assignments & Quizzes/Exams</p> <p>-Quizzes 11-12</p> <p>-Problem Set 4: see assignment sheet posted in Canvas</p> <p>-Group Project: see assignment sheet posted in Canvas</p>		
12 Mar. 28	<p>Lecture Topics: Species redistribution: what is a native species under climate change?</p> <p>Online Objectives: To what extent are species changing their distributions to climate change and does this change our traditional view of conservation</p>	<p><i>Freeman and Freeman 2014 Bird range shifts in PNG</i></p> <p><i>Chen et al 2011 Global analysis of distribution shifts in animals</i></p> <p><i>Poloczanska et al 2016 Marine fish distribution shifts in response to climate change</i> <i>Brown Cowbird (example);</i></p>	<i>Personal statement on the definition of a native species</i>
13 Apr. 4	<p>Lecture Topics: Competitive interactions under climate change</p> <p>Learning Objectives:</p>	<p><i>Stuart et al 2014 on rapid evolution in response to invasion (make link to climate change redistribution)</i></p> <p><i>Gifford and Kozak 2012 Islands in the sky/squeezed at the top</i></p> <p><i>Erin K/Carlos Garcia work on transplants</i></p>	<i>Revisiting the climate change vulnerability assessment</i>
14 Apr. 11	<p>Lecture Topics: Phase/Regime shifts under climate change</p> <p>Learning Objectives:</p>	<p><i>Wernberg et al 2016 Phase/Regime shift in marine kelp forests</i></p> <p><i>Bennett et al 2015 Tropical herbivores provide resilience</i></p>	

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		<i>against climate change</i>	
	Module 6—Applied Ecology		
	<p><i>Module 6 opens Nov. 20 @ 7AM & closes Dec. 13 @ 10PM</i> <u>Assignments & Quizzes/Exams</u> -Quiz 14, Exam 3 -There are no assignments for Module 6 Final paper: Integrative framework for a species of choice</p>		
16 Apr. 18	<p>Lecture Topics: Climate change attribution: Does it matter? Learning Objectives: What is sufficient evidence to attribute a response to climate change?</p>	<p><i>Parmesan et al 2011 Overstretching attribution on climate change</i></p>	<p><i>(Identify adequate levels of attribution and identify co-dependence and relationships among different framework levels) OR Read Exxon reports on climate change</i></p>
16 Apr. 25	<p>Lecture Topic: Resilience under climate change Learning Objectives: <i>Move forward in life with an understanding of climate change</i></p>	<p><i>Williams et al 2006 on generalization versus specialization Scheffers et al 2017 Dispersal and arboreality</i></p>	

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Critical Dates & Deadlines

Assignment	Available Date	Available Time	Due Date(s)	Due Time
Framework	10-Jan-17	7:00 AM	1-Sept-16	10:00 PM
Quiz 1	17-Jan -17	7:00 AM	1-Sept-16	10:00 PM
Quiz 2	24-Jan-17	7:00 AM	8-Sept-16	10:00 PM
Melanism Report	31-Jan-17	7:00 AM	9-Sept-16	10:00 PM
Quiz 3	7-Feb-17	7:00 AM	15-Sept-16	10:00 PM
Operative temp. report	14-Feb-17	7:00 AM	19-Sept-16	10:00 PM
Quiz 4	21-Feb-17	7:00 AM	22-Sept-16	10:00 PM
Quiz 5	28-Feb-17	7:00 AM	29-Sept-16	10:00 PM
Quiz 6	14-Mar-17	7:00 AM	30-Sept-16	10:00 PM
Class exercise summary	21-Mar-17	7:00 AM	30-Sept-16	10:00 PM
Personal Statement	28-Mar-17	12:01 PM (noon)	3-Oct-16	10:00 PM
Quiz 7	4-Apr-17	7:00 AM	6-Oct-16	10:00 PM
Quiz 8	11-Apr-17	7:00 AM	13-Oct-16	10:00 PM
Group Project* Submission 2	-----	-----	14-Oct-16	10:00 PM
Quiz 9	18-Apr-17	7:00 AM	20-Oct-16	10:00 PM
Quiz 10 Chps 10,11	25-Apr-17	7:00 AM	27-Oct-16	10:00 PM
Problem Set 3	16-Oct-16	7:00 AM	28-Oct-16	10:00 PM
Group Project* Submission 3	-----	-----	28-Oct-16	10:00 PM
Exam 2	30-Oct-16	12:01 PM (noon)	31-Oct-16	10:00 PM
Quiz 11 Chps 12,13	30-Oct-16	7:00 AM	3-Nov-16	10:00 PM
Quiz 12 Chps14,15	30-Oct-16	7:00 AM	10-Nov-16	10:00 PM
Group Project* Submission 4 & Submission 5	-----	-----	12-Nov-16	10:00 PM
Video Discussion 2*	30-Oct-16	7:00 AM	7-Nov-16	10:00 PM
Quiz 13 Chps 6,8	30-Oct-16	7:00 AM	17-Nov-16	10:00 PM
Problem Set 4	30-Oct-16	7:00 AM	18-Nov-16	10:00 PM

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Quiz 14 Chps 23,24,25	20-Nov-16	7:00 AM	1-Dec-16	10:00 PM
Exam 3	11-Dec-16	12:01 PM (noon)	12-Dec-16	10:00 PM

***Note: These assignments have MULTIPLE due dates. Consult the assignment sheets in Canvas to determine all due dates for these assignments.**

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Tentative schedule of topics – any changes will be updated on E learning canvas

Classroom demeanor and Professional conduct: This class will be conducted in an atmosphere of mutual respect and your active participation in class discussions is encouraged. Strongly differing opinions are encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Electronic Device Policy: Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period. The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Academic Honesty: Students are expected to become familiar with and follow current University Policy (see <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>). On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office (Source: 2013-2014 Undergraduate Catalog). It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor.

Plagiarism: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing etc., which belong to another. In accordance with this definition: THE STUDENT IS COMMITTING PLAGARISM IF HE OR SHE COPIES THE WORK OF ANOTHER PERSON AND TURNS IT IN AS HIS OR HER OWN, EVEN IF PERMISSION BY THAT PERSON HAS BEEN GRANTED. Plagiarism will not be tolerated in this course. Offenders of this policy will be punished according to University policies. In addition, there will be no cheating of any type tolerated in this course. This policy will be vigorously upheld at all times in this course. <http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html>, http://flexible.dce.ufl.edu/Data/Sites/39/media/uf-policy_student-conduct1.pdf

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

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damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to use the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. University Counseling & Wellness Center, 3190 Radio Road, 352.392.1575, www.counseling.ufl.edu/cwc/. Resources are also available on campus for students lacking clear career or academic goals, which interfere with their academic performance. Career Resource Center, First Floor JWRU, 352.392.1601, www.crc.ufl.edu.

Students with Disabilities:

The Disability Resource Center 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. Room 001 Reid Hall, 352.392.8565, www.dso.ufl.edu/drc/.

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Course evaluation: Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online 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>.