

COURSE SYLLABUS

Instructor:	Dr. Esther Mullens	Term:	Fall 2022
Office:	TUR 3138	Class Meeting Days:	Thursday
Phone:	use email	Class Meeting Hours:	Periods 7&8 (1.55-3.55pm)
Email:	emullens@ufl.edu	Class Location:	TUR 3018
Office Hours:	Tues 1-3pm or by appointment	Course Credits:	3 hours

I. Course Overview

In this course, students will gain an international perspective on the physical mechanisms and processes contributing to climate variability and change. We consider the problems of climate change holistically, and across multiple disciplines, ranging from basic climate science to societal and ecological impacts, vulnerability, and adaptation. A key component of this course is to apply the knowledge gained to represent a country on the international climate policy stage, culminating in a climate negotiation mimicking that of the United Nations Conference of Parties (COPs). Students are therefore equipped to be climate literate, thereby placing them in a position to be able to inform society of the climate change issue, incorporate climate data into their future careers where relevant, contribute, and lead efforts to adapt and mitigate the impacts of climate change in their communities and professional sectors. This course is intentionally practical, having been developed by Climate Science Organizations and with contributors from National leaders in the fields of climate science, and practitioners that apply climate science. Course material introduces climate science from its most basic origins, evaluating how we know the climate is changing, and the indicators thereof. We discuss how climate models are developed, including their basic structure, benefits, and limitations. We examine spatially the impacts of climate change across ecosystems, culture, and the built environment. Throughout, students are challenged to apply these concepts in group and individual exercises that place them in the role of decision-makers who must incorporate climate change into their planning processes.

This course is hybrid format, with lecture content readings, and regular assignments. Class time will apply this content through activities, roleplaying, discussions, and projects.

II. Pre-requisites: Sophomore standing or higher. Writing class preferable.

III. Student Learning Outcomes

At the end of this course, students will be expected to achieve the following learning outcomes in content, communication, and critical thinking:

- **Content:** *Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the subject area.* Students will evaluate and describe how we know Earth’s climate is changing, and the natural and anthropogenic contributions to historical and present changes, including the relevant theories, terminology, and tools associated with climate science. Students will also enhance their understanding of global geographic variability of climate change, and climate impacts, including societal, ecological, and cultural impacts. Students will also develop competency in interpreting climate model projections, using simple climate model tools to test hypotheses, interpret graphical data, use observations to examine trends, and discern how climate model data can be effectively used despite uncertainty. Achievement of this learning outcome will be assessed through experiential learning activities – include multiple role-playing exercises discussions from required readings and videos, individual written summaries

& reflections. The papers and project holistically address course content through literature review, and evidence-based examination of their selected country. **Graduate students:** Each graduate student will create and facilitate a 30-minute discussion on a topic of their choice in the latter half of the semester. More instructions will be provided to those students by early October. Graduate students must demonstrate substantive literature review from professional peer-reviewed sources in their paper and project work.

- **Communication:** *Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.* Students will work on multiple individual and team assignments that challenge them to write and communicate clearly using various styles. For example, the papers require students to examine in depth their selected country and synthesize course content and their own literature reviews into a comprehensive and narrative-based examination of the science, impacts, and vulnerabilities of their region to climate change. In-class peer discussions, and individual short-answer & self-reflection exercises help students to develop clear and accurate lines of reasoning and evaluate the credibility of their arguments. Project work involves students working in country 'groups' of allied nations, where they must introduce their country group orally to their peers, and collectively develop a climate mitigation and adaptation policy between them, that is also attractive to the nations outside their team. Each student will also be required to make an individual 'argumentative' speech advocating for particular climate policies. Students will engage in two debates (one mid-term, and the other near the end of the semester), often placing them in the position of advocating for policies that are counter to their own views. This exercise teaches them to balance multiple competing elements of high priority, and engage in productive negotiation, thus helping them walk in the shoes of leaders, managers and decision-makers that are tasked with making difficult choices. Clear rubrics are provided in Canvas for each form of written, oral, and group assignment.
- **Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.* Students will analyze data and information and will be asked to reason with course content, current and recent literature, and data/models in the class activities, papers, and projects to gain competence in interpreting climate change information, and to develop national and international policy solutions to reduce the negative impacts of climate change on society. Students will be required to apply what they are learning to identify and describe the science of climate change - inclusive of a critical analysis of what we known and do not know. Students will evaluate international policy goals, generate their planned solutions whilst acting in the role of their selected country government, and debate those solutions with their peers. Students gain understanding of how to communicate this information in multiple formats (oral, written, graphical) and styles (scientific presentation and persuasive/inspirational speech) In addition, students must sometimes argue in favor of ideas that are contrary to their own positions. Achievement of this learning outcome will be assessed through the paper and project activities, the in-class activities, and the required reading summaries and discussions.

IV. **Materials and Supplies: Laptop Computer**

The live portion of this course will be held in TUR 3018, which is a classroom with no computer terminals. The arrangement of this classroom is appropriate for our discussion and group activities. **Students should expect to bring a personal laptop every week.** Any required software (such as Microsoft Excel, Word, Power Point) will be available on students' laptops through UF Apps at <https://info.apps.ufl.edu>.

V. **Required Texts and Useful Online Resources**

There is no required text for this class. The videos and readings supplied through Canvas are sufficient in addressing the course aims. Examples of readings include select chapters from the U.S. National Climate Assessment, and Intergovernmental Panel on Climate Change, as well as reports from credible climate science organizations. Most of the video content was professionally developed, and employs multiple experts from across the United States, as well as use of visual graphics. Written transcripts are available for each video to assist student learning.

VI. **Course Format, Activities, and Basis for Evaluation**

This course is presented in hybrid format. Video lectures, readings, and discussions will be regular weekly activities. A typical week has 2-6 videos (5-8 minutes in length each), and 1-3 required readings, with an average page length of 5-10 per document. Supplementary resources are also available to enhance knowledge. All resources will be available on Canvas at the start of each week and will be clearly laid out to the students through a weekly email notification that details the week's activities, in addition to the schedule of activities provided in the syllabus. The videos and readings are available for students

to access them at any time. Transcripts for the video content are also provided for students to download and use/annotate. In addition to the online material, will meet live once per week for an interactive class encompassing two periods. The class time typically follows two themes. The first is to discuss the material covered in the videos and readings, for which students have some advance preparation time through a weekly short answer/reflection exercise, and the second is to apply this information in real-world scenarios. **Graduate students** will facilitate a discussion each and this will involve additional assessment criteria which will be posted to canvas in advance. Real-world scenarios include experiential activities such as roleplaying, group work, formal speeches and presentations, and games. Assignments such as the short-answer homework follow a regular pattern, shown in the schedule below and on canvas. The project encompasses four related activities, culminating in a final international climate change policy debate at the end of the semester. Students write three essay papers over the course of the semester, and the theme of these papers ties in to both the course material and the project. In-class activities are graded for participation and content and the instructor will explain the grading each week. **There are no exams in this course.**

Evaluation and Grading

A minimum grade of C is required for general education credit (undergraduates only)

- **Attendance and participation in weekly activities (15%):** Class attendance is mandatory to facilitate the best learning environment for all students, and since this course is highly collaborative. Attendance will count for 5% of the final grade and encompasses both a student's physical presence in class. Participation (10%) involves their engagement in class activities and discussions, and fulfillment of those activities to good standard (rubric is provided on canvas). Most class activities include brief written evaluations/reflections, which will be graded. Students may be excused from absences with appropriate documentation according to the university policy (more information provided below). Students that have an excused absence may still be responsible for completing the in-class activity in their own time.
- **Graduate students:** Discussion facilitation (5% out of the 10% participation) will grade students on the clarity and relevance of their selected topic area and discussion prompts, as well as their management of the discussion (e.g., in generating open-ended questions, responding, and furthering the discussion, keeping it on point etc.)
- **Homework summaries (20%):** Weekly short summaries (target of roughly one-two short paragraphs per question) of required readings/videos. Students will be posed a series of questions they can respond to. Students are also presented with the option to provide a list of 1-3 questions they have based on the content of the reading/video. A rubric is provided to the students on canvas.
- **Papers (25%):** There are three essay papers spread throughout this course. The papers relate to the semester project that places the student in the role of a science/policy leader of a nation of their choice that must create effective climate policy to adapt to/mitigate climate change, whilst also considering their country's challenges and limitations to effective engagement in such policies. Papers should be submitted with double spacing and 12pt font. The paper themes are as follows: Paper 1: Physical and social geography (2-3 pages, 5%); Paper 2: Climate change projections & economic impacts (5-7 pages, 10%); Paper 3: Climate impacts on society and ecosystems (5-7 pages, 10%). The paper and written assignments rubric will apply and is provided to students on canvas.
- **Graduate students:** The paper themes are as follows: Paper 1: Physical and social geography (**3 pages, 5%**); Paper 2: Climate change projections & economic impacts (**6-9 pages, 10%**); Paper 3: Climate impacts on society and ecosystems (**6-9 pages, 10%**). Students are expected to draw substantially from **peer-reviewed literature and other expert sources** (e.g., Government and NGO reports) – with **at least 5 peer-reviewed journal citations for papers 2-3**. Students will also be expected to include at least 1-4 figures/graphics per paper.
- **UN Framework Convention on Climate Change (UNFCCC) policy project (30%):** There are four project activities spread throughout the course that build upon one another. Within the first two weeks of class, students will be provided a list of countries to choose from and must select one. Based on their selections and class size, they will be grouped into teams of similar countries based on region, geography, politics. Students will present basic geographical information about their countries and regions (**Part 1 – oral presentation with slides, 5%**). Following this, roughly at the mid-point of the semester, students will work to craft a set of climate policy proposals which they will summarize in a factsheet, and then debate with one another – ultimately voting to carry forward 3 policy proposals (**Part 2 – factsheet and debate, 10%**). Part 3 occurs in

the last two weeks of the semester, and students must individually prepare and deliver a persuasive speech aimed at motivating others to adopt their point of view as regards climate change policy (**Part 3, 3-4-minute oral speech without slides, 5%**). Finally, Part 4 is a final debate which will be held in class on December 1 where students must act on behalf of their nations to reduce the three remaining proposals down to one that best attempts to prevent dangerous temperature rise by the end of the 21st century (**Part 4 – debate and reflection 10%**). Part 4 also includes brief written assignments, where students must present justification for the 3-5 policy resolutions their nation supports, including any amendments (max 2 pages). Following the debate, students write a reflection of the project and how it compares to an actual UNFCCC COP, and whether the outcomes are likely to present dangerous interference in the climate system (max 2 pages). Students are assessed based on additional rubrics that vary depending on the project and those rubrics are clearly stated in guidelines. These include oral presentation, group work, and factsheet/design. Each rubric is provided to the students on canvas.

- **Climate Assessment Final Project (10%):** The final project will be conducted over the months of November and December and is due on December 15. Students will pick a region of interest, perhaps their hometown, favorite area etc., and conduct a short climate assessment, including vulnerabilities, future climate hazards, and adaptation/mitigation options. This cumulates in a report (5-7 pages) and associated infographic that highlights their findings. Guidance and resources will be provided on canvas by November 1.

Assignments and Exams	Percent of Final Grade
Attendance/in-class activities (two 'passes' provided – <i>no passes for project weeks</i>)	5%/10%
<i>Graduate students only</i> – facilitated discussion	5% (of 10% participation)
Written summaries/short answer (lowest 2 grades dropped)	20%
Papers (3)	25%
UNFCCC Project (4)	30%
Climate Assessment Final Project	10%
Total	100%

Grading Scale (%)	
92.0 – 100	A
89.5 – 91.99	A-
86.5 – 89.49	B+
82.5 – 86.49	B
79.5 – 82.49	B-
76.5 – 79.49	C+
72.5 – 76.49	C
69.5 – 72.49	C-
66.5 – 69.49	D+
62.5 – 66.49	D
59.5 – 62.49	D-
< 59.5	E

VII. **Important Dates to Remember:**

<https://catalog.ufl.edu/UGRD/dates-deadlines/2022-2023/#fall22text>

Drop/Add Ends:

Labor Day

Aug 30

Mon, Sep 5

Homecoming
 Veterans Day
 No Class, Thanksgiving
 Reading Days
 Fall 2021 Grades Visible on <https://one.uf.edu/dashboard/>

Fri, Oct 7
 Fri Nov 11
 Nov 23-25
 Thurs-Fri, Dec 8-9
 After Dec 21

VIII. Weekly Topic Schedule, Assignments, and Exams (Schedule is provisional and subject to change)

Week beginning	Online Course Material	In-Class material & activity	Select Assignments*
Aug 23	Course Introduction; Unit 0	Ice breaker Course overview	Week 1 summary (about you)
Aug 30	1.1 Energy in the Climate System 1.2 Climate and Carbon	Basics of climate & Carbon Cycle	Students select country Week 2 summary
Sep 6	1.3 Natural Climate Variability	Discussion unit 1 so far Climate Variability in Florida	Paper 1 due Week 3 summary
Sep 13	2.1 Modeling our Global Climate 2.2 Modeling our Regional Climate	Experiments with a basic climate model & Discussion	Week 4 summary
Sep 20	3.1 Using Climate Projections 3.2 Observing our climate	Unit 2 discussion Climate Data Management Challenge	Week 5 summary
Sep 27	3.3 Climate Change Assessments	Presentations and country Q&A (Project Pt1)	Turn in Project 1 slides Week 6 summary
Oct 4	4.1 Introduction to Policy and Economics	Prepare for debate 2 and work on paper 2 (<i>short class then own time</i>)	Week 7 summary
Oct 11	4.2 Vulnerability and Culture (I)	Discussion on climate assessments, economics, and policy. Carbon Wedge Game.	Paper 2 due Week 8 summary
Oct 18	4.2 Vulnerability and Culture (II)	Policy debate (Project Pt 2)	Factsheets due 48-hrs before debate Week 9 summary
Oct 25	5.1 Impacts to Climate Systems	“Decisions for the decade” game/roleplay Grad discussion 1	
Nov 1	5.2 Impacts to Coast and Marine Systems 5.3 Impacts to Ecosystems	Planning for climate change in Florida. Grad discussion 2	Week 10-11 summary Paper 3 due
Nov 8	5.4 Impacts to Human Health and Security	Discussion unit 5 ecosystems Human health and climate activity	Week 12 summary
Nov 15	6.1 Climate communication	Effective climate change communication. Discussion & roleplay Overview of the UN Conference of Parties	Week 13 summary
Nov 22	6.2 Adaptation Strategies	NO CLASS	

Nov 29	Catch up & Preparation for speeches and final debate	Project Pt 4 (final debate)	Week 14 summary Project 3 recorded speeches due Nov 29 Project Pt 4 reflection due Dec 5
Dec 6	Preparation of final project	NO CLASS	
Dec 13	Finals Week		Final Project due

IX. COVID19 policies

This section may be updated based on how COVID evolves over the Fall semester. I strongly encourage each student to complete the full course of vaccinations prior to attending class. Currently, there is no requirement for mask-wearing however if this changes, I will inform you all. I recommend you wear a mask if you are unvaccinated, or partially vaccinated, or if you have recently been ill with C19 (The CDC requires you to self-isolate for 5 days from the first day of symptoms and/or a positive test, and then you may return to regular activity, but mask wearing is strongly advised for 5 further days). If you are fully vaccinated and boosted, wearing a mask is optional, and I am happy for you to do so if you feel more comfortable with that.

Our course will implement the following approach to enhance safety:

- This course has been assigned a physical classroom with enough capacity to maintain physical distancing. Maintain appropriate spacing between student where possible and please do not move desks or stations.
- Follow your instructor’s guidance on safety in the class room.
- **If you are experiencing COVID-19 symptoms** please use the UF Health screening system and follow the instructions on whether you are able to attend class.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies \(Links to an external site.\)](#).
- In-class activities will, where possible, utilize online collaborative software, **so it is expected that you bring a laptop to each class**, but that you only use it when indicated.

X. Course Policies: Attendance, Make-Ups, and Grades

Attendance: Students are required to attend class on a regular basis. Absences can be excused with proper documentation according to university policy. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

Should you need modifications or adjustments to your course requirements because of documented pregnancy, childbirth, or childcare issues, please contact me as soon as possible to discuss. Generally, modifications will be made where necessary.

Late Work: All assignments submitted after their respective deadlines will be assessed a penalty: ten percentage points for each day (24-hr period) that the assignment is late. Assignments will not be accepted if overdue by more than seven days. *It is always worth emailing me if you foresee a problem as I can usually find a way to accommodate for any legitimate issue. I cannot do so if I only hear after the fact (with certain exceptions).*

Examination Policies and Reading Days: Course policies are consistent with University policies on during-term exams, final exams, reading days, and make-up exams. This class does not have any exams, however, we conduct four key activities within our overarching international policy project on particular weeks. Students must notify the instructor as soon as possible in case of absence during a class project and provide documentation as to the reason for the absence. If deemed an excused absence, the student will be permitted to undertake a revised activity for project credit. More details can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/>.

Grade Dissemination: You can access your scores at any time using the Grade function in Canvas. The instructor will post grades within 14-days of the due date of each assignment.

Grading Policies for Assigning Grade Points: Information on current UF grading policies for assigning grade points may be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

NOTE: There are NO opportunities for extra credit. I do drop select assignments through the course of semester. **I DO NOT EVER adjust a grade or offer extra assignments at the end of the semester to make up grade points, and I will disregard any requests on this topic,** with the exception being if a calculation error was made or in conditions of serious documented extenuating circumstances. I may adjust grades (curve) based on the average class grade distribution, and they will curve up if they curve at all. You should work to achieve your desired grade throughout the semester and contact me with any concerns sooner rather than later.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which you have completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.

XI. Course Policies: Technology and Media

Email: Each of you has a UF email address. It is vital that you maintain an active UF email account and that you **check it often**. Your instructor will post class notices at the beginning of each week. This tentative syllabus is **subject to change**, and any changes will be transmitted to you via your UF email account and Canvas (see below). Students should email the instructor if they have questions about any of the lectures, readings, assignments, or exams. You should expect a response within about 24 hours during weekdays. On holidays or weekends, expect a response on the next business day. The instructor will reasonably expect similar time frames for responses to emails sent to students.

Canvas: Course materials such as lectures, readings, the syllabus, and assignment instructions will be available through Canvas (<https://elearning.ufl.edu>). You will also find all due dates and grades on Canvas. Students must activate their UF GatorLink account in order to use Canvas. If you need help learning how to perform various tasks related to this course or other courses that utilize Canvas, please consult the above webpage. You may also contact the UF Computing Help Desk at (352) 392-HELP(4357) or helpdesk@ufl.edu.

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at gatorevals.aa.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 gatorevals.aa.ufl.edu/public-results/.

XII. Course Policies: Recordings, Notes, and the Intellectual Diversity Act

- A Student may record a **class lecture** for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:
 1. For the student's own personal educational use;
 2. In connection with a complaint to the University where the recording is made
 3. As evidence in, or in preparation for, a criminal or civil proceeding.
- Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record.

- A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.
- A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- **A recording of a class lecture may not be published without the consent of the instructor.** Publish is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

You are permitted to retain class notes, readings, and course content for your own use.

XIII. Course Policies: Student Expectations

Disabilities Statement:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honesty & Conduct Policy: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor code (sccr.dso.ufl/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

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

We are an inclusive classroom: University is an opportunity to learn from one another, no matter our background, ethnicity, nationality, disability status, sexuality, gender and gender identity, religion, and socioeconomic background. From personal experience, being the first female in my family to obtain a university degree, and the first at all to attain a PhD (internationally), I am particularly cognizant that many of you may feel out of place at such a large and prestigious place as UF. This can be amplified when you represent a minority. Make no mistake, you are here because you deserve to be, and you have the potential to do great things. In this classroom, my goal is to provide a learning environment that is inclusive to all. If you are struggling or experiencing challenges to your learning, please do not hesitate to discuss with me.

The pandemic sucks: I am very aware of how difficult a time this is for all of us. Please do not be hesitant to discuss with me any issues or concerns you are dealing with as a result of this unprecedented and challenging global situation. While I can't fix the pandemic, I hope we can create a positive learning experience and look after one another as well.

XIV. Campus Resources for Students:

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via email at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services at career.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, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

On-Line Students Complaints: distance.ufl.edu/student-complaint-process/

Health and Wellness Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit <https://counseling.ufl.edu/> or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://shcc.ufl.edu/>.

University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.