IDS 2935: AI on the frontlines of a changing climate
Quest 2

I. General Information

Class Meetings

- Spring 2024
- Asynchronous online zoom format, 66 residential or online students. Each week there will be asynchronous interactive video lectures and one 50 synchronous minute meeting. There will be optional virtual Q&A sessions with the instructor periodically throughout this course.

Instructor

- Dr. Mickey MacKie
- Williamson 221
- Office Hours: over zoom, by appointment
- emackie@ufl.edu

Teaching Assistant(s)

- Ayuni Ina Mohamaad
- Office hours: over zoom, by appointment
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Course Description

We are experiencing a period of rapidly evolving environmental and technological change. The melting of Earth's ice sheets and glaciers, fueled by climate change, is driving sea-level-rise. Environmental hazards including hurricanes, flooding, and wildfires are increasing in frequency and intensity, motivating the need for improved predictive capabilities and mitigation and adaptation strategies. At the same time, ongoing advances in machine learning and artificial intelligence (AI) provide an opportunity to solve problems with a level of fidelity, speed, and autonomy that was previously unimaginable. However, the accelerated adoption of AI has also prompted concerns about its limitations, potential to do harm, and large carbon footprint. This course explores the question, "How do we tackle the climate change crisis and mitigate its impact on humans?"

In addressing this key question, this course will cover the fundamentals of climate change and AI in order to build a deeper understanding of their interplay and explore their social, economic, and ethical ramifications. Earth scientists have studied the past, present, and future climate with a wide range of methods and datasets. This body of work has led to an increasingly complete and robust understanding of the Earth climate system and its evolution. The challenge is to provide societally relevant projections

climate change and human impacts and respond appropriately. By leveraging new AI tools, scientists have the capabilities to assimilate vast amounts of data over different spatial and temporal scales, run increasingly complex models, and develop novel insights into climate systems. However, AI is a double-edged sword and is known to perpetuate systemic biases, be susceptible to overfitting, and produce wildly inaccurate predictions. As such, AI must be applied with extreme care, and an interdisciplinary perspective is required to develop and interpret AI algorithms of societal importance.

This course will explore the ever-changing landscape of AI and its intersection with climate change. Students will be exposed to fundamental science in climate change topics and AI methods. Students will not be expected to develop their own AI models; however, they will be asked to run existing Python codes and interpret their outputs. This course will integrate topics from multiple disciplines including the geosciences, computer science, engineering, and the social sciences to discuss complex issues at the interface of climate, AI, and their social impacts. For example, what are the legal implications of using AI models to prepare for natural disaster response? How do we reconcile using AI to mitigate climate change with the considerable carbon footprint associated with training AI models? Students will also be asked to reflect on how climate change is impacting, or will impact, their own lives.

This course does not have a programming component. Students without AI or programming experience are encouraged to enroll.

Quest and General Education Credit

- Quest 2
- Physical Sciences
- Writing Requirement (WR) 2000 words

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Purdue Online Writing Lab: https://owl.purdue.edu/owl/

Schmittner, A. (2018). *Introduction to Climate Science.* Oregon State University.
https://open.oregonstate.education/climatechange/

Neser, L. (2023). Introduction to Earth Science. Virginia Tech Department of Geosciences in association with Virginia Tech Publishing.
https://pressbooks.lib.vt.edu/introearthscience/

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

Assignments	Description	Requirements	Points
Online weekly quiz	15 weekly quizzes that cover the material from lectures and readings. Each quiz will be three multiple choice or true/false questions. Each quiz is worth 3 points.	Online quiz	45
Homework	There will be a total of 8 homework assignments that test the students' grasp of the materials covered in lectures. These assignments include annotating readings, interpreting datasets, and describing the outputs of models and simulations. Each assignment is worth 10 points.	Written work, submitted	80
In-class discussions and activities	In 12 class meetings, students will prepare for and participate in breakout room discussions that deal with the material covered that week. Each breakout group will take notes on their discussion and document their ideas. Each activity is worth 10 points and will be graded as a group (the exception being if a student is not present).	Class discussion, including writeup	120
Experiential learning	Students will track their carbon footprint for five days. They will write a 400-500 word reflection. This assignment counts towards the Experiential Learning requirement.	Written assignment, including experiential learning	25
Term paper milestone 1: select topic	Select and describe the topic for your term paper. The students will select a topic related to climate change for the focus of their essay. The essay questions will motivate the students to critically reflect on ongoing climate change challenges, possible solutions, and AI considerations.	Written work, submitted	5
Term paper milestone 2: outline and list of references	For this term paper milestone assignment, students will create an outline for the term paper and a list of references.	Written work, submitted	25
Term paper	This essay counts towards the writing requirements and should not exceed 2000 words. Students will receive detailed written feedback.	Written essay, satisfies writing requirement	50

Grading Scale

For information on how UF assigns grade points, visit:
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubric(s)

Writing Requirement Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

	Ratings	Ratings
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Experiential Learning Write-up Rubric

Criteria	Ratings			Points
Completeness of carbon tracking	Includes documentation and evidence (e.g. screenshots) of annual carbon expenditure and carbon tracking over a period of 5 days. Each day is broken down into different categories. Version history shows daily activity. (10 points)	Carbon expenditure is documented, but may be incomplete or lack daily activity in version history. (5 points)	Carbon footprint was not computed or tracked. (0 points)	10
Completeness of discussion	Discussion is 400-500 words. Discusses the carbon footprint results, high carbon activities, the effect (or lack thereof) of carbon tracking on their behavior, and their overall reaction to this exercise (5 points)	Some discussion of results, but is incomplete. (3 points)	No discussion (0 point)	5
Quality of discussion	Responses are thorough with a detailed description of thought process (5 points)	Some responses lack detail or raise questions (3 point)	No discussion (0 points)	5
Writing quality	Writing is coherent and mostly free of grammar, spelling, or writing structure issues (5 points).	Writing is mostly coherent but contains some grammar, spelling, or writing structure errors (3 points).	Writing is incoherent due to numerous grammar, spelling, or sentence structure errors. (0 points)	5
				Total Points = 25

Term Paper Rubric

Criteria	Points			
Content Appropriately and substantially covers the purpose and scope	Thoroughly addresses all key concepts appropriate for the purpose and scope. Information is accurate and supported by ample, appropriate, high quality evidence. (10 points)	Addresses key concepts appropriate for the purpose and scope. Information is accurate and sufficiently supported by appropriate evidence. (8 points)	Does not fully address key concepts or is missing a key concept appropriate for the purpose and scope. Some information is missing, and/or not adequately supported by appropriate evidence. (6 points)	Does not adequately address key concepts appropriate for the purpose and scope. Frequently information is missing and/or not adequately supported by appropriate evidence. (3 points)
Critical thinking Analyzes and evaluates issues, evidence, and diverse sources to form a conclusion (judgment or new idea)	Conclusions are insightful or provide a unique viewpoint. Evidence provides rationale for the conclusion and is comprehensive-covers diverse viewpoints, and includes a powerful evaluation of context, perspectives of self and sources, and limitations. (10 points)	Conclusions are logical and address all important ideas. Evidence provides rationale for the conclusion, covers multiple viewpoints, and includes an adequate evaluation of context, perspectives of self and sources, and limitations. (8 points)	Conclusions are logical and address the most important ideas. Lacks incorporation of a key perspective or adequate evaluation thereof. (6 points)	Conclusions may be logical but not necessarily focused on primary ideas. Lacks incorporation of some key perspectives or adequate evaluation thereof. (3 points)
Clarity and organization Logically, clearly, and cohesively presents ideas, including all needed components (purpose and scope, methods, results, conclusions,	Integrates all necessary components to create a compelling work that is logical, clear, cohesive, and focused. (10 points)	Integrates all necessary components to create a logical, clear and cohesive flow of ideas. (8 points)	The paper may include all necessary components, but they are not fully developed or presented logically, diminishing clarity and cohesion of some ideas. (6 points)	Ideas are not presented separately, lack a logical flow, or are sometimes ambiguous, or non-specific. The assigned style is not addressed or so inconsistent that it impedes the reader. (3 points).

referencing, etc.).				
Expression Expression and style represent the student's voice, demonstrate respectful discourse, and are appropriate for the context of the work.	Expression and style choices powerfully convey the writer's intentions. Discourse illustrates the appropriate style while showcasing the student's unique voice and demonstrating respectful discourse in an engaging way (10 points).	Expression and style choices convey the writer's intentions clearly. Discourse illustrates the appropriate style while reflecting the student's voice and demonstrating respectful discourse. (8 points)	Expression and style choices do not fully convey the writer's intentions. Discourse inconsistently illustrates appropriate style while reflecting the student's voice and demonstrating respectful discourse (6 points).	Expression and style choices impede the writer's intentions and do not demonstrate respectful discourse and the context of the work. (3 points)
Reflection Connects the learning experience to the student's intellectual, personal, and professional development at UF and beyond.	A thoughtful, profound, and insightful connection of the learning experience to previous learning and the student's intellectual, personal, and professional growth (10 points)	A basic connection of the student's learning experience to previous learning and the student's intellectual, personal, and professional growth (8 points).	A partial and incomplete connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth (6 points).	Provides a superficial connection of the student's learning experience to previous learning and/or the student's intellectual, personal, and professional growth (3 points).

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 0	**Topic:** Course orientation **Summary:** Introduce course and syllabus **Required Readings/Works**: Asynchronous interactive lectures **Assignment:** - Online weekly quiz due before in-person class. - In class Q&A session.
Week 1	**Topic:** What is AI? And weather vs. Climate **Summary:** Introduce key concepts and terminology related to AI, machine learning, and data science such as supervised learning, unsupervised learning, training data, etc. Difference between weather and climate. **Required Readings/Works**: 2 page essay on the importance of using AI to study climate change

Week	Topics, Homework, and Assignments
	Schmittner (2018) Chapter 1: Weather Asynchronous interactive lectures ● **Assignment:** ● Online weekly quiz due before in-person class. ● Take-home homework assignment due before synchronous class. ● In class ChatGPT and AI ethics discussion.
Week 2	● **Topic:** The carbon cycle and climate change theory ● **Summary:** Describe the key components of the carbon cycle and climate change theory including Earth's energy balance. ● **Required Readings/Works:** Schmittner (2018) Chapter 5: Carbon Asynchronous interactive lectures ● **Assignment:** Online weekly quiz due before in-person class. Take-home homework assignment due before synchronous class. In class climate modeling activity.
Week 3	● **Topic:** Climate change throughout Earth's history ● **Summary:** Learn how scientists measure past climate change, and how it compares to modern climate change. ● **Required Readings/Works:** Schmittner (2018) Chapter 3: Paleoclimate Asynchronous interactive lectures ● **Assignments:** Online weekly quiz due before synchronous class. Take-home homework assignment due before synchronous class. In-class breakout room debate. Students will debate the scientific merits of the climate change argument.
Week 4	● **Topic:** Climate modeling with AI ● **Summary:** Climate modeling, AI basics, and the merits and challenges of using AI for climate modeling. There will be an optional instructor Q&A session this week. ● **Required Readings/Works:** Schmittner (2018) Chapter 7: Models Asynchronous interactive lectures ● **Assignments:** Online weekly quiz due before in-person class. Take-home homework assignment due before synchronous class. In-class coding activity.
Week 5	● **Topic:** Ice sheets and sea level rise ● **Summary:** Ice sheets, sea level rise projections, and how AI is used to enhance these models ● **Required Readings/Works:**

Week	Topics, Homework, and Assignments
	https://www.washingtonpost.com/climate-environment/2023/01/18/climate-change-glacier-antarctica/ Asynchronous interactive lectures ● **Assignments:** Online weekly quiz due before synchronous class. Take-home homework assignment due before synchronous class. In class ice sheet modeling game activity.
Week 6	● **Topic:** Neural networks ● **Summary:** Develop a conceptual understanding of neural networks. Run and interpret existing neural network code in Python. ● **Required Readings/Works:** Asynchronous interactive lectures ● **Assignments:** Online weekly quiz due before synchronous class. Take-home homework assignment due before synchronous class. In-class neural network activity.
Week 7	● **Topic:** Climate change impacts ● **Summary:** Explore and describe climate change impacts. ● **Required Readings/Works:** Schmittner (2018) Chapter 8: Impacts Asynchronous interactive lectures ● **Assignments:** Online weekly quiz due before synchronous class Take-home homework assignment due before synchronous class. In class discussion on climate change impacts.
Week 8	● **Topic:** AI ethics ● **Summary:** Discuss ethical considerations of AI usage in climate change and natural disaster predictions. There will be an optional instructor Q&A session this week. ● **Required Readings/Works**: Fairness and accountability of AI in disaster risk management: Opportunities and challenges. Patterns, 2(11), 100363. Read pages 1-9. Asynchronous interactive lectures ● **Assignments:** Online weekly quiz due before synchronous class. Take-home homework assignment due before synchronous class. In-class discussion on AI ethics.
Week 9	● **Topic:** Our obligation to respond to climate change ● **Summary:** Should we strive to mitigate or adapt to climate change? Discuss ethical and practical considerations. ● **Required Readings/Works:** Schmittner (2018) Chapter 10: Ethics Asynchronous interactive lectures

Week	Topics, Homework, and Assignments
	● **Assignments:** Online weekly quiz due before synchronous class. In-class breakout room debate on whether or not we should respond to climate change Term paper topic selection due.
Week 10	● **Topic:** Climate change mitigation ● **Summary:** Explore strategies for mitigating climate change, and discuss the role of AI in this endeavor. ● **Required Readings/Works:** Schmittner (2018) Chapter 11: Solutions Kaack, L. H., Donti, P. L., Strubell, E., Kamiya, G., Creutzig, F., & Rolnick, D. (2022). Aligning artificial intelligence with climate change mitigation. Nature Climate Change, 12(6), 518-527. Asynchronous interactive lectures ● **Assignments:** Online weekly quiz due before synchronous class. Take-home homework assignment due before synchronous class. Experiential learning activity on carbon footprint tracking. In-class discussion on climate change mitigation.
Week 11	● **Topic:** Climate change adaptation ● **Summary:** Explore climate change adaptation strategies, including AI technologies. ● **Required Readings/Works:** https://e360.yale.edu/features/thousands-of-us-homes-keep-flooding-and-being-rebuilt-fema-insurance-louisiana Asynchronous interactive lectures ● **Assignments:** Online weekly quiz due before synchronous class. In-class discussion on flooding adaptation. Term paper outline due.
Week 12	● **Topic:** Climate science communication ● **Summary:** There will be an optional Q&A session this week. ● **Required Readings/Works:** Hall, S., (2015). *Exxon Knew about Climate Change almost 40 years ago.* Scientific American. Asynchronous interactive lectures ● **Assignments:** Online weekly quiz due before synchronous class. In-class discussion on climate change communication and misinformation.
Week 13	● **Topic:** AI policy ● **Summary:** Brainstorm ways that AI could be regulated. Discuss legal implications of using AI models to make policy/infrastructure decisions. ● **Required Readings/Works:**

Week	Topics, Homework, and Assignments
	https://www.whitehouse.gov/ostp/ai-bill-of-rights/ Asynchronous interactive lectures ● **Assignments:** Online weekly quiz due before in-person class. In-class AI policy discussion.
Week 14	● **Topic:** Looking ahead ● **Summary:** Discuss future trends and opportunities for climate change mitigation and research. There will be an optional instructor Q&A session this week. ● **Required Readings/Works:** Asynchronous interactive lectures ● **Assignments:** Online weekly quiz due Wednesday. Term paper due Wednesday

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest and General Education learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*
- Describe and explain the fundamentals of climate science. Describe and explain the programmatic aspects of AI and how it is used to inform climate change projections and mitigation strategies (Quest 2, P). **Assessments:** Homework assignments, weekly quizzes, in-class debates and discussions, experiential learning written reflection, and final paper.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*
- Critically evaluate AI algorithm outputs and explain their implications for climate change-related decision-making and policy (Quest 2, P). **Assessments:** Homework assignments, weekly quizzes, in-class debates and discussions, experiential learning written reflection, and final paper.
- Critically evaluate different strategies for making climate-related AI more equitable, responsible, transparent, and ethical. **Assessments:** Homework assignments, weekly quizzes, in-class debates and discussions, experiential learning written reflection, and final paper.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*
- Effectively communicate, argue, and logically reason in written and oral format. **Assessments:** Homework assignments, in-class debates and discussions, experiential learning written reflection, and final paper.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*
- ● Analyze and compare how the AI concepts in climate change are relevant beyond disciplinary boundaries. Reflect on the possible policies or interventions that are needed to mitigate or adapt to climate change, and how climate change may impact their own lives. **Assessments:** Homework assignments, weekly quizzes, in-class discussions, experiential learning written reflection, and final paper.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

Students will use an app (e.g. Earth Hero) to track their personal carbon footprint for five days and estimate their total annual carbon expenditure. They will document their results and write a 400-500 word reflection.

2. Details of Self-Reflection Component

This course will encourage students to critically reflect on how modern AI technology should be used to address climate change. Self-reflection will be facilitated through in-class discussions and a term paper. These activities and assignments will cultivate an awareness and deeper understanding of the threat that climate change poses to our society and the key considerations when using AI to tackle problems that intersect physical, social, and political domains.

VI. Required Policies

Attendance 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

Attendance at the lectures is an important part of preparing for assignments and breakout session activities and will be graded (2 points for attendance each lecture). Screens are expected to be on at all times, and a point will be deducted if a student has their screen turned off. Alternative assignments will only be allowed with acceptable reasons, according to University policy. Weekly quizzes are available online and can be taken at any point during the week. As such, there are no makeup quizzes unless you have an officially excused absence for a significant portion of the time the quiz is available online. Late assignments will be accepted on Canvas within 24 hours of the deadline and 2 points will be deducted.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Religious Observances Policy

Students upon **prior** notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. The UF Religious Holidays Policy is available at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Honesty 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 (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

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

The Writing Studio

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

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.