

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6937: Introduction to Public Health: Non-Credit Course
Summer 2023

Delivery Format: Online, e-Learning in Canvas

Instructor: Rebecca J. Austin-Datta, BSc, MS, MPH, MRSC

Epidemiology Doctoral Student | Instructor

College of Public Health and Health Professions | College of Medicine

Email Address: rebeccajane@ufl.edu ****with PHC6937-NC in the subject line****

Office Hours via Zoom Meeting:

Wednesdays 5:00 PM - 6:00 PM Eastern Daylight Time, throughout Summer Semester 2023.

Zoom link: <https://ufl.zoom.us/j/95042190247?pwd=bEpKT205azZaK29uMU1lTW9UenFWUT09>

I will also be available by appointment (Zoom, no in-person office hours at this time).

Preferred Course Communications (e.g., email vs. Canvas message):

- **Canvas = fastest response, or UF email **with PHC6937-NC in the subject line****
- *Please use the message function within Canvas, if possible, thank you.*
- Emails/Canvas messages received on Monday-Thursday can expect a response within 24 to 48 hours. If I have not responded within two days, please contact me again. Your message is important to me, but it may have been overlooked. Emails/Canvas messages received during the weekend or after 5pm on Friday will be answered by 2pm on the following Monday.

Prerequisites: None

PURPOSE AND OUTCOME

Course Overview

The purpose of this course is to provide a broad introduction to public health, foundation in core public health knowledge, and impart an understanding about how the health professions and specialized health research contribute to achieving the goals of public health.

The course is designed for students in the following programs of the College of Public Health and Health Professions:

- MA with a major in Communication Sciences and Disorders
- Master of Health Administration, MS programs in Biostatistics and Epidemiology
- Master of Health Science in Environmental and Global Health: One Health
- Doctor of Audiology (campus and distance programs)
- Doctor of Physical Therapy
- PhD programs in Biostatistics, Clinical and Health Psychology, Epidemiology, Health Services Research, and Rehabilitation Science

Relation to Program Outcomes

Students pursuing degrees within the UF College of Public Health and Health Professions must be grounded in foundational public health knowledge. A public health orientation is provided via this three-credit equivalent course designed for students in graduate professional, Master's, and PhD programs who do not have prior graduate level public health training.

Course Objectives and/or Goals

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

- Appraise the importance of Public Health to them personally, and to the community in which they live.
- Discuss in general terms, the history of Public Health.
- Assess Public Health situations through an ethical lens.
- Explain Public Health history, philosophy, and values
- Identify the core functions of public health and the 10 Essential Services
- Describe the role of different stakeholders in the field of public health
- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
- Assess suitability of types of quantitative study designs used in epidemiology, for research purposes
- Explain the critical importance of evidence in advancing public health knowledge
- List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
- Explain health behaviors using both the four- and five-levels of the Social Ecological Model (SEM)
- Compare and contrast how different Behavioral Theories (Health Belief Model, Transtheoretical Model) can be used to create individual level interventions.
- Discuss how individual determinants of health, affect population health
- Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities
- Provide evidence for underlying causes of health disparities through the lens of the Social Determinants of Health (SDOH)
- Elucidate how pre-existing and ongoing health and other disparities contribute to COVID-19 health outcomes
- Explain how the pandemic impacted care in other areas of the U.S. healthcare system, including routine and chronic care
- Evaluate possible reasons why positive health outcomes in diverse populations are associated with increased racial minority representation in health care
- Reflect on their experiences and attitudes, using the single-story framework
- Compare vulnerabilities associated with seven core concepts in environmental health: Toxicity, Exposure, Dose/Response, Individual Susceptibility, Risks & Benefits, Environmental Justice, and Community Resources & Action
- Explain effects of environmental factors on a population's health
- Discriminate between different types of environmental exposure factors, debate which category/categories apply to specific exposure examples, depending on the population at-risk (susceptible population).
- Explain biological, genetic, behavioral, and psychological factors that affect a population's health
- Explain how globalization affects global burdens of disease
- Evaluate climate change impacts on global food security, sanitation, and health
- Explain the intersection between 'maternal and child health', and 'environmental health'

- Discuss One Health examples based on mental health, zoonoses, farm animals & pets, and agriculture.
- Assess the potential for using OneHealth approaches to solve Global Health problems and create Global Health opportunities (based on the interdependence between human health, animal health, and environmental health)

Instructional Methods

The course is provided entirely online using video presentations and selected readings in a semi-self-paced format. The course is housed in UF e-Learning in Canvas. The course requires 48 contact hours and may be taken at any time during a student's program in the College of Public Health and Health Professions. Course content, depth, and level of difficulty are equivalent to 3 graduate credits at the University of Florida – whether the course is taken for credit or as a zero-credit curriculum requirement (see your program's requirements for details on whether you will be enrolled as a for-credit or a zero-credit student). This syllabus is tailored for the non-credit version of the course.

What is expected of you?

You are expected to actively engage in the course throughout the semester. This is a self-guided course with modules that include weekly lectures, video resources, and readings posted on the Canvas site. Students will work through the material and complete weekly assignments. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topic Outline/Course Schedule

Dates	Module	Themes	Topics
May 15 – May 19	1	Course Introduction Public Health history, philosophy, and values	<ul style="list-style-type: none"> • What is Public Health? • Review syllabus and course requirements • History of Public Health • Values and ethics in Public Health • A philosophy of Public Health
	2	The core functions of Public Health and the 10 Essential Services	<ul style="list-style-type: none"> • Core functions/10 Essential Services • The Public Health system in the United States
May 22 – May 26	3a	Quantitative research methods in Public Health	<ul style="list-style-type: none"> • Epidemiological contributions to Public Health • Biostatistics contributions to Public Health • Quantitative research contributions to Public Health
	3b	Qualitative research methods in Public Health	<ul style="list-style-type: none"> • Qualitative research contributions to Public Health

Dates	Module	Themes	Topics
May 30 – June 2	4	Behavioral and Psychological Factors that affect Public Health	<ul style="list-style-type: none"> Social and Behavioral Sciences in Public Health
June 5 - June 9	5a	Social, political, and economic determinants of health	<ul style="list-style-type: none"> Social determinants of health Health equity
	5b	Empathy, diversity, and inclusiveness in Public Health	<ul style="list-style-type: none"> Empathy, diversity and inclusiveness in Public Health Personal reflections
June 12 – June 16	6	Environmental Health/One Health	<ul style="list-style-type: none"> Environmental Health contributions to Public Health One Health's relevance to Public Health
June 20 – June 23	7	Global Public Health	<ul style="list-style-type: none"> What is Global Public Health? Improving nutrition in children in West Africa.
June 26 – June 30	Note: The mid-summer break week, has no work (and no deliverables) scheduled.		
July 3, July 5 - July 7	8	Evidence-based Public Health	<ul style="list-style-type: none"> What is evidence-based public health?
July 10 - July 14	9	Public Health biology	<ul style="list-style-type: none"> The effect of some biological & genetic factors on population health. Infectious disease control
July 17 – July 21 July 24 – July 28	10	Public Health trends and initiatives in our community	<ul style="list-style-type: none"> Community-based participatory research Intersections of climate change, social determinants of health, and vulnerability in Public Health Social media's role in Public Health Combatting misinformation in Public Health Professional Public Health communication
July 31 – August 4 Aug 7 - Aug 11	11	The science of prevention in Public Health	<ul style="list-style-type: none"> Types of prevention Preventive interventions for chronic and infectious diseases Screening in public health Debate/justify importance of funding specific preventive public health measures

Course Materials and Technology

TEXTBOOK:

- None at this time – readings are provided within the Canvas Modules.

TECHNOLOGY:

IMPORTANT NOTE: The UF IT department recommends that you **use FIREFOX web browser** for Canvas to access video material.

- **Please do not use Chrome browser when accessing the course via Canvas – the videos may not work, etc.**
- Please be careful if using Zotero for APA-7th Edition referencing purposes, you probably need to manually fill in the fields as Zotero does not necessarily do exactly what is required.
- EndNote and Mendeley are preferred over Zotero (personal preference!)

Information on Student Computing requirements can be found here: <http://studentlife.online.mph.ufl.edu/e-learning-support/e-learning/e-learning-in-canvas-technical-requirements/>

For technical support for course materials and activities and assessments, please contact the Online Course coordinator: Truly Hardemon, MEd at hardemont@ufl.edu

For technical support for this class, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

- [Career Connections Center](#): Career assistance & counseling services. Reitz Union Suite 1300, 352-392-1601.
- [Library Support](#): Assistance using the libraries (online, or in-person) and/or finding resources.
- [Teaching Center](#): General study skills and tutoring. Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.
- [Writing Studio](#): Help brainstorming, formatting, and writing papers. 2215 Turlington Hall, 352-846-1138.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

ACADEMIC REQUIREMENTS AND GRADING

ASSIGNMENTS: (Discussions, and Quizzes)

Students will work through the material and complete the required assignments and discussions to develop a greater understanding of public health.

If you would like feedback at any time during your coursework for this course, please contact me with your questions and I will arrange to review your work with you via Zoom screenshare.

RELIGIOUS HOLIDAYS, AND DUE DATES

There are several religious holidays that occur during the semester. As this is an asynchronous class, even if you are observing them, these holidays may not affect your work in the class too much. However, if you will be observing religious holidays this semester, and this could affect you being able to post to a discussion/complete a quiz by the requested date per the table below, please let me know in advance if you need some extra time to make up course activities. **[Contacting me in advance will enable me to schedule time to grade your work in a timely manner.]** Thank you for working with me on this.

COURSE REQUIREMENTS, Due dates*			
<p>*You are welcome to work ahead in the class and submit early. The 'requested dates' listed in the table are the last day to submit work and finish the class during summer semester without rushing, i.e., it's recommended you plan to submit work before/on the 'requested' date. Work will be graded after the requested date listed in the table. <i>Hard deadlines for 'last possible Discussion posting date' will be provided in Canvas with at least 2 weeks' notice, via announcement(s) and clearly stated on the course Discussion pages. Please see note about Religious Holidays, above the table.</i></p>			
Discussion Posts (3, & 3 pairs of responses) - Requirement for all students	Requested date*	Marks	% points of final grade
Discussion 1 Post: Introduction Video & Transcript	Mon 5/22/23	5	5
<ul style="list-style-type: none"> Discussion response posts (≥2 response posts, to Discussion 1) 	Tues 5/30/23	5	5
Discussion 2 Post: Empathy Mode Reflection (Module 5b)	Mon 6/12/23	10	10
<ul style="list-style-type: none"> Discussion response posts (≥2 response posts, to Discussion 2) 	Tues 6/20/23	5	5
Discussion 3 Post: Course Reflection	Mon 7/24/23	10	10
<ul style="list-style-type: none"> Discussion response posts (≥2 response posts, to Discussion 3) 	Mon 7/31/23	5	5
Quizzes (6) - Requirement for all students	Requested date*	Marks	% points of final grade
Quiz 1 (Modules 1 & 2)	Mon 5/22/23	10	10
Quiz 2 (Modules 3a & 3b)	Mon 6/5/23	10	10
Quiz 3 (Modules 4 & 5a)	Mon 6/12/23	10	10
Quiz 4 (Modules 6 & 7)	Mon 7/10/23	10	10
Quiz 5 (Module 9)	Mon 7/24/23	10	10
Quiz 6 (Module 10)	Mon 8/7/23	10	10
Total for Non-Credit Course		100 Points	100% points of final grade
<p>*You are welcome to work ahead in the class and submit early. The 'requested dates' listed in the table are the last day to submit work and finish the class during summer semester without rushing, i.e., it's recommended you plan to submit work before/on the 'requested' date. Work will be graded after the requested date listed in the table. <i>Hard deadlines for 'last possible Discussion posting date' will be provided in Canvas with at least 2 weeks' notice, via announcement(s) and clearly stated on the course Discussion pages. Please see note about Religious Holidays, above the table.</i></p>			

DISCUSSIONS:

- There will be a total of 3 discussions throughout the semester that will help you engage with your peers, and consolidate your thoughts.
- As shown in the table above, the “Introduction” discussion (video with transcript) and associated pair of peer responses are worth 5 marks each. The other discussions are worth 10 marks each, and your associated peer responses are worth 5 marks (per pair of responses).
- **To earn full marks for original video posts**, your post must be relevant (per instructions), good quality, about 2 minutes long (minimum, 1 minute-and-50-seconds; maximum, 3 minutes), and be uploaded or recorded to your post as shown in the instructions. Additionally, videos must have closed captioning AND/OR a document with an accurate transcript must be uploaded with the video post, to ensure your video is accessible to all students.
- **To earn full marks for original written posts**, your post must be relevant, good-quality, and contain 500+ words.
- **To earn full marks for discussion ‘reply posts’**, for each discussion you must post (at least) two reply posts containing at least 250+ words *within each reply*. Replies must be thoughtful and respectful, relevant to the discussion, and good quality.

QUIZZES:

- There will be a total of six (6) quizzes throughout the semester. Each quiz will be worth 10 marks.

Grading: Percentage Point System Used

Grade percent	94 - 100	90 - <94	87 - <90	84 - <87	80 - <84	77 - <80	74 - <77	70 - <74	67 - <70	64 - <67	61 - <64	0 - <61
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

To pass this non-credit class, you need to earn at least 74 points, per table above. The non-credit class will be a satisfactory grade, or will count as a checked ‘requirement completed’ item, depending on your program. You will not have a letter grade (A-E) on your transcript. However... let’s keep standards high in the class please and have everyone aim to earn >>74 points!

You probably know that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade 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	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Exam Policy

- Quizzes in this course are open book, open notes.
- Each quiz includes eight multiple choice questions; quiz time is 30 minutes per attempt.
- You will have six chances to take each quiz; your highest grade will be scored.

Policy Related to Make up Exams or Other Work

Late submissions may be accepted up to the hard cut-off date posted in Summer Semester Announcements, but the following policies apply:

- Coordinator/instructor will not contact you about missing or incomplete assignments.

If you miss the deadline for a quiz, or a discussion, the relevant Canvas page will say the upload feature is no longer available: you will need to contact the instructor and request permission to submit.

You should email the course coordinator and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments. **Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.**

Discussions:

- Special Circumstances: In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt with on an individual basis, provided you have sufficient documentation.
- Discussions turned in at 11:59:01 PM are LATE. This is how the Canvas programming works.
- **It is the responsibility of the student to verify not only that a discussion post was submitted, but that intended content was included. This applies especially to Discussion 1: it is the student's responsibility to ensure that videos embed correctly, that the videos have audio which is clear and appropriate volume, and if a an attachment was made (e.g., transcript), and it was the correct attachment, and in the correct file format.**

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance *(there are no required attendances for this asynchronous course)*

Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog

(<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here:

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Information regarding online course etiquette can be found here: <http://studentlife.online.mph.ufl.edu/e-learning-support/e-learning/netiquette/>

Communication Guidelines

- When to contact the UF Computing Help Desk: <http://studentlife.online.mph.ufl.edu/e-learning/support/when-to/when-to-contact-the-uf-computing-helpdesk/>
- When to post to the support discussions: <http://studentlife.online.mph.ufl.edu/e-learning/support/when-to/when-to-post-to-a-support-discussions/>
- When to send e-mail to the instructor: <http://studentlife.online.mph.ufl.edu/e-learning-support/whento/when-to-send-e-mail-to-the-instructor/>

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. Turnitin.com similarity scores of <10%, and accurate source citations are expectations in this course.

Recording Within the Course:

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 the 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.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

Online Faculty Course Evaluation 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/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. **The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter.** Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. **A nighttime and weekend crisis counselor is available by phone at 352-392-1575.** The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. **Please remember that asking for help is a sign of strength.** In case of emergency, call 9-1-1.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) 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; [Visit the UF Health Emergency Room and Trauma Center website](#).

“Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.”

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu