

University of Florida
College of Public Health & Health Professions Syllabus

PHC 6001: Principles of Epidemiology in Public Health
(3 credit hours)

Semester: Fall 2024

Delivery Format: Blended

Course Website or E-Learning in canvas

Instructor

Name: Dr. Dejana Braithwaite, PhD, MSc and Dr. Shama Karanth, PhD, MDS

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Office Hours:

Dr. Braithwaite: Wednesdays 10 am – 11 am via zoom, other times by appointment: CTRB-2131.

Dr. Karanth: Wednesdays 10 am – 11 am via zoom, other times by appointment: CTRB-2138

Teaching Assistant: Livingstone Aduse-Poku, PhD Candidate

Email Address: adusepoku@ufl.edu

Preferred Course Communications:

E-mail is the preferred mode of communication: *Use the e-mail function in Canvas*, selecting Dr.

Braithwaite or Dr. Karanth and the assigned teaching assistant as the recipient(s).

Please give us up to 24 hours during the work week to respond to your email. If you do not receive a response in these stated time frames, re-send the message (with the daily volume of e-mail, messages occasionally get missed). See Communication Guidelines for more information. Please address us as Dr. Braithwaite or Professor Braithwaite, Dr. Karanth or Professor Karanth. Additionally, let us know how you prefer to be addressed. Email correspondence should follow the etiquette of business emails. Email correspondence should follow the etiquette of business emails.

Prerequisites

Graduate status or approval of instructor

PURPOSE AND OUTCOME

Course Overview

This course is an introduction to epidemiology for students majoring in the health sciences. It introduces the principles, concepts, and methods of the epidemiologic investigation of health-related events and processes. The purpose of this course is to equip students with a core epidemiologic toolset to explain the place of epidemiology in general health thinking and to communicate and apply the basic principles of epidemiology.

Relation to Program Outcomes

This course will present examples of how epidemiological principles are applied, providing students with the understanding needed to apply these principles in their future health work. The aim is for students to develop the skills to critically read and evaluate their own health-related work using epidemiologic principles. The course is not intended to cover the epidemiologic aspects of any specific disease or class of diseases.

Course Objectives and/or Goals

The Council on Education for Public Health (CEPH) is the accrediting body for the College of Public Health & Health Professions. CEPH has outlined the Foundational Public Health Knowledge that all graduates of the college must be grounded in. As a core course for public health graduate programs in the college, this course covers the following CEPH Foundational Knowledge Content:

- **Explain public health history, philosophy and values**
- **Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health**
- **List major causes and trends of morbidity and mortality in the U.S. or other communities relevant to the school or program**
- **Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.**
- **Explain the critical importance of evidence in advancing public health knowledge**
- **Explain the effects of environmental factors on a population's health**
- **Explain biological and genetic factors that affect a population's health**
- **Explain behavioral and psychological factors that affect a population's health**
- **Explain how globalization affects the global burdens of disease**

Objectives and/or Goals

- **Apply epidemiological methods** to settings and situations in public health practice
- **Calculate basic epidemiology** measures of frequency and association
- **Select quantitative and qualitative data** collection methods appropriate for a given public health context
- **Interpret results of data analysis** for public health research, policy, or practice
- **Evaluate the strengths and limitations** of epidemiologic reports
- **Identify common sources** of error in epidemiologic research
- **Explain the importance of epidemiology** for informing scientific, ethical, economic, and political discussion of health issues
- **Identify basic ethical and legal principles** pertaining to the collection, maintenance, use, and dissemination of epidemiologic data
- **Communicate audience-appropriate public health content**, both in writing and through oral presentation

INSTRUCTIONAL METHODS

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively

participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Online synchronous and asynchronous learning

The course website is located in Canvas. Our classes will employ a mixture of asynchronous and synchronous instruction to help students maximize their learning. Instructional activities include online video lectures, online quizzes, web assignments, and group discussions and forums. Content that would have traditionally been presented during a live class lecture is instead provided online before the synchronous class takes place. This allows more time to focus on the higher levels of learning. The synchronous session and group work will allow the students to think critically, obtain expertise, and practice critical reasoning.

What Does It Mean for Students?

Students are expected to come to class prepared by completing all out-of-class readings and video lectures. The coursework outside of class typically lays a foundation of knowledge or gives students the practice needed to engage in higher levels of learning during the synchronous class sessions. During the synchronous lab session, students practice critical skills used by health professionals – critical thinking, problem solving, collaborating, and/or applying concepts gained from the out-of-class assignments to real-world examples. **If students are not prepared for the synchronous lab sessions, they will likely struggle to reach the higher learning goals of the course.** When students come prepared, they can be active participants throughout the blended learning course experience, which will help them master course material and maintain what they have learned beyond the end of the course.

DESCRIPTION OF COURSE CONTENT

Course Schedule

The course is organized into 12 modules, and one module will be covered each week. Weeks for this course are defined as Tuesday through Monday. **Assignments and post-module quizzes are due on Monday at 11:59 PM EST.** The course is designed this way to afford students the flexibility to complete coursework and examinations on weekdays or weekends. On the course site, the week's modules will be published each Tuesday).

Week	Date(s)	Topic(s)	In-class activities	Readings	Assignment (deadline– every Monday at 23:59 EST) PFL due at the end of class
1	08/27	Orientation			
2	09/03	<u>Module 1</u> The approach and evolution of Epidemiology	Epi Curve activity Epidemiology Module 1 group quiz	Syllabus Text, Chp 1 Text, Chp 5, (pgs 99 – 116)	1. Post-module1 quiz 2. Module 1 Individual Assignment
3	09/10	<u>Module 2</u> Measures of Frequency	Disease Frequency Module 2 group quiz Epi in the News	Text, Chp 2	1. Post-module 2 quiz 2. Module 2 Assignment
4	09/17	<u>Module 3</u> Comparing Frequencies	Measures of association Module 3 group quiz Epi in the News	Text, Chp 3	1. Post-module 3 quiz 2. Module 3 Assignment
5	09/24	<u>Module 4</u> Sources of Data, Disease Transmission, Descriptive Epi	Descriptive Epidemiology Module 4 group quiz Epi in the News	Text, Chp 4 Text, Chp 5, (pgs 116–151)	1. Post-module 4 quiz 2. Module 4 Assignment
6	10/01	<u>Module 5</u> Screening	Screening Module 5 group quiz Module 1-5 review	Text, Chp 16	1. Post-module 5 quiz 2. Module 5 Assignment
7	10/08	Test 1	Modules 1 to 5		
8	10/15	<u>Module 6</u> Overview of Epi Study Designs, Experimental Studies	Experimental studies Module 6 group quiz Midterm review	Text, Chp 6 Text, Chp 7	1. Post-module 6 quiz 2. Module 6 Assignment
9	10/22	<u>Module 7</u> Cohort Studies	Cohort studies – Module 7 group quiz Epi in the News	Text, Chp 8	1. Post-module 7 quiz 2. Module 7 Assignment
10	10/29	<u>Module 8</u> Case Control Studies	Case-control studies Module 8 group quiz Epi in the News	Text, Chp 9	1. Post-module 8 quiz 2. Module 8 Assignment
11	11/05	<u>Module 9</u> Bias & Confounding	Bias and confounding- Module 9 group quiz Epi in the News	Text, Chp 10 Text, Chp 11	1. Post-module 9 quiz 2. Module 9 Assignment
12	11/12	<u>Module 10</u> Causation & Effect modification	Effect modification Module 10 group quiz Epi in the News	Text, Chp 12 Text, Chp 13 Text, Chp 15	1. Post-module 10 quiz 2. Module 10 Assignment
13	11/19	<u>Module 11</u> Critical Reading of Epi Papers	Review of scientific literature assignment – Editor	Text, Chp 14	1. Post-module 11 quiz 2. Module 11 Assignment
14	12/03	<u>Module 12</u> Ethics	Ethics Epi in the News		1. Post-module 12 2. Module 12 Assignment
15	12/10	Test 2	Modules 6 to 12		

Course Materials and Technology

Required Text: Essentials of Epidemiology in Public Health, 4th Edition by Ann Aschengrau, ScD, and George Seage III, DSc. Copyright 2020, ISBN: 978-1284128352.

Completion of assigned readings from the text is *mandatory*.

Lectures will reinforce important aspects of these reading materials; however, students are still responsible for any content from the assigned readings and exercises are NOT covered in the lecture presentations. On the rare occasion when there are discrepancies between the lecture and the textbook, you should rely on the information presented during the lectures.

Computer resources needed. Students must have a working computer or tablet in this course. Consult the course website in the Getting Started section for other computing needs and specifications.

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](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): 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.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- 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](#)

ACADMIC REQUIREMENTS AND GRADING

Assignments

12 Post-Module Quizzes – 10% of the course grade (equal weighting for each quiz)

You will complete 12 post-module quizzes during the semester. Individual quizzes will be conducted using Canvas, ten of your quizzes will count towards your grade. (These quizzes are intended to help reinforce the lecture material in each module and help you judge your understanding of the course content prior to applying that content in class. You will have a maximum of two attempts to complete the quiz and your final grade will be the highest grade of all attempts completed.

2 Proctored Tests – 35% of the course grade

Tests are not cumulative (Midterm Test – Modules 1 to 5; Final Test: Modules 6 to 11). The test will be administered in person via Canvas and may include any course content covered in the video lectures, assigned readings, individual and group quizzes, assignments, and participatory learning forums. The format for these tests varies, including multiple choice questions, matching questions, and short answer questions. You will have 90 minutes to complete each exam. You will need a non-programmable calculator to complete the exam. Make-

up exams will not be given, except in extreme circumstances.

12 Assignments – 20% of the course grade (equal weighting for each assignment)

There are 12 assignments that will be completed as homework; your highest 10 grades will count toward your grade and the lowest two grades will be dropped. Assignments are weighted equally to each other.

10 Group Quizzes – 20% of the course grade (equal weighting for each assessment)

Ten group open-book, open-note, group quizzes will be completed at every synchronous session. Each quiz is worth 10 points. Grades will be given to only those students participating in the session. Group quizzes are equally weighted to each other.

Epi in the News 10% of course grade

Your group will prepare a 8- 10 minute presentation on a current topic in epidemiology that has been in the news recently, and that relates to the material we covered in class within the past two weeks. This might be an update on COVID, an important study or clinical trial result, or a policy or legal issue related to epidemiology studies. All members of your group should present. Detailed guidelines for this activity are described in Canvas.

Attendance 5%

Grading

The course requirements are presented in percentages above and add up to 100% of the course grade.

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Post-Module Quizzes	Weekly	10%
Attendance	Weekly	5%
Group Quizzes	Weekly	20%
Home Assignments	Weekly	20%
Epi in the News		10%
Midterm Exam		17.5%
Final exam		17.5%

Point system used [You must include the point range corresponding to each grade increment you use. An example is shown but you are free to set your own point range for each grade increment you use. Please also note that you are not required to use all grade increments. For example, the BHS program does not award a C-.]:

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at:

<https://gradcatalog.ufl.edu/graduate/regulations/#Grades> [Remove if course is an undergraduate level course.]

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> [Remove if course is a graduate level course.]

Final grades follow the scale in this table:

Percent of Course	Letter Grade	Grade Point
93% - 100%	A	4.00
90% - 92.9%	A-	3.67
87% - 89.9%	B+	3.33
83% - 86.9%	B	3.00
80% - 82.9%	B-	2.67
77% - 79.9%	C+	2.33
73% - 76.9%	C	2.00
70% - 72.9%	C-	1.67
67% - 69.9%	D+	1.33
63% - 66.9%	D	1.00
60% - 62.9%	D-	0.67
Below 60%	E	0.00

Exam Policy (as mentioned above)

2 Proctored Tests – 35% of the course grade

Tests are not cumulative (Midterm Test – Modules 1 to 5; Final Test: Modules 6 to 11). The test will be administered in person via Canvas and may include any course content covered in the video lectures, assigned readings, individual and group quizzes, assignments, and participatory learning forums. The format for these tests varies, including multiple choice questions, matching questions, and short answer questions. You will have 90 minutes to complete each exam. You will need a non-programmable calculator to complete the exam. Make-up exams will not be given, except in extreme circumstances.

Policy Related to Make Up Exams or Other Work

POLICY RELATED TO MAKE-UP EXAMINATIONS OR OTHER WORK

If you have a scheduling conflict with the date of any of the course examinations, please discuss it with Dr. Braithwaite as soon as you are aware of the conflict. For rare and acceptable situations, arrangements may be made for an alternative time at which to take the examination. These arrangements need to be made as soon as possible in the semester but no later than two weeks prior to the scheduled examination date. Late examinations will only be permitted at the discretion of the instructor (advanced notice in writing required and per applicable University of Florida policies). For unforeseen and exceedingly-rare circumstances, taking a make-up examination after the official closing time may be permitted. Note that any requests for make-up examinations due to technical issues MUST be accompanied by the ticket number when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail Dr. Braithwaite and Ms. Hardemon (hardemont@ufl.edu) within 24 hours of the technical difficulty if you wish to request a make-up.

To earn full credit, assignments must be submitted on time. Late submissions will be penalized 10% per day unless emergent and other unforeseen circumstances occur based on UF policies. Students are advised to access exercise instructions early each week and plan accordingly to ensure the timely submission of exercises. It is recommended that students not wait until the last day to submit exercises to account for unforeseen circumstances that may arise.

Please refer to UFs absence policy to ensure you meet UF policy on make-up work:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext> and

<https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/#excusedabsencetext>]

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. 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 14 required lab classes during the semester (including two exams during lab sessions) and **attendance at all of those sessions is mandatory**. It is your responsibility to sign in during class so that your attendance is recorded.

Per the UF Graduate Catalog, “Students are responsible for meeting all academic objectives as defined by the instructor. Absences count from the first-class meeting. In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.” If you are aware that you will need to miss a class session for an approved reason, inform the instructor in advance to receive an exception.

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://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies>). 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

A professional and respectful demeanor is expected of all students. Students are expected to start the session on time and stay for the duration of the class period.

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 Handbook for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<https://graduateschool.ufl.edu/work/handbook/>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Turnitin

Academic integrity is a serious issue that has been a growing problem at Universities. We have a zero-tolerance policy for breaches of academic integrity, including plagiarism and cheating. There are multiple video resources posted on our Canvas site that discuss plagiarism and how to properly quote and cite other people's work. With each assignment and exam, you complete you are pledging that you hold yourself and your classmates to the highest standards of academic integrity.

We use an online tool called Turnitin to check student work for originality; in other words, your work should be in your own words and not copied from any source. Every student needs to watch the videos on plagiarism and on using Turnitin and needs to check their own Turnitin report, made available through the Canvas site automatically when you submit anything through assignments. You should submit assignments early enough to have time before the due date to revise them if your Turnitin report shows areas of high similarity to online resources. **Any student caught cheating or plagiarizing will be reported to the Dean of Students Office and will be subject to academic penalties in the course, at minimum.**

Mid-course Evaluation

Students in this course will be provided with the opportunity to provide feedback on the course mechanics and their learning experience. A survey will be made available on the course website in Canvas to solicit such feedback. This evaluation will occur as a way to identify ways in which the course may be improved for this cohort during the semester.

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 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.

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 U 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:** <https://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; <https://ufhealth.org/emergency-room-trauma-center>

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 Center for Inclusion & Multicultural Engagement website: www.multicultural.ufl.edu
