University of Florida  
College of Public Health and Health Professions  

SPA 4004: Language Development (3 credit hours)  
Fall: 2022  
(Sections 27711 and 27712)  
Delivery Format: Campus/Blended Format

Instructor: Laurie M Gauger, Ph.D., CCC/SLP  
Office: HPNP 2140  
Office Hours: Mondays 9:00 – 10:30 or by appointment  
Phone: 352-294-8484  
Email: laurieg@phhp.ufl.edu

Preferred Course Communication: UF Email

Class Meets:  
Section 27712: Tuesdays 3 – 4:55 (periods 7 - 8) in Com 009  
Section 27711: Thursdays 1:55 – 3:50 (periods 5 - 6) in Com 009

Prerequisites: None

PURPOSE AND OUTCOME

Course Overview  
In this course we will examine typical patterns of oral and written language development from birth through high school. Various theoretical perspectives on language acquisition will be presented and current information regarding the biological, social, and cognitive bases for language will be reviewed. Major communicative achievements that characterize the various stages of language development will be discussed in detail. Multicultural perspectives and bilingualism will also be covered. Methods for describing language performance and documenting language growth will be reviewed, as well. Profiles of children who are developing language in an atypical manner will be used to highlight key mechanisms involved in language acquisition. Principles of evidence-based practice will also be discussed.

Relation to Program Outcomes and Clinical Certification Standards: This course addresses program outcomes that pertain to the following Clinical Certification Standards.

<table>
<thead>
<tr>
<th>Standard #</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. B.</td>
<td>Demonstrates knowledge basic human communication, including the appropriate biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases.</td>
</tr>
<tr>
<td>V.A.</td>
<td>Skills in oral and written forms of communication</td>
</tr>
</tbody>
</table>
Course Objectives and/or Goals

Knowledge Objectives:
You will:

• Compare/evaluate major theories of language acquisition.
• Discuss ways that language development relates to cognitive, social, and neurobiological development.
• Discuss major milestones and processes related to phonological, lexical, morphologic, syntactic, pragmatic, and meta-linguistic development at various stages of the life span.
• Explain how language use varies across individuals and cultures, and discuss the implications of such variation for the identification and treatment of people with communication disorders.
• Explain how language development varies in monolingual versus bilingual individuals.
• Identify similarities and differences between oral and written language forms.
• Conduct basic descriptive analysis of language samples and interpret these analyses to determine the extent to which an individual’s language functioning is consistent with developmental expectations.
• Explain the use of evidence-based practice.

Skill Objectives:
You will be able to:

• Conduct basic descriptive analysis of language samples and interpret these analyses to determine the extent to which an individual’s language functioning is consistent with developmental expectations.
• Conduct basic descriptive analysis of speech samples and interpret these analyses to determine the extent to which an individual’s language functioning is consistent with developmental expectations.

Instructional Method: Blended Learning

What is it 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 an 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 on 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 assignment, which
include watching the class lectures. 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 experience for you and your peers that facilitates overall mastery of the course objectives.

**DESCRIPTION OF COURSE CONTENT**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic(s)</th>
<th>Readings/Videos/Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>Introductions Syllabus Review The Development of Language: Definitions,</td>
<td>Read before class:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Policy and Practice</td>
<td>o  Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Watch before class:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Chapter 1 lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  The Linguistic Genius of Babies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="https://youtu.be/M-ymanHajN8">https://youtu.be/M-ymanHajN8</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Do in class:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Section 27711: Syllabus review (Section 27712 no class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historical and Contemporary Views of Nature-Nurture Debate</td>
<td>Read before class:</td>
</tr>
<tr>
<td>2</td>
<td>8/30, 9/1</td>
<td></td>
<td>o  Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  The Unique Speech Needs of Children in Poverty, ASHA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Leader, March 2017, pgs. 30-31</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Watch before class:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Chapter 2 lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Why Talking to Kids Matters? <a href="https://youtu.be/lpHwlyjm7rM">https://youtu.be/lpHwlyjm7rM</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Do in class:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Section 27712: Review Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Discuss 5 language domains</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Discuss case studies...pgs. 18-25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Review theories</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o  Milestones.pdf</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic(s)</td>
<td>Readings/Videos/Class Activities</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>9/6, 9/8</td>
<td>The Hearing Mechanism and Auditory Development</td>
<td><strong>Read before class:</strong>&lt;br&gt;  o  Chapter 3  &lt;br&gt;<strong>Watch before class:</strong>&lt;br&gt;  o  Chapter 3 lecture&lt;br&gt;  o  The Challenge with Processing Language <a href="https://youtu.be/lF7IKv6sYxg">https://youtu.be/lF7IKv6sYxg</a>&lt;br&gt;  o  Development of Fetal Hearing <a href="https://youtu.be/nMqflZR3nW4">https://youtu.be/nMqflZR3nW4</a>&lt;br&gt;<strong>Do in class:</strong>&lt;br&gt;  o  Review of effects of HL on language development&lt;br&gt;  o  discuss case studies (pg. 70)&lt;br&gt;  o  Discuss semester project</td>
</tr>
<tr>
<td>4</td>
<td>9/13, 9/15</td>
<td><strong>Test 1</strong></td>
<td><strong>Chapters 1 - 3</strong></td>
</tr>
<tr>
<td>5</td>
<td>9/20, 9/22</td>
<td>Comprehension of Language</td>
<td><strong>Read before class:</strong>&lt;br&gt;  o  Chapter 4  &lt;br&gt;<strong>Watch before class:</strong>&lt;br&gt;  o  Chapter 4 lecture&lt;br&gt;  o  Do the first 1000 days Determine the Rest of Your Life? <a href="https://youtu.be/XCscN4zuyd4">https://youtu.be/XCscN4zuyd4</a>&lt;br&gt;<strong>Do in class:</strong>&lt;br&gt;  o  discuss lecture&lt;br&gt;  o  review comprehension tests&lt;br&gt;  o  Section 27711: Dr. Masapollo guest lecture</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic(s)</td>
<td>Readings/Videos/Class Activities</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 6    | 9/27, 9/29  | Gesture Development and Evidence-based Practice    | **Read before class**  
|      |             |                                                    | o Chapter 5  
|      |             |                                                    | o Article: see Canvas site (EBP)  
|      |             |                                                    | **Watch before class**  
|      |             |                                                    | o Chapter 5 lecture  
|      |             |                                                    | **Do in class**  
|      |             |                                                    | o 16 Gestures by 16 Months/16 Actions with Objects by 16 Months  
|      |             |                                                    | www.firstwordsproject.com  
|      |             |                                                    | o 9-12 months: Using Gestures to Communicate  
|      |             |                                                    | https://youtu.be/EjewlQUBVbg  
|      |             |                                                    | o Evidence-based practice discussion (article)  
| 7    | 10/4, 10/6  | Social-Emotional Bases of Pragmatic and Communication Development | **Read before class**  
|      |             |                                                    | o Chapter 6  
|      |             |                                                    | o Article: See Canvas site (EBP)  
|      |             |                                                    | **Watch before class**  
|      |             |                                                    | o Chapter 6 lecture  
|      |             |                                                    | o Parent’s Guide to Baby’s Social-Emotional development: https://youtu.be/-5jQo_7LWsE  
|      |             |                                                    | **Do in class**  
|      |             |                                                    | o Discuss lecture  
|      |             |                                                    | o review assessments: B-3, PLS-5  
|      |             |                                                    | o EBP (article)  
| 8    | 10/11, 10/13| **Test 2**                                         | **Chapters 4 – 6 and EBP**  
| 9    | 10/18, 10/20| Early Semantic Development: The Developing Lexicon | **Read before class**  
|      |             |                                                    | o Chapter 7  
|      |             |                                                    | **Watch before class**  
|      |             |                                                    | o Chapter 7 lecture  
|      |             |                                                    | o Improving Early Child Development with Words https://youtu.be/y8qc8Aa3weE  
|      |             |                                                    | **Do in class**  
|      |             |                                                    | o Discuss lecture  
|      |             |                                                    | o review assessments: B-3, PLS-5, CELF-P  

5
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic(s)</th>
<th>Readings/Videos/Class Activities</th>
</tr>
</thead>
</table>
| 10   | 10/25, 10/27| The Development of Morphology and Syntax                                  | **Read before class:**  
  - Chapter 8  
  **Watch before class:**  
  - Chapter 8 lecture  
  - Video of child with language disorder  
  **Do in class:**  
  - Practice Language Sample Analysis – in class practice  
  - Review assessments: PLS-5, CELF-5  
  - Discuss video of child with language disorder  
  **Evidence-based Practice presentation due 10/27** |
| 11   | 11/1, 11/3  | Speech Sound Disorders                                                   | **Read before class:**  
  - Chapter 9  
  **Watch before class:**  
  - Chapter 9 lecture  
  - Video of Childhood Apraxia of Speech (CAS)  
  - Video of articulation disorder  
  **Do in class:**  
  - Review lecture  
  - IPA  
  - Discuss videos of speech-sound and CAS  
  - GFTA-3/Khan-Lewis  |
| 12   | 11/8, 11/10 | Test 3                                                                   | **Chapters 7 - 9**                                                                                                                                                                                                         |
| 13   | 11/15       | Early Transitions: Literacy Development in the Emergent Literacy and Early Literacy Stages | **Read before class:**  
  - Chapter 10  
  **Watch before class:**  
  - Chapter 10 lecture  
  - What is Dyslexia? [https://youtu.be/zafiGBrFkRM](https://youtu.be/zafiGBrFkRM)  
  **Do in class:**  
  - Discuss lecture  
  - patient profiles  
  **Semester Project Due 11/17** |
<p>|      | 11/17       | Section 27711: No Class ASHA Meet 11/15                                  |                                                                                                                                                                                                                          |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic(s)</th>
<th>Readings/Videos/Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>11/22</td>
<td>Multicultural Perspectives: The Road to Cultural Competence</td>
<td>Read before class:</td>
</tr>
<tr>
<td></td>
<td>11/24</td>
<td>Bilingual Language Development</td>
<td>Watch before class:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section 27711: No Class</td>
<td>o Chapter 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thanksgiving Meet 11/22</td>
<td>o Bilingual Language Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="https://youtu.be/KxnN6Ig4bqc">https://youtu.be/KxnN6Ig4bqc</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Benefits of a Bilingual Brain</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="https://youtu.be/MMmOLN5zRLY">https://youtu.be/MMmOLN5zRLY</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Bilingualism and Speech-Language Pathology-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="https://youtu.be/KxnN6Ig4bqc">https://youtu.be/KxnN6Ig4bqc</a></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Children with Language Impairment</td>
<td>Do in class:</td>
</tr>
<tr>
<td></td>
<td>11/29,</td>
<td></td>
<td>o Discuss lecture</td>
</tr>
<tr>
<td></td>
<td>12/1</td>
<td></td>
<td>o review test manuals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Test 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12/6</td>
<td>Chapters 10, 13, 15</td>
<td></td>
</tr>
</tbody>
</table>

**Course Materials and Technology**

Recommended Book:

For issues with technical difficulties for E-learning, please contact the UF Help Desk (Not your instructor) at:
- Learning-support@ufl.edu
- 352-392-HELP – select option 2
ACADEMIC REQUIREMENTS AND GRADING

Assignments
1. **Tests**: Four tests will be given. The format of the tests will be mixed: multiple-choice, true/false, fill-in blank, matching, and short essay and will cover assigned readings, lecture material (PowerPoints and lectures) and class discussions. Dates for exams are listed in course schedule. Each exam is worth 75 points.

2. **Class Assignments**: 5 class/homework assignments will be given throughout the semester that are worth 25 points each. Assignments will either be completed in class or assigned in class for homework. Assignments will be related to lecture material. Assignments cannot be made up if you have an unexcused absence. The purpose of these assignments is to encourage class attendance and participation.

3. **Language Development Project**: Observe a child between two and three years of age. Describe the child’s level of communication in all seven areas of language (cognitive, gross motor, gestures, social-emotional, semantics, morphology and syntax and phonology). Observe the child’s motor skills and social-emotional behaviors and describe. Discuss whether the child has reached the milestones corresponding to his/her age. Provide examples from your observations to support your conclusions. We will discuss this project in class. Project is worth 100 points. See Rubric in Canvas.

4. **Evidence-based Practice Presentation**: In groups of 3, select an article comparing two intervention techniques from a peer-reviewed journal. Do not select a review paper. Prepare a PowerPoint summary of your article with voice overs to submit to me. Evaluate the study using evidence-based practice guidelines that we discussed in class. Include information on how you would use this information in developing an intervention plan. Presentation should be 10-15 minutes in length and each group member must present. More information about this assignment will be discussed in class. See Rubric in Canvas. This presentation is worth 75 points.

Grading
Assignments are due on dates listed before and should be submitted through Canvas. Exams will be completed in class on the designated day. Exams will be administered through canvas so be sure to bring your laptop to class.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points or % of final grade</th>
<th>Clinical Standard(s) Being Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1: Chapters 1 - 3</td>
<td>9/13/22 or 9/15/22</td>
<td>75 points</td>
<td>IV. B, IV, C, IV, D</td>
</tr>
<tr>
<td>Test 2: Chapters 4 - 6</td>
<td>10/11/22 or 10/13/22</td>
<td>75 points</td>
<td>IV. B, IV, C, IV, D</td>
</tr>
</tbody>
</table>
Test 3: Chapters 7 - 9 11/8 /22 or 11/10/22 75 points IV. B, IV. C, IV. D
Test 4: Chapters 10, 13, 15 12/6/2022 75 points IV. B, IV. C, IV. D
Class Assignments TBA 125 points IV.B, IV.C., IV.D
Language Development Project 11/17/22 100 points IV. B, IV. C, IV. D
Evidence-based Practice Presentation 10/27/22 75 points IV. B., IV. C, IV. D

- Exams 4 @ 75 points Total: 300 points
- Assignments 5 @ 25 points Total: 125 points
- Project 1 @ 100 points Total: 100 points
- EBP presentations 1 @ 75 points Total: 75 points

Total: 600 points

Course grades will be assigned as follows:

<table>
<thead>
<tr>
<th>% of pts</th>
<th>93-100</th>
<th>90-92</th>
<th>87-89</th>
<th>83-86</th>
<th>80-82</th>
<th>77-79</th>
<th>70-76</th>
<th>67-69</th>
<th>63-66</th>
<th>60-62</th>
<th>Below 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Please be aware that the Bachelor of Health Science in Communication Sciences and Disorders Program does not use C- grades. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

Optional extra credit assignment:
Students who wish to increase their total grade points by 2 (out of 100) by participating 2 hours in psycholinguistic experiments through the departments of Speech, Language and Hearing Sciences, Linguistics, Spanish and Portuguese participant pool. **Deadline to submit proof of extra credit research participation is December 1, 2022.** A list of experiments can be found at: [https://slhs.phhp.ufl.edu/category/participant-pool/](https://slhs.phhp.ufl.edu/category/participant-pool/). This site will be updated throughout the semester. Please retain the IRB form with the original signature from the experimenter (no photocopies) as proof that you participated. Experiments that you have previously participated in, experiments that you count towards other classes, or experiments you were paid to participate in cannot count toward this. If you choose not to participate or do not qualify for any of the studies, you can receive the same amount of course credit by means of an
alternative assignment. This involves writing a synopsis of a short research article, video, or a podcast. Please see me for details.

EXAM POLICY

Policy Related to Make up Exams or Other Work

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You are expected to attend each class and participate. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Please note that per University rules, no one is permitted in the classroom except the instructor and registered students.

Communication Guidelines

Please contact the instructor directly with any questions or concerns that you have. Use the instructor’s UF email (laurieg@phhp.ufl.edu) for all correspondence.

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

**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/](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/](https://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [https://gatorevals.aa.ufl.edu/public-results/](https://gatorevals.aa.ufl.edu/public-results/).

---

**SUPPORT SERVICES**

**Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office [http://www.dso.ufl.edu](http://www.dso.ufl.edu) within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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](http://www.counseling.ufl.edu). On line and in person assistance is available.
- You Matter We Care website: [http://www.umatter.ufl.edu/](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/](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

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 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 views. 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