University of Florida
College of Public Health and Health Professions

SPA 4004: Language Development (3 credit hours)
Section 17805
Fall: 2023
Delivery Format: Campus/Blended Format

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

Preferred Course Communication: UF Email (Do not email through Canvas). Please allow 24 hours for response Monday-Friday. Emails will not be responded to on weekends and holidays.

Class Meets: Tuesdays 1:55 – 3:50 (periods 5 - 6) in Com 007
(we will meet Thursday 8/24 1:55 – 2:45 (period 5) just during first week of classes) in COMM-007

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.
### Course Objectives

#### 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.

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### 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>
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</table>
| 1    | 8/24  | The Development of Language: Definitions, Policy, and Practice | **Read before class:**  
  o Chapter 1 (optional)  

**Watch before class:**  
  o Chapter 1 lecture  
  o The Linguistic Genius of Babies  
  [https://youtu.be/M-ymanHajN8](https://youtu.be/M-ymanHajN8)  

**Do in class:**  
  o Introductions/Syllabus  
  o Discuss 5 Language Domains if time permits |
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| 2    | 8/29  | Historical and Contemporary Views of Nature-Nurture Debate | **Read before class:**  
|      |       |          | o Chapter 2 (optional)  
|      |       |          | o The Unique Speech Needs of Children in Poverty, ASHA Leader, March 2017, pgs. 30-31  
|      |       |          | **Watch before class:**  
|      |       |          | o Chapter 2 lecture  
|      |       |          | o Why Talking to Kids Matters?  
|      |       |          | [https://youtu.be/lpHwljm7rM](https://youtu.be/lpHwljm7rM)  
|      |       |          | **Do in class:**  
|      |       |          | o Discuss 5 language domains  
|      |       |          | o Discuss case studies...pgs. 18-25  
|      |       |          | o Review theories  
|      |       |          | o Milestones pdf  
|      |       |          | **Assignment 1:** In small groups during class, complete worksheet identifying 5 language domains. Due at end of class. |
| 3    | 9/5   | The Hearing Mechanism and Auditory Development | **Read before class:**  
|      |       |          | o Chapter 3 (optional)  
|      |       |          | **Watch before class:**  
|      |       |          | o Chapter 3 lecture  
|      |       |          | o The Challenge with Processing Language  
|      |       |          | [https://youtu.be/IF7IKv6sYxg](https://youtu.be/IF7IKv6sYxg)  
|      |       |          | o Development of Fetal Hearing  
|      |       |          | [https://youtu.be/nMqflZR3nW4](https://youtu.be/nMqflZR3nW4)  
|      |       |          | **Do in class:**  
|      |       |          | o Review of effects of HL on language development  
|      |       |          | o discuss case studies (pg. 70)  
<p>|      |       |          | o Discuss semester project with sample language transcripts |
| 4    | 9/12  | Test 1   | <strong>Chapters 1 – 3</strong> |</p>
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<th>Week</th>
<th>Dates</th>
<th>Topic(s)</th>
<th>Readings/Videos/Class Activities</th>
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<tr>
<td>5</td>
<td>9/19</td>
<td>Comprehension of Language</td>
<td><strong>Read before class:</strong>&lt;br&gt;  o Chapter 4 (optional)&lt;br&gt;&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?&lt;br&gt;  <a href="https://youtu.be/XCscN4zuvd4">https://youtu.be/XCscN4zuvd4</a>&lt;br&gt;&lt;br&gt;<strong>Do in class:</strong>&lt;br&gt;  o discuss processes involved in comprehension and why it’s difficult to measure&lt;br&gt;  o review comprehension tests</td>
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<td>6</td>
<td>9/26</td>
<td>Gesture Development</td>
<td><strong>Read before class:</strong>&lt;br&gt;  o Chapter 5 (optional)&lt;br&gt;&lt;br&gt;<strong>Watch before class:</strong>&lt;br&gt;  o Chapter 5 lecture&lt;br&gt;&lt;br&gt;<strong>Do in class:</strong>&lt;br&gt;  o 16 Gestures by 16 Months/ 16 Actions with Objects by 16 Months&lt;br&gt;  <a href="http://www.firstwordsproject.com">www.firstwordsproject.com</a>&lt;br&gt;  o Discuss what EBP is, how we use it in clinical practice, and look for journal articles&lt;br&gt;  o Pick groups for EBP project&lt;br&gt;&lt;br&gt;<strong>Assignment 2:</strong> In small groups, write out developmental sequence of gestures in class. <strong>Due at end of class.</strong></td>
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<td>Week</td>
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<td>7</td>
<td>10/3</td>
<td>Social-Emotional Bases of Pragmatic and</td>
<td><strong>Read before class:</strong>&lt;br&gt;  o Chapter 6 (optional)</td>
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<td>Communication Development</td>
<td><strong>Watch before class:</strong>&lt;br&gt;  o Chapter 6 lecture</td>
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<td><strong>Do in class:</strong>&lt;br&gt;  o Parent’s Guide to Baby’s Social-Emotional</td>
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<td>development: <a href="https://youtu.be/-5jQo_7LWsE">https://youtu.be/-5jQo_7LWsE</a></td>
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<td>o Discuss pragmatic language development</td>
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<td><strong>Assignment 3:</strong> Turn in transcription of 50-utterance language</td>
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<td>sample collected for semester project. <strong>Due 10/8 at midnight.</strong></td>
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<td>8</td>
<td>10/10</td>
<td><strong>Test 2</strong></td>
<td><strong>Chapters 4 – 6</strong></td>
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<tr>
<td>9</td>
<td>10/17</td>
<td>Early Semantic Development: The Developing</td>
<td><strong>Read before class:</strong>&lt;br&gt;  o Chapter 7 (optional)</td>
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<td>Lexicon</td>
<td><strong>Watch before class:</strong>&lt;br&gt;  o Chapter 7 lecture</td>
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<td>o Improving Early Child Development with Words <a href="https://youtu.be/y8qc8Aa3weE">https://youtu.be/y8qc8Aa3weE</a></td>
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<td><strong>Do in class:</strong>&lt;br&gt;  o Discuss semantic development</td>
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<td>o Practice computing NDW and semantic relations</td>
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<td><strong>Assignment 4:</strong> Compute NDW and semantic relations on the language</td>
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<td>transcript for your project. <strong>Due 10/22 at midnight.</strong></td>
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<td>Week</td>
<td>Dates</td>
<td>Topic(s)</td>
<td>Readings/Videos/Class Activities</td>
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| 10   | 10/24  | The Development of Morphology and Syntax | **Read before class:**  
* Chapter 8 (optional)  

**Watch before class:**  
* Chapter 8 lecture  
* Video of child with language disorder  

**Do in class:**  
* Practice computing MLU  
* Review assessments: PLS-5, CELF-5  
* Discuss video of child with language disorder  

**Assignment 5:** Compute MLU and grammatical morphemes using language transcript for your project.  
**Due 10/29 at midnight.** |
| 11   | 10/31  | Speech Sound Disorders       | **Read before class:**  
* Chapter 9 (optional)  

**Watch before class:**  
* Chapter 9 lecture  
* Video of Childhood Apraxia of Speech (CAS)  
* Video of articulation disorder  

**Do in class:**  
* Review types of speech-sound disorders  
* IPA  
* Discuss videos of speech-sound and CAS  
* Discuss GFTA-3/Khan-Lewis assessments  

**Evidence-based Practice presentation due 11/5 at midnight** |
<p>| 12   | 11/7   | Test 3                       | <strong>Chapters 7 – 9</strong> |</p>
<table>
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic(s)</th>
<th>Readings/Videos/Class Activities</th>
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</table>
| 13   | 11/14 | Early Transitions: Literacy Development in the Emergent Literacy and Early Literacy Stages | **Read before class:**  
   o Chapter 10 (optional)  

**Watch before class:**  
   o Chapter 10 lecture  
   o What is Dyslexia?  
     https://youtu.be/zafGbrFkRM  

**Do in class:**  
   o Discuss how children learn to read and early reading skills  
   o patient profiles |
| 14   | 11/21 | Multicultural Perspectives: The Road to Cultural Competence Bilingual Language Development | **Read before class:**  
   o Chapter 13 (optional)  

**Watch before class:**  
   o Chapter 13 lecture  
   o Bilingual Language Development  
     https://youtu.be/KznN6lgbq  
   o Benefits of a Bilingual Brain  
     https://youtu.be/MMmOLN5zBLY  
   o Bilingualism and Speech-Language Pathology  
     https://youtu.be/KznN6lgbqc  

**Do in class:**  
   o Discuss multicultural considerations and how we as SLPs take this information into consideration when working with patients from other cultures  
   o Review bilingual language development  
   o review test manuals |

**Semester Project Due 11/26 at midnight.**
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic(s)</th>
<th>Readings/Videos/Class Activities</th>
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</thead>
</table>
| 15   | 11/28 | Children with Language Impairment | **Read before class:**  
|      |       |                                 |   o Chapter 15 (optional)  
|      |       |                                 |   o Untangling the Language Challenges of Autism, ASHA Leader, pgs. 55-59  
|      |       |                                 | **Watch before class:**  
|      |       |                                 |   o Chapter 15 lecture  
|      |       |                                 | **Do in class:**  
|      |       |                                 |   o Discuss different types of language disorders and languages skills associated with them  
|      |       |                                 |   o Review patient profiles  
| 16   | 12/5  | **Test 4**                      | **Chapters 10, 13, and 15**                                                                       |

**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
- https://lss.at.ufl.edu/help.shtml

**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. In class assignments cannot be made up if you have an unexcused absence.

3. **Language Development Project**: Observe a child between 24 and 36 months of age and record a 50-utterance language sample of their spontaneous speech. After transcribing the child’s language sample, describe the child’s level of communication in all seven areas of development (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 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. Presentations should be approximately 10-15 minutes in length and each group member must present. More information about this assignment will be discussed in class. This presentation is worth 75 points. See Rubric in Canvas.

Grading
Assignments are due on dates listed and should be submitted through Canvas unless they are to be completed in class. 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>
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<tbody>
<tr>
<td>Test 1: Chapters 1 - 3</td>
<td>9/12/2023</td>
<td>75 points</td>
<td>IV. B, IV, C, IV, D</td>
</tr>
<tr>
<td>Test 2: Chapters 4 - 6</td>
<td>10/10/2023</td>
<td>75 points</td>
<td>IV. B, IV. C, IV, D</td>
</tr>
<tr>
<td>Test 3: Chapters 7 - 9</td>
<td>11/7/2023</td>
<td>75 points</td>
<td>IV. B, IV. C, IV. D</td>
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<tr>
<td>Test 4: Chapters 10, 13, 15</td>
<td>12/5/2023</td>
<td>75 points</td>
<td>IV. B, IV. C, IV. D</td>
</tr>
<tr>
<td>Class Assignments</td>
<td>8/29, 9/26, 10/8, 10/22, 10/29</td>
<td>25 points x 5 = 125 points</td>
<td>IV.B, IV.C., IV. D</td>
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<tr>
<td>Language Development Project</td>
<td>11/26/2023</td>
<td>100 points</td>
<td>IV. B, IV. C, IV. D</td>
</tr>
<tr>
<td>Evidence-based Practice Presentation</td>
<td>11/5/2023</td>
<td>75 points</td>
<td>IV. B., IV. C, IV. D</td>
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</table>

- Exams 4 @ 75 points Total: 300 points
- Assignments 5 @ 25 points Total: 125 points
- Semester 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>
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<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>
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<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
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<td>1.33</td>
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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 do so may increase their total grade points by 2 points (out of 600 total points) by participating 2 hours in psycholinguistic experiments. **Deadline to submit proof of extra credit research participation is December 1, 2023.** A list of experiments and how to sign up will be provided in the next few weeks. Please retain the IRB form with the original signature from the experimenter 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.

**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](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](mailto: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/
http://gradschool.ufl.edu/students/introduction.html

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/. 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, you must register with the Dean of Students Office 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](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 Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.