

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6724 Qualitative Research Methods for Public Health and Health Sciences
(3 credit hours)
Semester: Fall 2023
Delivery Format: Online: Synchronous, Thursdays Periods 4-6 (10:40am – 1:40pm)
Course Website: E-Learning

Instructor Name: Nichole Stetten, PhD, MPH, CPH
Office Number: PPHP 4144
Email Address: n.e.stetten@php.ufl.edu
Office Hours: Wednesdays 10:00am – Noon, OR By Appointment
Preferred Course Communications: Email

Prerequisites

PHC 6700 Social & Behavioral Research Methods or another foundational research methods course (undergraduate or graduate course). Or

PURPOSE AND OUTCOME**Course Overview**

During this course, we will be exploring and beginning to learn qualitative research methods for public health and the health sciences. In this course, students will learn the history, philosophical assumptions and interpretive frameworks, foundations of research design, data collection and data analyses of qualitative research in the health sciences. Students will walk away from the course understanding how qualitative research is used in various fields of study (i.e., sociology, anthropology, education) and how to best apply it to public health and the health sciences.

Relation to Program Outcomes

This course is an introduction to qualitative research methods in public health and the health sciences and will prepare you for the advanced qualitative courses (PHC 6937: Qualitative Data Analysis).

Course Objectives and/or Goals

Qualitative research, in itself, is a large field of knowledge that spans across multiple fields of study (i.e., philosophy, sociology, anthropology, education, public health, nursing, etc.). For this course, I do not expect you to walk away as the next expert qualitative methodologist, but as a junior researcher armed with more skills and knowledge to help you design and implement qualitative research within the field of public health and the health sciences. After taking this course, you should be able to:

1. Define basic qualitative terminology.
2. Integrate the historical underpinnings of qualitative methods into a rationale that defends current perspectives of qualitative methods and analysis.
3. Compare and contrast the different philosophical assumptions and interpretive frameworks of qualitative research.
 - a. Compose research questions that align with each of the qualitative approaches.
4. Critically examine key methodological issues in qualitative inquiry (e.g., objectivity, subjectivity, bias, researcher's role).
 - a. Develop a personal bias statement that informs the reader of one's positionality in relation to societal perceptions and explore potential alternative perspectives and counter-narratives.

5. Develop a research proposal for a qualitative study that incorporates a literature review, justification for the chosen qualitative approach and data collection, and a proposed data analysis plan.
 - a. Select and justify key techniques for data collection in qualitative research (e.g., observation, interview, focus groups, visual data, social media platforms and document analysis).
 - b. Defend the issues of trustworthiness and validity as they are understood in qualitative research and how the research proposal addresses these concepts.
 - c. Incorporate the concepts of qualitative sampling and saturation into a research proposal.
 - d. Align data analysis with selected research strategies.

Instructional Methods

1. Lectures: are for general orientation. Students are responsible for all the materials presented in the course and assigned readings.
2. Readings and Resources: Supplementary readings and resources are posted in the course. The reading list may be supplemented during the course.
3. Assessments: A variety of assessments are in the course, including but not limited to discussions, reading reflections, written research proposal and critique and presentations.

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 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.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings & Assignments
1	Aug 25	Introduction to Course Qualitative vs. Quantitative in Public Health & Health Sciences	Readings for Week 1 <ul style="list-style-type: none"> • Syllabus • Atieno (2009). An analysis of the strengths and limitations of qualitative and quantitative research paradigms. <i>Problems of Education in the 21st Century</i>. 13. Thinking Qualitatively <ul style="list-style-type: none"> • Ch. 1: Introduction- Thinking about Thinking Fundamentals of Qualitative Research <ul style="list-style-type: none"> • Unit 1: Meeting Qualitative Methods

Week	Date(s)	Topic(s)	Readings & Assignments
2	Sept 1	History & Key Stakeholders in Qualitative Research & Implications for Public Health & Health Science Research Philosophical Assumptions & Interpretive Frameworks of Qualitative Research	Readings for Week 2: <ul style="list-style-type: none"> • Bailey (2013). The origin and success of qualitative research. <i>International Journal of Market Research</i> 56(2). • Pryce, Spencer, & Walsh (2014). Philosophical Approaches to Qualitative Research Fundamentals of Qualitative Research <ul style="list-style-type: none"> • Unit 4: Working with Theoretical Frameworks Thinking Qualitatively <ul style="list-style-type: none"> • Ch. 2: Thinking Analytically
3	Sept 8	Research Traditions in Qualitative Methods Part 1	Readings for Week 3: Fundamentals of Qualitative Research <ul style="list-style-type: none"> • Unit 2: Terrain and Types of Qualitative Research Thinking Qualitatively <ul style="list-style-type: none"> • Ch. 3: Thinking Realistically
4	Sept 15	Research Traditions in Qualitative Methods Part 2: How these traditions are integrated into public health and health science Research	Assignments Due @ 11:59pm <ul style="list-style-type: none"> • Reading Reflection #1 • Research Proposal: Literature Review Readings for Week 4: Fundamentals of Qualitative Research <ul style="list-style-type: none"> • Unit 5: Methodological Approaches to Qualitative Inquiry Thinking Qualitatively <ul style="list-style-type: none"> • Ch. 4: Thinking Symbolically
5	Sept 22	Objectivity vs. Subjectivity in Public Health & Health Science Research Bias in Qualitative Research Reflexivity	Readings for Week 5: <ul style="list-style-type: none"> • Glesne (1999). Ch. 5: The Personal Dimensions: Rapport and Subjectivity (PDF in Canvas) • Patton – Reflexivity (PDF in Canvas) Thinking Qualitatively <ul style="list-style-type: none"> • Ch. 5 Thinking Ethically
6	Sept 29	Foundations of Qualitative Research Design	Readings for Week 6: Fundamentals of Qualitative Research <ul style="list-style-type: none"> • Unit 3: Conceptualizing Qualitative Research Thinking Qualitatively <ul style="list-style-type: none"> • Ch. 6: Thinking Multidisciplinary

Week	Date(s)	Topic(s)	Readings & Assignments
7	Oct 6	Choosing Public Health Topics and Developing Qualitative Research Questions Part 1	<p>Assignments Due @ 11:59pm</p> <ul style="list-style-type: none"> • Reading Reflection #2 • Research Proposal: Reflexivity Statements <p>Readings for Week 7:</p> <ul style="list-style-type: none"> • Kross & Giust (2019) Elements of research questions in relation to qualitative inquiry. <i>The Qualitative Report 24I (1)</i>. • Kimmand – Ch. 2: Coming up with a Research Question (PDF in Canvas) <p>Thinking Qualitatively</p> <ul style="list-style-type: none"> • Ch. 7: Thinking Artistically
8	Oct 13	Choosing Health Science Topics and Developing Qualitative Research Questions Part 2	<p>Readings for Week 8:</p> <p>Thinking Qualitatively</p> <ul style="list-style-type: none"> • Ch. 8: Thinking Summarily
9	Oct 20	Data Collection in Public Health Qualitative Research Part 1	<p>Assignments Due @ 11:59pm</p> <ul style="list-style-type: none"> • Research Proposal: Research Questions Due <p>Readings for Week 9:</p> <p>Fundamentals of Qualitative Research</p> <ul style="list-style-type: none"> • Unit 6: Data Collection Methods <p>Thinking Qualitatively</p> <ul style="list-style-type: none"> • Ch. 9: Thinking Interpretively
10	Oct 27	Data Collection in Health Science Qualitative Research Part 2	<p>Assignment Due @ 11:59pm</p> <ul style="list-style-type: none"> • Reading Reflection #3 <p>Readings for Week 10:</p> <ul style="list-style-type: none"> • Branthwaite & Patterson (2011). The power of qualitative research in the era of social media. <i>Qualitative Market Research. 14(4)</i>. • Bowler, G.M. (2010). Netnography: A method specifically designed to study cultures and communities online. <i>The Qualitative Report. 15(5)</i>.
11	Nov 3	<p>Ethics in Public Health & Health Science Research Qualitative Research</p> <p>Trustworthiness vs. Reliability & Validity</p>	<p>Assignments Due @ 11:59pm</p> <ul style="list-style-type: none"> • Research Proposal: Theoretical Framework <p>Readings for Week 11:</p> <ul style="list-style-type: none"> • Question 18: What Kinds of Ethics Challenges Do Qualitative Researchers Face, Typically? (PDF in Canvas) • Sanjari et al., (2014). Ethical challenges of researchers in qualitative studies: The necessity to develop a specific guideline. <i>Journal of Medical Ethics and History of Medicine. 7 (14)</i>. • Hammarberg, Kirkman, & Lacey. (2016). Qualitative research methods: When to use them and how to judge them. <i>Human Reproduction. 31 (3)</i>.

Week	Date(s)	Topic(s)	Readings & Assignments
12	Nov 10	Introduction to Qualitative Data Analysis: Most Common Approaches Used in Public Health & Health Science Research	Readings for Week 12: Fundamentals of Qualitative Research <ul style="list-style-type: none"> Unit 7: Data Analysis, Interpretation, and Re-Presentation Thinking Qualitatively <ul style="list-style-type: none"> Ch. 10: Thinking Narratively Ravitch & Carl – Ch. 9: Methods and Processes of Data Analysis
13	Nov 17	Writing and Presenting Qualitative Research in Public Health & Health Sciences	Assignments Due @ 11:59pm <ul style="list-style-type: none"> Research Proposal: Proposed Methods Readings for Week 14: Ravitch & Carl – Ch. 10 Writing and Representing Research Fundamentals of Qualitative Research <ul style="list-style-type: none"> Unit 8: Pulling it all Together Thinking Qualitatively <ul style="list-style-type: none"> Ch. 11: Closure: Thoughts about Thinking
14	Nov 24	No Class	THANKSGIVING BREAK
15	Dec 1	Group Project Presentations	Assignments Due @ 11:59pm <ul style="list-style-type: none"> Reading Reflection #4 Readings: None
16	Dec 8	Group Project Presentations	Assignments Due @ 11:59pm <ul style="list-style-type: none"> Research Proposal Presentation Slides Revised Final Research Proposal Readings: None

Course Materials and Technology

Required Texts:

- Bhattacharya (2017). Fundamentals of Qualitative Research: A Practical Guide. ISBN: 978-1611321333
- Saladana (2015). Thinking Qualitatively: Methods of Mind. ISBN: 978-1483349831

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.](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. In-Class Discussions (260 points – 20 points each x 13):

Due Date: Weekly/Occurs During Class

Students are expected to participate in 13 in-class discussions throughout the duration of the course. Prompts will be given in class, and then students will have time to research and respond. These discussion prompts will occur either individually or within an assigned group. Students will be expected and assessed on how they interact and respond to peers & instructor, questions they ask, and overall participation in the assigned conversation.

2. Reading Reflections (80 points – 20 points each x 4):

Due Dates: Sept 15, Oct 6, Oct 27, Dec 1

Students will be assigned readings each week. For each reflection students will be asked a set of questions that requires them to reflect on what was read, how it connects to their field (i.e., public health, rehabilitation, health sciences etc.), and how it can be used within their final project. This assignment will be submitted via eLearning/Canvas.

3. Qualitative Pilot Study Research Proposal (440 points):

This assignment will be a group project. Students will be required to complete a qualitative pilot study research proposal by the end of the semester. Students will turn in components of the research proposal throughout the semester via eLearning/Canvas, to get feedback and revise before submitting the final proposal. Components of the research proposal that will be turned in throughout the semester are as follows:

- a. Literature Review (40 points)- Due: Sept 15
- b. Reflexivity Statement (40 points)- Due: Oct. 6
- c. Research Question (40 points)- Due: Oct. 20
- d. Theoretical Framework (40 points)- Due: Nov. 3
- e. Proposed Methods (40 points)- Due: Nov. 17
- f. Final Project Presentation (40 points)- Due: Dec 1 & 8
- g. Final Submission of Research Proposal (200 points) – Includes a through e. - Due: Dec. 8

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
In-Class Discussions	Occurs Every Week	260 points (20 points each x 13)
Reading Reflections	Sept 15, Oct 6, Oct 27, Dec 1	80 points (20 points each x 4)
Literature Review	Sept 15	40 points
Reflexivity Statement	Oct 6	40 points
Research Question	Oct 20	40 points
Theoretical Framework	Nov 3	40 points
Proposed Methods	Nov 17	40 points
Final Project Presentation	Dec 1 & 8	40 points
Final Qualitative Pilot Study Research Proposal	Dec 8	200 points
	Total Points	780 Points

Grading System

Points Earned	Percentage Earned	Letter Grade
725-780	93-100	A
702-724	90-92	A-
679-701	87-89	B+
647-678	83-86	B
624-646	80-82	B-
601-623	77-79	C+
569-600	73-76	C
546-568	70-72	C-
523-545	67-69	D+
491-522	63-66	D
491-522	60-62	D-
490-Below	Below 60	E

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.

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:

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

Policy Related to Make up Exams or Other Work

Late assignments: Assignments turned in up to 24 hours late will be discounted 15% of the grade they would otherwise receive. Assignments turned in more than 24 hours late will be discounted at an additional 15% per day unless arrangements have been made in advance with the instructor. Assignments that are 72 hours late will receive a zero.

Time Turned in Late	Deduction %
1 minute to 24 hours late	15% reduction
24.1 hours to 48 hours	30% reduction
48.1 hours to 71.9 hours	45% reduction
72+ hours late	Assignment will be scored a zero.

Please note: assignments turned in at 11:59:01PM are LATE. The computer counts on-time submission up to 11:59:00PM, so do not wait until 11:54 or later to submit an assignment unless you understand that your assignment may be marked late. It is the students' responsibility to open your submission and verify that an assignment was submitted but that an attachment was made and was the correct attachment. Assignments that are not turned in will be scored as a zero.

Plagiarism: The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest

threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium.

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 on an individual basis, provided you have sufficient documentation.

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.

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

Attendance is required for all classes. Attendance will be calculated through in-class discussion participation assignments. In the event of an excused absence, students will be provided with a make-up assignment related to the in-class discussion. Students will be allowed one unexcused absence without penalty.

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

Students are expected to actively participate in each class. Laptops and notetaking devices are permitted at all times, except for when peer presentations are occurring. During peer presentations, students will be required to give the presentation their full attention and provide thoughtful feedback and questions regarding the presentation content.

Communication Guidelines

Please review the following Netiquette guidelines: <https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>. These guidelines are applicable to in-person courses and online courses.

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.

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:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

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.ua.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 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