

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6441: Understanding Health Disparities in the United States (3 credit hours)**  
Semester: Fall 2017  
Delivery Format: Online  
UF e-Learning in Canvas: <http://elearning.ufl.edu/>

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Office Hours: Monday-Wednesday: 12pm-1pm or by appointment  
Preferred Course Communications (e.g. email, office phone): email through Canvas

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### **Prerequisites**

None

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This course will review determinants that influence health outcomes of the most disadvantaged populations in the United States. Special attention will be given to socioeconomic, racial, ethnic, and gender status and their relationships with health disparities and inequities. We are going to discuss why culturally competent public health programs are needed to eliminate health disparities in the United States.

Content areas will include:

- The role of Public Health practitioners in identifying and reducing health disparities;
- The relationship of health disparities to the structure of the health system in the United States;
- The role of the regulatory system and discrimination;
- The health status of non-insured populations;
- Cultural backgrounds of native and immigrant populations that belong to the most disadvantaged groups and how they affect the ability to communicate with health professionals and thus, health outcomes;
- Civil and human rights in relation to health disparities;
- Current health status and trends of the most disadvantaged groups in US; and
- Current Public Health interventions and initiatives to eliminate health disparities in the United States.

### **Course Objectives and/or Goals**

- I. Evaluate the cultural factors of a society that contribute to health disparities
  - a. Identify racial, ethnic and gender health disparities
  - b. Describe genetic, socioeconomic, biological, and environmental determinants that result in health disparities
  - c. Articulate the context and identify frameworks to examine health disparities

- II. Appraise the components of programs and interventions to determine their systematic effectiveness in addressing health disparities and cultural factors
  - a. Analyze direct and indirect factors
  - b. Identify intervention, education and evaluation programs
  - c. Describe complex measures of health disparities
  - d. Identify and articulate current health trends that influence health disparities
- III. Assess the role of public health practitioners in a given system so that their responsibilities, required skills, cultural competence, and the knowledge of their target population are addressed
  - a. Identify roles and contributions of public health practitioners
  - b. Describe the challenges and strengths of public health practitioners
  - c. Analyze the role of the public health practitioner in addressing health disparities
- IV. Advocate for interventions, policy changes, human rights, economic circumstances, and health system attributes that promote the elimination of health disparities
  - a. Analyze public health policies, laws, health systems and health organizations
  - b. Identify resources relevant to each health disparity
  - c. Develop an intervention to address a disparity within a specific population

### **Instructional Methods**

This course is offered online, in weekly “modules.” Each module is made up of the following:

- 1.) Assigned readings (textbook chapters and/or articles posted to eLearning)
- 2.) Lectures/videos (posted to eLearning)
- 3.) 4 quizzes (covering all content presented within the module, including readings and videos)
- 4.) Discussion posts
- 5.) Final Project

### **Course Materials and Technology**

#### **Required textbook:**

LaVeist, T.A., & Isaac, L.A. (Eds). (2012). Race, Ethnicity, and Health: A Public Health Reader, Second Edition. Hoboken, NJ: Jossey-Bass  
ISBN: 0787964131

**Additional Required Readings:** Posted on the course website (Canvas).

**Course Website:** The course website is available on Canvas at <http://elearning.ufl.edu>. The weekly schedule, additional course materials, and links to submit course assignments and weekly discussion questions are available through this website. You will log into the course website using your gatorlink ID and password.

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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**DESCRIPTION OF COURSE CONTENT**
**Topical Outline/Course Schedule**

| DATE                | TOPIC   | CLASS READING/ASSIGNMENTS  |
|---------------------|---|--|
| Week 1<br>8/20-8/27 | Introduction: Syllabus; Overview of course; Health disparities. Definition and historical perspective | <ul style="list-style-type: none"> <li>• Introduction: The Ethic Demographic Transition.</li> <li>• Chapter 1: Defining Health and Health Care Disparities Across a Life Span</li> <li>• Watch <i>Unnatural Causes</i>: Episode 1</li> <li>• Introduction Discussion Post</li> <li>• Syllabus Quiz</li> </ul>  |
| Week 2<br>8/28-9/3  | Race & Ethnicity<br>Race concept and Public Health.   | <ul style="list-style-type: none"> <li>• Chapter 2: The Color Line: Race Matters in the Elimination of Health Disparities</li> <li>• Chapter 15: Levels of Racism: A Theoretic Framework</li> <li>• Supplemental Reading: Braveman P, Kumanyika S, Fielding J et al. (2011). Health disparities and health equity: The issue is justice. <i>Am J Public Health</i>; 101(Suppl 1): S149-S155.</li> <li>• Discussion Post</li> </ul> |
| Week 3<br>9/5-9/10  | Social determinants of health   | <ul style="list-style-type: none"> <li>• Chapter 3: Heath Care Disparities-Science, Politics, and Race</li> <li>• Chapter 18: U.S. Socioeconomic and Racial Differences in Health-Patterns and Explanations</li> <li>• Project: Part 1</li> <li>• Discussion Post</li> </ul>   |
| Week 4<br>9/11-9/17 | Built Environment: Places Matter  | <ul style="list-style-type: none"> <li>• Chapter 20: Race/Ethnicity, the Social Environment, and Health</li> <li>• Chapter 23: Environmental Health Disparities: A Framework Integrating Psychosocial and Environmental Concepts</li> <li>• Watch <i>Unnatural Causes</i>: Episode 5</li> <li>• Quiz</li> </ul>  |
| Week 5<br>9/18-9/24 | Global Impact   | <ul style="list-style-type: none"> <li>• Closing the Gap in a Generation: Health Equity Through Action on the Social Determinants of Health” (pages noted “intro” through 37)</li> <li>• Supplemental Reading</li> </ul>   |

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|                       |   | <ul style="list-style-type: none"> <li>• Unnatural Causes: Episode 6</li> <li>• Discussion Post</li> </ul>   |
| Week 6<br>9/25-10/1   | African Americans and Health Disparities                  | <ul style="list-style-type: none"> <li>• Chapter 6: Racism as a Stressor for African Americans: A Biopsychosocial Model</li> <li>• Supplemental Reading: Mays, V. M., Cochran, S. D., &amp; Barnes, N. W. (2007). Race, race-based discrimination, and health outcomes among African Americans. <i>Annu. Rev. Psychol.</i>, <i>58</i>, 201-225.</li> <li>• Discussion Post</li> <li>• Project Part 2</li> </ul>  |
| Week 7<br>10/2-10/8   | Latino population: cultural factors                       | <ul style="list-style-type: none"> <li>• Chapter 11: Acculturation and Latino Health in the United States: A Review of the Literature and Its Sociopolitical Context</li> <li>• Supplemental Reading: Arcury, T., &amp; Quandt, S. (2007). Delivery of health services to migrant and seasonal farmworkers. <i>Annual Review of Public Health</i>, <i>28</i>(1), 345-363. doi:10.1146/annurev.publhealth.27.021405.102106</li> <li>• Unnatural Causes Episode 3</li> <li>• Project Proposal</li> </ul> |
| Week 8<br>10/9-10/15  | Asian Americans and Asian immigrants                      | <ul style="list-style-type: none"> <li>• Chapter 12: Measuring Culture: A Critical Review of Acculturation and Health in Asian Immigrant Populations</li> <li>• Clough, J., M.P.H., Lee, Sunmin, ScD., M.P.H., &amp; Chae, David H, ScD., M.A. (2013). Barriers to health care among asian immigrants in the united states: A traditional review. <i>Journal of Health Care for the Poor and Underserved</i>, <i>24</i>(1), 384-403</li> <li>• Quiz</li> </ul>   |
| Week 9<br>10/16-10/22 | Health and Gender issues in the most disadvantaged groups | <ul style="list-style-type: none"> <li>• Chapter 14: Adverse Pregnancy Outcomes: Differences Between U.S. and Foreign-Born Women in Major U.S. Racial Ethnic Groups</li> <li>• Chapter 26: The Legacy of Tuskegee and Trust in Medical Care: Is Tuskegee Responsible for Race Differences in Mistrust of Medical Care?</li> <li>• Additional Supplemental Reading</li> <li>• Unnatural Causes: Episode 2</li> </ul>  |

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|                        |  | <ul style="list-style-type: none"> <li>• Discussion Post</li> </ul>  |
| Week 10<br>10/23-10/29 | Americans Indians, Pacific Islanders, and Alaskan Natives  | <ul style="list-style-type: none"> <li>• Warne, D., &amp; Lajimodiere, D. (2015). American indian health disparities: Psychosocial influences: American indian health disparities. <i>Social and Personality Psychology Compass</i>, 9(10), 567-579.</li> <li>• Additional Supplemental Reading</li> <li>• Unnatural Causes: Episode 4</li> <li>• Discussion Post</li> <li>• Project Part 3</li> </ul>   |
| Week 11<br>10/30-11/5  | Sexual Orientation and Gender Identity   | <ul style="list-style-type: none"> <li>• Grant, J. M., Mottet, L. A., Tanis, J., Herman, J. L., Harrison, J., &amp; Keisling, M. (2010). National transgender discrimination survey report on health and health care. <i>Washington, DC: National Center for Transgender Equality and the National Gay and Lesbian Task Force</i></li> <li>• Additional Supplemental Reading</li> <li>• Discussion Post</li> <li>• Project Part 3</li> </ul>   |
| Week 12<br>11/6-11/12  | Healthcare System design   | <ul style="list-style-type: none"> <li>• Chapter 33: Linking Cultural Competence Training to Improved Health Outcomes: Perspectives from the Field</li> <li>• Chapter 35: Do Hospitals Provide Lower-Quality Care to Minorities Than to Whites?</li> <li>• Supplemental Reading</li> <li>• Discussion Post</li> </ul>  |
| Week 13<br>11/13-11/19 | United States Socioeconomic and racial differences in Health Demographics of minority groups in the U.S. | <ul style="list-style-type: none"> <li>• Chapter 24: Sick and Tired of Being Sick and Tired.</li> <li>• Benach, J., Muntaner, C., &amp; Santana, V. (2007). Employment conditions and health inequalities: Final report to the WHO commission on social determinants of health (CSDH). <i>Employment Conditions Knowledge Network (EMCONET)</i></li> <li>• Muntaner, C., Solar, O., Vanroelen, C., Martínez, J.M., Vergara, M., Santana, V., Castedo, A., Kim, I.H., Benach, J. &amp; EMCONET Network. (2010). Unemployment, informal work, precarious employment, child labor,</li> </ul> |

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|                                |  | <p>slavery, and health inequalities: pathways and mechanisms. <i>International journal of health services</i>, 40(2), 281-295.</p> <ul style="list-style-type: none"> <li>• Unnatural Causes: Episode 7</li> <li>• Discussion Post</li> </ul>  |
| <p>Week 14<br/>11/20-11/26</p> | <p>THANKSGIVING BREAK<br/>Laws and Policies</p>                          | <ul style="list-style-type: none"> <li>• Gostin, L. O., &amp; Sridhar, D. (2014). Global health and the law. <i>New England Journal of Medicine</i>, 370(18), 1732-1740.</li> <li>• Sommers, B., McMurtry, C., Blendon, R., Benson, J., &amp; Sayde, J. (2017). Beyond health insurance: Remaining disparities in US health care in the post-ACA era. <i>Milbank Quarterly</i>, 95(1), 43-69. doi:10.1111/1468-0009.12245</li> </ul> |
| <p>Week 15<br/>11/27-12/3</p>  | <p>Addressing Health Disparities</p>                                     | <ul style="list-style-type: none"> <li>• Chapter 36: Linking Science and Policy Through Community-Based Participatory Research to Study and Address Health Disparities</li> <li>• Chapter 37: The National Health Plan Collaborative to Reduce Disparities and Improve Quality</li> <li>• Chapter 38: Interventions to Reduce Racial and Ethnic Disparities in Health Care</li> <li>• Project Parts 4 and 5</li> </ul>               |
| <p>Week 16<br/>12/4-12/10</p>  | <p>Public Health Professional:<br/>where do we fit in?<br/>Resources</p> | <ul style="list-style-type: none"> <li>• Williams, D. R., &amp; Purdie-Vaughns, V. (2016). Needed interventions to reduce Racial/Ethnic disparities in health. <i>Journal of Health Politics, Policy and Law</i>, 41(4), 627-651. doi:10.1215/03616878-3620857</li> <li>• Additional Supplemental Reading</li> <li>• Quiz</li> <li>• Project Due</li> </ul>  |
| <p>Week 17<br/>12/11-12/14</p> |  |  |

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## ACADEMIC REQUIREMENTS AND GRADING

### ASSIGNMENTS:

**Course Components:** (Note: Detailed instructions will be given for each assignment as it draws near.)

**STUDENT EVALUATION:**

**Syllabus/Academic Integrity Quiz:** The quiz is available from August 20<sup>th</sup> – August 27<sup>th</sup>. It is in the student’s responsibility to keep up with course lectures, assignments, and readings. The quiz will cover the course syllabus and protocols for academic integrity. *Please review the syllabus, course overview, and the academic integrity materials before completing the quiz.* **NOTE:** While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz.

**Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned textbook chapters and/or specified journal articles to read. Within each module on Canvas, additional information may be provided (e.g., recorded lectures and/or videos). Lecture videos and readings can be accessed via the “Modules” feature in e-Learning. See the course outline for detailed information. You are responsible for the readings in advance and will need to participate in order to be successful. Whether these materials are required or optional will be described within that week’s page on Canvas.

**Online Discussion Participation & Weekly Activities:** Each module will consist of a group discussion component. You are required to complete each week’s discussion post and reply to **a minimum** of two other posts on that week’s group board (including week 1). Discussion posts should address **all** components of that week’s prompt (clearly indicate that you’ve answered all issues relevant to the prompt), and you should end your post in a way that engages the class in discussion (e.g., ending with a question to the group that will generate interesting discussion about the topic and must demonstrate critical thinking related to the week’s readings/content). Appropriate questions include those that 1) seek clarity on course material; 2) relate the course material to other public health issues/theories or discussions we’ve had; 3) provide the basis for further investigation that would build on the readings; 4) generate interesting course discussion/debate. Initial discussion posts are due by 11:59 PM EST on Wednesday every week, and you have until Saturday at 11:59 PM to reply to your fellow group members’ posts.

**Quizzes (Class participation):** To encourage completion of the readings/assigned material, and to help assess if there are any areas that students are having difficulty with, you will complete 4 quizzes (due by 10:00 PM EST each Saturday). The quizzes are intended to assess overall comprehension of the material. The quizzes are in the Canvas course site, are timed, open book, and are directly related to prior week’s required readings.

**Final Project:** Each student will develop an intervention to address a disparity within a specific population. The project will provide a platform for you to design an intervention taking into account cultural, racial and ethnic factors. You will provide background on the health issue, discuss the subgroup/population most affected, outline the objectives you are seeking to achieve, and create a product to be used by a local or national health organization. (This project will be broken into smaller parts with specific due dates throughout the course that provide the opportunity for revision and refinement of the final product prior to the completed submission at the end of the semester.)

Part 1: Identify disparity and population

Part 2: Articulate the context for the health disparity and identify frameworks to examine its impact on the chosen population

Part 3: Articulate and analyze direct and indirect factors that affect the context, disparity, and specific population

Part 4: Identify current intervention, education, and evaluation programs that are targeted to the disparity and population and provide analysis of the relative strengths and weaknesses of these programs.

Part 5: Identify the current public health policies, laws, health systems, and health organizations that define the role of public health in understanding and addressing the disparity within the specific population and

synthesize this overview into a concise model for professional engagement for the public health practitioner seeking to work with the population in addressing the disparity.

Part 6: Develop a targeted public health intervention that is complementary to those already existing but novel in its integration of cultural competency and bold use of the unique role of public health professionals in reaching its goals

|                                 |            |
|---------------------------------|------------|
| Online Discussion Participation | 300        |
| 4 Quizzes (75 each)             | 300        |
| Final Project                   | 200        |
|                                 |            |
| <b>Total</b>                    | <b>800</b> |

| Requirement                        | Due date     | Points or % of final grade (% must sum to 100%) |
|------------------------------------|--------------|---|
| Online Discussion (30 points each) | Ongoing      | 300 points or 37.5% of final grade              |
| 4 Quizzes (75 points each)         | See syllabus | 300 points or 37.5% of final grade              |
| Final Project                      |              | 200 points or 25% of final grade                |
| <b>Total</b>                       |              | <b>800 points</b>                               |

| Points earned | 744 to 800 | 720 to 743 | 704 to 719 | 664 to 703 | 640 to 663 | 624 to 639 | 560 to 623 | 544 to 559 | 528 to 543 | 480 to 527 | 464 to 479 | ≤ 464 |
|---------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------|
| Letter Grade  | A          | A-         | B+         | B          | B-         | C+         | C          | C-         | D+         | D          | D-         | E     |

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

#### Policy Related to Make up Exams or Other Work

**Late assignments:** Assignments turned in up to 24 hours late will be discounted 5 points of the grade they would otherwise receive. Assignments turned in more than 24 hours late will be discounted at an additional 5 points per day, unless arrangements have been made in advance with the instructor. *Please note:* assignments turned in at 11:59:01 PM are LATE, the computer counts on-time submission up to 11:59:00



PM, 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 responsibility of students to open your submission and verify not only that an assignment was submitted, but that an attachment was made and was the correct attachment.

**Missed Assignments:** Missed assignments and discussion posts will contribute zero points toward your final grade.

**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 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**

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

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

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior and Communication Guidelines**

As this is an online course, the expectation is for all students to write in a formal manner, and extend professional courtesy and respect to all other students and staff as we often discuss sensitive topics. Email correspondence, along with in-class communication, should be written in a formal tone, and all discussions should have an academic focus in debate versus personal comments towards others in the class.

### **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 feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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## **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>. On line and in person assistance is available.
- You 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>

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.

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**Inclusive Learning Environment** *optional*

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](http://www.multicultural.ufl.edu)