Cover Sheet: Request 16428

SPA 3003 Phonetic Theory and Transcription Modification

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	8/9/2021 1:07:42 PM
Updated	8/17/2021 11:33:28 AM
Description of request	Request to update the title, title transcript, course overview and prerequisites of SPA 3003 Phonetic Theory and Transcription. New title SPA 3003 Articulatory, Acoustic, and Auditory Phonetics

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Speech, Language, and Hearing Sciences 33060000	Laurie Gauger		8/9/2021
SPA 3003 Articulatory, Acoustic, and Auditory Phonetics .docx					8/9/2021
College	Approved	PHHP - College of Public Health and Health Professions	Stephanie Hanson		8/17/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			8/17/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Course|Modify for request 16428

Info

Request: SPA 3003 Phonetic Theory and Transcription Modification
Description of request: Request to update the title, title transcript, course overview and prerequisites of SPA 3003 Phonetic Theory and Transcription. New title SPA 3003 Articulatory, Acoustic, and Auditory Phonetics
Submitter: Laurie Gauger laurieg@phhp.ufl.edu
Created: 8/9/2021 3:11:42 PM
Form version: 2

Responses

Current Prefix
Enter the current three letter code (e.g., POS, ATR, ENC).

Response:
SPA

Course Level
Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).
Note: 5000 level courses must be submitted through the undergraduate new course process

Response:
3

Number
Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:
003

Lab Code
Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the current title of the course as it appears in the Academic Catalog.There is a 100 character limit for course titles. *

Response:
Phonetic Theory and Transcription

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action
Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?
Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?
Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
Yes

Current Course Title
(100 character limit)

Response:
Phonetic Theory and Transcription

Proposed Course Title
(100 character limit)

Response:
Articulatory, Acoustic, and Auditory Phonetics

Change Transcript Title?
*If changing the course title a new transcript title is also required. *

Response:
Yes

Current Transcript Title

Response:
Phonetic Theory and Transcription

Proposed Transcript Title (30 char. max)

Response:
Phonetics

Change Credit Hours?
Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?
Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?
Note that a change in course description requires submission of a course syllabus.

Response:
Yes

Current Course Description

Response:
Introduces human speech production, classification, and transcription. Also provides intensive training in the use of the International Phonetics Alphabet for transcribing American English.

Proposed Course Description (500 characters max)

Response:
Experimental investigations of human speech processes. Topics: measurement of speech movements; measurements of pressures and airflows in speech production; source-filter theory of speech production; computer-aided waveform analysis and spectral analysis of speech; perception of speech sounds; phonetic transcription; models for speech motor control and perception; speech development; and speech disorders

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
COM 1000 or equivalent

Proposed Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.
(There is a limit of 246 characters)
* *

Response:
PSY 2012 General Psychology or permission of instructor

Completing Prerequisites on UCC forms:

• Use “&” and “or” to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student

should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
The proposed structural changes to SPA 3003 are designed to meet the evolving and future needs of students pursuing theory-based on therapeutic objectives in the speech and hearing sciences while preserving its rigor and relevance. These changes include (1) an updated survey of experimental investigations of normal and disordered speech processes to ensure students build a highly integrated understanding of the anatomy, physiology, acoustics, and perception of speech; (2) new classroom exercises and demos designed to introduce students to state-of-the-art measurement tools for dynamic imaging of speech movements; (3) a new set of lab assignments that provide hands-on training in measuring how speech sounds are generated and perceived, as well as the acoustic properties of those sounds.

University of Florida
College of Public Health & Health Professions Syllabus
SPA 3003: Articulatory, Acoustic, and Auditory Phonetics (3 credits)

Semester: Fall 2021

Delivery Format: On-Campus

Course Website

Instructor: Matthew Masapollo, Ph.D.
Office: HPNP, room 2127
Telephone: (352) 273-6095
Email: mmasapollo@phhp.ufl.edu
Office Hours: By appointment
Teaching Assistants: TBD
Preferred Course Communications: Email

Prerequisites: PSY 2012 General Psychology or permission of instructor

1 Course Overview

Experimental investigations of human speech processes. Topics: measurement of speech movements; measurements of pressures and airflows in speech production; source-filter theory of speech production; computer-aided waveform analysis and spectral analysis of speech; perception of speech sounds; phonetic transcription; models for speech motor control and perception; speech development; and speech disorders.

2 Relation to Program Outcomes

The content of this course is designed to help you meet the following **CCC-SLP** Standard IV: Knowledge and Skills Outcomes.

Standard IV-A

> The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Standard IV-B

> The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C

> The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental,

and linguistic and cultural correlates in the following areas: articulation; fluency; voice and resonance, including respiration and phonation; receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing; hearing (including the impact on speech and language); swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology); cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning); social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); and augmentative and alternative communication modalities.

The content of this course is designed to help you meet the following **CCC-A** Standard IV: Knowledge and Skills Outcomes.

Standard IV-A: Foundations of Practice

IV-a4. Normal development of speech and language

IV-a5. Language and speech characteristics and their development across the life span

IV-a7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning

Standard IV-F: Education/Research/Administration

IV-F2. Applying research findings in the provision of patient care (evidence-based practice)

3 Course Objectives and Goals

This course introduces students to the nature of human speech production, acoustics, and perception from both a cognitive science and clinical perspective. The instructional goals are:

Course Objectives:

(1) Describe and explain fundamental principles of the production, perception, and acoustics of speech.
(2) Apply that basic knowledge of speech processes to the study of normal and disordered speech physiology and production.
(3) Generate hypotheses, interpret data, and actively discuss arguments dealing with speech processes.
(4) Develop and utilize a set of phonetic transcription skills, including describing, pronouncing, and classifying sound segments using phonetic terminology; transcribing standard and accented American English using IPA symbols at different levels of detail (broad vs. narrow) and representational levels (segmental vs. suprasegmental).
(5) Critique an experimental article that deals with speech articulation and/or perception.

Course Goals:

(1) To build an integrated understanding of the physiology, acoustics, and perception of speech. We will study the vocal tract structures capable of generating and modifying speech signals, and the underlying brain mechanisms responsible for commanding the musculature of the vocal tract. We will also study the mechanisms and processes by which listeners map the resulting acoustic signal onto phonological units (phonemes, syllables, words, gestures). Students will be able to describe and explain fundamental principles of the speech articulation, acoustics, and perception, and apply that basic knowledge to the study of normal and disordered speech.

(2) To explore contemporary theories and experimental investigations of normal and disordered control of the vocal tract in the production of sound segments and syllables.

(3) To introduce students to state-of-the-art measurement tools for dynamic imaging of speech movements. Live demonstrations and mini lab experiments will provide hands-on training in measuring speech movements and their acoustic correlates, and reinforce fundamental principles about how the sounds of speech are generated.

(4) To provide intensive training in perceptually classifying sound segments and transcribing acoustic data using the International Phonetic Alphabet (IPA). Students will develop and utilize a set of phonetic transcription skills, including describing, pronouncing, and classifying sound segments using phonetic terminology; transcribing standard American English using IPA symbols at different levels of detail (broad vs. narrow) and representational levels (segmental vs. suprasegmental).

(5) To develop research-evaluation and critique-writing skills. Students will learn how to write a critique of an experimental article that deals with speech articulation and/or perception.

4 Description of Course Content

Course Schedule

Week	Date(s)	Topic(s)	Readings*
Speech Production			
1	24-Aug	Overview of the speech chain, Course goals	Gick *et al*. (2013), pp. 1-15, Shriberg *et al.* (2019), pp. 1-4
	26-Aug	Neural control of speech	Gick *et al*. (2013), pp. 15-30, 31-46

Week	Date(s)	Topic(s)	Readings*
Speech Production			
2	31-Aug	Speech production systems, dynamic imaging of the larynx & supralaryngeal vocal tract	Shriberg *et al*. (2019), pp. 15-30
	2-Sept	Respiratory control of speech	Gick *et al*. (2013), pp. 47-70
3	7-Sept	Aerodynamics: Initiation and phonation; Introduction to Praat	Gick *et al*. (2013), pp. 71-95, 96-124; Download Praat
	9-Sept	Consonantal articulations	Shriberg *et al.* (2019), pp. 5-11, Shriberg *et al*. (2019), pp. 67-92
4	14-Sept	Consonantal articulations, cont Vocalic articulations, Measuring VOT	Gick *et al*. (2013), pp. 125-142, 167-188, 189-204; Recordings of speech materials
	16-Sept	Transcription practice	
5	21-Sept	Vocalic articulations	Shriberg *et al*. (2019), pp. 31-66, Gick *et al*. (2013), pp. 143-166
	23-Sept	Transcription practice	
6	28-Sept	Coarticulation and coordination, motor sequencing	Gick *et al*. (2013), pp. 205-228; Segawa, Masapollo *et al.* (2019)
	30-Sept	Using electromagnetic articulography to track speech articulator motion	Watch CAPS Lab EMA Methods video
7	5-Oct	Suprasegmentals and prosody	Shriberg *et al*. (2019), pp. 95-110
	7-Oct	Transcription practice	
Speech Acoustics			
8	12-Oct	Basic acoustics, Acoustics of the vocal tract	Johnson (2011) pp. 7-22, 25-47
	14-Oct	Transcription practice	
9	19-Oct	Acoustics of the vocal tract, cont	
	21-Oct	Acoustics of vowels and consonants	Johnson (2011) pp. 49-77, Johnson (2011) pp. 131-149
10	26-Oct	Acoustics of consonants	
	28-Oct	Speech production "targets"; Feedforward and feedback control mechanisms	
Speech Perception			
11	2-Nov	The task of speech perception	Johnson (2011) pp. 82-97, 100-112
	4-Nov	Perception of vowels and consonants	Strange (1999a), Strange (1999b)
12	9-Nov	Perception of vowels and consonants, cont.	Diehl *et al*. (2004), pp. 155-159, Holt (2008); Email me about the topic of your final paper.
	11-Nov	Holiday: No class	

Week	Date(s)	Topic(s)	Readings*
Speech Production			
13	16-Nov	Perception of coarticulated speech	Diehl *et al*. (2004), pp. 159-167
	18-Nov	Theories of speech perception; Eye-tracking and EEG/ERP measures	Diehl *et al*. (2004), pp. 150-155; Email me an outline of your final paper.
14	23-Nov	Developmental Speech Perception	Kuhl (2004)
	25-Nov	Holiday: No class	
15	30-Nov	Multisensory Speech Perception	Navarra, Yeung, Werker & Soto-Faraco (2012)
	2-Dec	Spoken word recognition	Jusczyk & Luce (2002)
16	7-Dec	Pulling it all together	
	9-Dec	Reading days: No class	

* You are responsible for monitoring and participating in the weekly discussion boards on Canvas.

Course materials and technology: The course has a website on Canvas, which is accessible from: http://elearning.ufl.edu. Please make sure you have access. All course material, including lectures, readings and assignments, will be posted on Canvas. There are also several active learning and discussion tools on Canvas. I encourage you to use these tools to post questions and comments concerning course material and/or assignments – this way, the whole class benefits from your questions and our answers. *It is your responsibility to monitor the course website on a regular basis.* I will also monitor the discussion boards to help ensure that misunderstandings or false views of the course content are not reinforced.

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

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

Readings:

Required Texts:

Shriberg, L.D., Kent, R.D., McAllister, T., & Preston, J.L. (2019). *Clinical Phonetics*. 5th edition. Pearson.[1]

Gick, B. Wilson, I., & Derrick, D. (2013). *Articulatory Phonetics*, Wiley-Blackwell. (Available as an e-book through the UF library.)

[1] Note that the e-Textbook version is considerably cheaper. Also, the authors of the text note that there are a number of online options for purchasing the electronic version of the textbook, and some of these versions do not provide the interactive audio component, which is a crucial part of the learning experience. Please use the following link to make sure you order the right version: https://bit.ly/clinicalphonetics5

Supplemental resources (not required, but recommended as additional resources for students interested in more specific topics within phonetics):

Johnson, K. (2011). *Acoustic and Auditory Phonetics*. 3rd edition. Wiley-Blackwell.
(On reserve at the UF HSC library.)

Guenther, F.H. (2016) *Neural Control of Speech*. MIT Press.
(Available as an e-book through the UF library.)

Stevens, K.N. (1998). *Acoustic Phonetics*. MIT Press.
(On reserve at the UF HSC library.)

Lieberman, P., & Blumstein, S.E. (1988). *Speech Physiology, Speech Perception, and Acoustic Phonetics*. Cambridge University Press.
(On reserve at the UF HSC library.)

Other readings will be drawn from a number of sources and posted on Canvas.

Software:

- **Praat** – Multi-platform free-ware for acoustic analysis of speech (Boersma & Weenink, 2013)
- **MATLAB** – Matrix calculation software used to run scripts for tracking and measuring speech movements using electromagnetic articulography.

Other links that may supplement and enrich this course are:

- BU's collection of historical sound files and videos related to speech production
- USC's database of MRI movies of real-time speech
- York's interactive IPA chart with flash animations of the sounds and affiliated symbols
- MIT's IPA Converter app

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.

5 Phonetics Laboratories

UF's Department of Speech, Language, and Hearing Sciences has several state-of-the-art laboratories engaged in multidisciplinary research on speech processes. Our articulation labs house an electromagnetic articulography system for speech movement tracking in real time, and various devices for auditory feedback manipulation during ongoing speech production. Our acoustics and perception labs have multiple sound-treated booths, high-quality speech recording equipment, clinical audiometers, and software and hardware for running a wide range of perception experiments. Students are strongly encouraged to participate as subjects in research projects to learn more about how experimental studies are conducted. In addition, SLHS faculty are always interested in competent and detail-oriented students who want to supplement their formal coursework with training in a laboratory environment. Email me to set up a meeting if you are interested in this possibility.

Participate in research at UF for extra credit (optional): To encourage awareness of different aspects of speech and language research, you have the option of participating in two hours of language or communication research during the semester. A list of experiments that qualify for this credit can be found on the web at: https://slhs.phhp.ufl.edu/research/participant-pool/. This site will be updated throughout the semester. There are both online and in-person studies available.

A scanned copy of the consent form (if it is really long, the first and last page of the consent form) must be submitted under Assignments/Extra Credit no later than December 8, 2020 for you to receive credit, but they may be turned in earlier. Participating in research will earn you an **extra 2%** added to your course grade.

If you choose not to participate in research or do not qualify for any of the above studies, you can receive the same amount of course credit for reading a short research article and writing a 1.5 - 2-page synopsis and critique of it. Choose any additional article from those posted in the Research Participation Alternatives folder on CANVAS for this purpose. This must be turned in no later than December 8, 2020 for you to receive credit. Guidelines for writing these short papers will be provided in a separate document.

6 Academic Requirements and Grading

Note: *Grading rubrics* will be referred to when giving students feedback on quizzes, lab reports, writing assignments, and oral presentations.

Readings and class discussions (10%)

- Some of the readings are in the textbooks and others will be posted on Canvas.
- The sets of readings for each week are to be read *before* class (see schedule below). I will frequently provide reading guidelines on Canvas to help highlight certain

concepts that students will need to derive from the readings.

- You are expected to actively participate in class discussions and in the online discussion boards to show that you have read and thought about the content presented in the readings and lectures. This might include sharing your thoughts about the subjects during in-class discussions, or posing a question or reflecting on key concepts that you had difficulty with on the discussion boards. You will also be regularly asked open-ended questions during class about the material presented in the readings – this will provide you with the opportunity to apply what is being taught, which, in turn, will further your understanding of the topic.

Lab reports (40%)

- There will be four lab assignments (10% each). The lectures will cover the background material pertinent to each lab. These exercises are designed to stimulate student interest in exploring the science of speech and develop students' ability to engage in scientific thinking, i.e., generate hypotheses, interpret data, and actively discuss arguments dealing with speech processes.
- The data you collect and/or analyze will be compared with data reported in the speech literature and will be interpreted in terms of theories discussed in class.
- You are encouraged to collaborate (in small groups of 2 or 3) on the assignments but should submit *individual* written reports. If you do collaborate, please list your group members. This exercise is intended to help students *work in conversation with others to solve complex problems*.
- A hardcopy of each lab report is to be submitted to me in class or to my faculty mailbox (HPNP 2134) by the due date (see schedule below).

Phonetic Transcription quizzes (20%)

- There will be four dictations or quizzes (5% each) that test your *IPA transcription skills*.

Term paper (30%)

- Students will write a short paper critiquing an experimental article that deals with speech articulation and/or perception. The topic of the paper should emerge from a phenomenon discussed in the course readings/lectures or a finding in a lab exercise. It's also possible that you're interested in a particular theoretical issue or a particular type of speech impairment (e.g., stuttering) and want to read and critique a research paper (or two) on this topic. The overall goal of this assignment is for students to hone their *deep reading*, *data analysis*, and *writing skills* by working in more depth on a topic of particular interest. Guidelines for selecting a topic and writing the paper will be provided in a separate document.
- You should think about and structure the paper in the following way:
    - *Motivation/hypothesis*: Briefly state the relevant background so that the reader understands the motivation for the study. Why is this study being conducted; what question does the author want to answer and why is this an important question?
    - *Method:* What methods are used to address the hypothesis?

- *Results and the authors' interpretation*: The *main* aspects of the results should be described, especially in light of the study's goal / hypothesis (e.g., was the hypothesis supported and how do the results show—or fail to show—evidence of this?).
- If there is more than one experiment in the study you are critiquing, it is usually best to first describe the hypothesis/method/results and interpretation for Experiment 1, then do the same for Experiment 2, etc.

- The paper (in the layout and format[2] of a commentary or review article for the Journal of Speech, Language, and Hearing Sciences) is to be submitted to my faculty mailbox by December 12th.

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Active class participation	NA	10%
Lab I	30-Sept	10%
Phonetic Dictation I	30-Sept	5%
Phonetic Dictation II	7-Oct	5%
Phonetic Dictation III	14-Oct	5%
Lab II	21-Oct	10%
Phonetic Dictation IV	21-Oct	5%
Lab III	16-Nov	10%
Lab IV	7-Dec	10%
Final Paper	12-Dec	30%

Percentage	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	< 60
Letter Grade**	A	A-	B+	B	B-	C+	C	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0

** Note that the Bachelor of Health Science Program does not use C- grades.

More information on UF grading policy may be found at:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Class attendance: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found

[2] Students will be provided with a text template.

here. Please note 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

Grades and grading policies: Information on current UF grading policies for assigning grade points can be found here.

Make-up Work: Information on current UF grading policies for make-up work can be found here and here. Please note that any requests for make-ups due to technical issues must be accompanied by the UF Computing help desk correspondence. You must e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

7 UF Policy Statements

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.

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 here. 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 here. Summaries of course evaluation results are available to students here.

On Campus Face-to-Face

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), please use the UF Health screening system (https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/) and follow the instructions on whether you are able to attend class.
    - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

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.

Copyright and intellectual property: Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) may not be copied, shared, or distributed in any form or in any medium without explicit permission of the instructor.

8 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 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.

> *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
>
> *Counseling and Wellness Center*: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
>
> Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/
>
> University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
>
> UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Academic Resources:

> *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu
>
> *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/

Library Support: cms.uflib.ufl.edu/ask 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. teachingcenter.ufl.edu/

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/

Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/

On-Line Students Complaints: distance.ufl.edu/student-complaint-process/

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.

9 References

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