

**University of Florida School of Theater and Dance**

**DAA 3343**  
**Contemporary African & African Diasporic Dance Practices 3**  
**FALL 2025**

**Tuesday/Thursday 10:40am – 12:35pm,**  
**Nadine McGuire - G6**

**Instructor: Rujeko Dumbutshena**

**Office: Constans, Room 231**

**Office Hours:** Mondays and Wednesdays 12:00 Pm - 2:00 pm

**Email:** rdumbutshena@ufl.edu

**Email Policy:** Only your UFL.EDU email account for e-mail correspondence related to class.

**Office Phone:** (352) 294-9123

**Communication:** Do not hesitate to contact me. Communicating with me about your concerns, needs, and absences is key to your success in this class. I prefer Canvas emails and will reply to them within 24 hours. **Only your UFL.EDU email account for e-mail correspondence related to class.** I am available during office hours, Mondays and Wednesdays 12:00 pm - 2:00 pm. If that does not work for your schedule, please email and we can set up an in person, call, or [personal zoom meeting](#).

*All UF syllabi are subject to change. This syllabus represents current plans and objectives. During the semester, those plans may change, and you are individually responsible to follow updates provided. Your regular attendance and attention to announcements made on Canvas ensures you will be up to date.*

**Course Description:**

A practice and performance-based course aimed at deepen the understanding of various styles of dance within the African & African Diasporic realm as a technique and a cultural art form. The course is an immersion into the practice, the performance, and culture that focuses on strengthening the development of African dance techniques. Level 3 technique in Contemporary African and African Diasporic dance is designed to deepen the practice of the aesthetics of neo-traditional and contemporary African dances from various countries in Africa. This course will advance the knowledge and appreciation of movements, music, and culture of the dances learned. Students will strengthen their execution of grounded, relaxed, heavy-weighted movement, isolation, and undulation while deepening facility in a movement language that is intrinsically tied to its music and culture. We focus on strengthening the execution of these concepts with clear movement aesthetics, combinations, and deep listening and internalizing complex polyrhythmic patterns. Students will be required to read, watch, and respond to articles and videos to learn and understand the sociocultural and historic context of the dancers learned. We will have visiting guest artists introduce us to their lived cultural experiences to help

us create historic linkages to contemporary uses of several African dances. Students will develop contemporary movement vocabulary using the aesthetic principles learned in this class.

Class will begin with a basic warm up geared towards releasing the weight of the body by stretching, opening the hip joints, rolling down the spine, shoulder and neck rotations, and isolations of the pelvis and upper thoracic cavity. Movements will be learned alongside rhythm and song. Class will include creative movement explorations geared towards experimenting with contemporary combinations inspired by movements learned in class. Students will work on personalized articulation of movements by participating in solo circle. You will be expected to participate fully, be present in the moment, and proceed with each exercise until you find better movement efficiency, execution, synchronicity, strength, stamina, confident projection, and individual expressivity. During seminar portions of the class students are expected to arrive having read and watched material, ready to contribute to class presentations and discussions. Some discussion will happen on the Canvas discussion board.

### Contemporary African Dance Practices Learning Outcomes:

- Develop a strong appreciation of dance aesthetic music and culture from Africa,
- Deepen aesthetics, movements, transitions, and combinations of dances learned
- Diligent implementation of corrections from feedback
- Grasp practice and retain movement sequences
- Synchronize movements with drums and other dancers
- Commit to your learning process and development through self-correction
- Deepen relationship to your body through weight release and grounding
- Understand rhythm, polyrhythm, and other musical concepts as they relate to dances taught
- Learn about the contexts, culture and history of dances learned
- Develop greater cultural awareness and understanding through music, dance, and history
- Focus on self-awareness and community building practices

### Dance Course Objectives:

**Retention:** Students can remember phrases once taught, attending to shape, space and timing and performance.

**Quality:** Students can demonstrate attention to movement quality and artistry during all classes

**Musicality:** Students can understand timing in movement phrase, including complex polyrhythmic material

**Energy:** Students can reproduce high level and quality of energy within movement phrases with extended repetitions

### UF Level I Dance Technique Learning Outcomes:

Upon the successful completion of this course, students should be able to:

- Demonstrate clear rhythmic and polyrhythmic timing in movement and movement phrasing
- Perform movement with confidence
- Demonstrate a high level of anatomical/kinesiological awareness
- Safely and accurately replicate movement of moderate to high complexity
- Display high level of strength, flexibility, endurance, and muscular stabilization.

### Course Requirements and Assignments:

1. Participate in physical practice, creative exploration, discussions, and coursework.
2. Learn, create and perform Neo traditional & Afro-contemporary movement combinations.
3. Respond to Articles in Perusal
4. Submit practice video clips with self-assessment, comments, and questions.
5. Submit creative exploration combination videos.
6. Mid semester self-assessment
7. Mid semester combinations
8. Watch and respond to performance videos in Playposit.
9. Agbedidi reflective statement
10. Final project presentation

### Course Work Point System

**Participation - 30 points:** Students are expected to attend classes and follow dance attendance policies. Participation is based on preparedness, class discussion and movement practice. It is important to contact the instructor via email about classes you know you will miss or whenever you unexpectedly cannot attend or participate fully. If you are unable to participate or need to modify your participation in dance practice classes, communicate with the instructor and write a 300-word document outlining or describing your observations. ***\*Reference participation rubric below.***

**Perusal Response to Articles- 15 points:** Students are expected to read articles and respond to them using Perusal.

**Due 9/1, 9/29 & 11/7.**

**Seminar Participation- 15 points:** Students are expected to have read articles and responded to them using Perusal. Students will be graded based on their presence, participation, and full engagement with discussions during seminars meetings.

**Due 9/2, 9/30 & 11/6.**

**Submit Practice Videos - 5 points:** Students are expected to practice outside of class at least 1 hours per week and to submit three practice videos. Students must submit Self-Assessment Comments and Questions as part of their practice videos. Comments can be recorded after the practice video clip or added to Canvas when submitting the video into the assignment. Please record directly onto Canvas assignment or embed your video into the assignment. **Due 9/12 & 10/17.**

**Submit Creative Explorations Videos - 5 points:** During class students will participate in creative exploration. Students are encouraged to explore creating contemporary movement inspired by the neo traditional movements being practiced in class. Students will upload footage of an Afro contemporary combination. Please record directly onto Canvas assignment or embed your video into the assignment. **Due 10/1 & 11/12.**

**Midterm Self-Assessment - 4 points:** You will conduct a mid-quarter self-assessment that candidly reflects on your technique, participation, and learning in this course and demonstrates awareness of your strengths and areas you would like to focus on improving. You are required to attend one on one office hours scheduled during class time on .... **Due Thursday, Oct 10**

**Midterm Combo & Creative Exploration Videos - 5 points:** You will submit one video of yourself performing the full combination of one of the dances learned in class and another video of a combination built from your creative explorations (1 min 20 seconds – 2 minutes long). **Due Thursday, Oct 10**

**Response to Video Performances (Playposit) - 8 points:** Watch the two performance videos posted and responses using playposit. Make sure to describe what you see and relate your reflections and observations to what we have learned and discussed collectively in class. **Due Thursday, Oct 31.**

**Agbedidi reflective statement - 5 points:** Submit a 300-word document responding to your experience and learning in the class. **Due Tuesday, Dec 3**

**Final Performance - 8 points:** Using movement vocabulary from this semesters practice classes we will work individually and collaboratively to create a final performance and or Powerpoint presentation. You will perform movement combinations as a group and as solos or duets. **Tuesday, Dec 3**

**Grading:**

**\*Participation - 30 points**

**\*\*Seminar Participation – 15 points**

**Perusall Response to Articles - 15 points** (Due 9/12, 10/3 & 11/7)

**Submit Practice Videos (self-asses, comment, question) - 5 points** (Due 9/17 & 10/22)

**Submit Creative Exploration Video - 5 points** (Due 10/1 & 11/12)

**Mid-Quarter Self-Assessment - 4 points** (Due 10/10)

**Mid-Quarter Combination - 5 points** (Due 10/10)

**Playposit Performance Responses – 8 points** (Due 10/31)

**Agbedidi Reflection - 5 points** (Due 12/3)

**Final Performance - 8 points** (Due 12/3)

**TOTAL - 100 points**

**Grading Scale:**

A 94-100 points

A- 90-93

B+ 86-89

B 83-85

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

E 59 and below points

**Course Schedule**

Week	Dates	Tuesdays	Thursdays
1	Aug 21		Intro to CAADDP 3
2	Aug 26&28	Intro to Mane	<i>Guest Teacher – Andrea Ward</i> <b>Read:</b> Kringelbach & Skinner “Intro the Movement of Dancing Cultures” P 9-15 article <b>Submit: Practice Video #1</b>
3	Sept 2&4	<b>Seminar Discussion 1 (on Zoom) – Dance as Culture</b> <b>Perusall Response Due (Sept 1)</b>	<i>Guest Teacher – Dundun Dance with Aboubacar “Amo” Soumah</i> Review Mane
4	Sept 9&11	Intro Chinyambere Cont - Dundun Dance & Mane	Chinyambere, Dundun Dance & Mane
5	Sept 16&18	Chinyambere Intro to Creative Exploration/Soloing	Intro to Mhande & Creative Exploration/Soloing
6	Sept 23&25	Mhande & Creative Exploration/Soloing	Review All Dances/ Creative <b>Reading – Rutsate “Mhande” Dance in the Kurova Guva ceremonies” article</b>
7	Sept 30 & Oct 2	<b>Seminar Discussion 2</b> Transcendence: <i>Ritual and Spiritual Dances</i> <b>Perusall Response Due (Sept 29)</b>	Review, Creative Exploration/Soloing <b>Submit: Creative Explorations Video #1</b>
8	Oct 7&9	Rehearse and record midterm combination and Creative Explorations video	<b>Submit: Midterm Combo &amp; Creative Explorations Video,</b> <b>Self-Assessment Due</b> <b>Office Hours – check in</b>
9	Oct 14&16	Intro to Konkoba	Konkoba Creative Exploration/Soloing
10	Oct 21&23	Intro to Dinhe, continue Konkoba <b>Submit practice video #2</b>	Dinhe Creative Exploration/Soloing
11	Oct 28&30	Dhine	<b>Playposi Performance Response Due</b>

			<b>Reading:</b> Schauert “ <i>Staging Ghana – Introduction</i> ” article
12	Nov 4&6	Review All Dances and Creative Explorations <b>Perusal Response Due</b>	<b>Seminar Discussion 3</b> <i>New Cultural forms, Globalization and Authenticity</i>
13	Nov 11&13	Review All Dances and Creative Explorations <b>Submit: Creative Explorations Video #2</b>	Review All Dances, Creative Explorations, Prep for Final Presentation
14	Nov 18&20	<i>Guest Teacher –Dance with Kanukai Chigamba</i> <b>Agbedidi Invited Dress 11/19</b>	Final Presentation Prep <b>Agbedidi Performances 11/20,21&amp;23</b>
15	Nov 25&27	<b>NO CLASS Thanksgiving</b>	<b>NO CLASS Thanksgiving</b>
16	Dec 2	<b>Final Presentations @ Culture Sharing</b>	<b>NO CLASS</b>

### Required Reading

All required reading and viewing materials will be made available on Canvas as PDFs, through e-reserves, or hyperlinks.

## COURSE POLICIES

### **Dance Program Attendance Policy Fall 2024:**

This course expects students to participate in in-person instruction. Unless other arrangements are made in advance, students are expected to be in attendance daily and to be on time and ready to work by the start of the class.

**For classes that meet 2x/week, students can take 2 absences with no penalty;** no documentation is required for the first 2 absences as they are automatically excused. **If the third absence is unexcused, it will result in 5% deduction from the final grade.** Excused or unexcused, on the fourth absence, a meeting is required with the instructor to assess the student’s continued participation in the course. If the fourth absence and all subsequent absences are unexcused, each will result in an additional 5% deduction from the final grade. Opportunities to make up missed material for unexcused absences should be requested by the student and discussed with the instructor.

**Late arrival/ early departure: You are late if you arrive after role has been taken/class has begun.**

- There will be a 5-minute grace period at the start and end of class.
- 3 late arrivals/ early departures for regular class meetings equals 1 unexcused absence.

**Any absence from class for the following reasons must be supported by official acceptable documentation to avoid a grade penalty:**

- Illness (including COVID-19\*)—doctor's note must be on official letterhead with address and phone number, noting the date and time of visit and diagnosis verifying that an absence from class is warranted, doctor name and signature
- Serious family emergencies
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Participation in official university activities such as music performances, athletic competition or debate
- Court-imposed legal obligations (e.g., jury duty or subpoena)
- To help organize accommodations, students should inform the instructor by the end of the second week of classes of religious observances of their faith that will conflict with class attendance this semester.

\*If you are experiencing COVID-19 or Flu symptoms please visit a healthcare professional and follow their instructions on whether you should be 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/>).

- **Instructor note:** If you are experiencing barriers to in-class attendance, such as lack of transportation, housing insecurity, or other things, please contact me as soon as possible so that we can discuss solutions.

### **Participation:**

Attendance does not equal participation. Participation involves being present. The goal of class sessions is to challenge and support your development as a dance artist, and to co-create a learning community where individual experiences and voices are respected and supported, and each person is a collaborator in advancing the learning and development of the whole group. Ways to be present and participate fully include timeliness and preparation for class; removing potential distractions, such as cell phones and other devices; active listening; careful, on-point contributions to discussions; attending to fellow students' work and offering relevant feedback and critical support; and paying attention to the dynamics of the room and responding accordingly. At the college level, students are expected to take responsibility for behaving in a demeanor corresponding to the professional field. Specific responsibilities are aimed toward deepening individual and collective artistic development.

### **Observation:**

When you observe class due to injury or illness, you must hand in an observation paper for that day at the end of class, or you will be marked absent. The subject of your observation will be determined by the instructor at the beginning of class.

**\*Participation Grading Rubric:**

This is the part of your grade that is the most subjective. I will grade you according to my perception of your presence, participation, timeliness, preparedness, communication, practice and improvement, effort and energy in class, and your willingness to collaborate etc.

**Exemplary 30-25 points**

- Student is on time, present, and participates fully in movements being taught. Communicates absences and lateness in a timely fashion. Exemplary execution of each movement. Displays good to excellent retention of movement combinations. Displays consistent commitment to practicing. Easily implements correction and feedback. Consistently contributes to a collaborative, supportive, and respectful environment. Demonstrates ability to bring individual creativity to their solo movement explorations. Active contribution to class discussions reflects deep engagement with course material.

**Proficient 24-19**

- Student is on time, present, and participates in movements being taught and execute each movement to the best of their ability. Displays good retention of movement combinations. Displays commitment to practicing. Implements correction and feedback. Contributes to a collaborative, supportive, and respectful environment. Demonstrates some ability to bring individual creativity to their solo movement explorations. Contribution to class discussions reflect engagement with course material.

**Developing 19-14 points**

- Student is mostly on time, present, and participates in movements being taught and efforts to execute each movement to the best of their ability. Displays some retention of movement combinations. Displays some commitment to practicing. Implementation of correction and feedback show some progress. Doesn't actively work collaboratively, or supportively. Developing ability to bring individual creativity to their solo movement explorations. Doesn't actively contribute to class discussions but displays retention of course material.

**Unacceptable <13 points**

- Student is late, not present, and participating in class fully for more than a third of the classes. Does not retain movement combinations. Has no commitment to practicing or implementing corrections and feedback. Doesn't work collaboratively or supportively. Does not bring individual creativity to their solo movement explorations. Doesn't retain course material or contribute to class discussion.

**\*\* Seminar Participation Rubric:**

	High Quality (10-8)	Average (7-5)	Needs Improvement (>5)
<b>Informed: Shows evidence of having done the reading assignment.</b>	Brings notes on readings, videos, performances, and previous discussions. When making comments/notes, refers to quotes, specific aspects of video/performance, and/or details of previous lecture/discussion when	Brings incomplete or hasty notes; refers in general to assigned readings, videos, performances, lectures, and/or discussions when asking questions or making comments/notes.	Does not bring notes to discussions; does not refer to assigned readings, videos, performances, lectures, and/or discussions when asking questions or making comments/notes.

	asking questions or making comments.		
<b>Thoughtful: Shows evidence of having understood and considered issues raised.</b>	During discussion, written assignments, makes connections between each day's assigned material and overarching questions and themes; connects readings, videos, etc. to personal life experiences; asks questions that push authors'/artists' points of view in new directions; makes comparisons/connections between material assigned across a range of days/weeks.	During discussion, written assignments, makes connections between each day's assigned material and overarching questions and themes; makes connections between material and personal life experiences; asks questions to clarify authors'/artists' points of view.	During discussion, written assignments, struggles to connect each day's assigned material and overarching questions and themes; cannot often connect material to personal life experiences or to material assigned across a range of days/weeks.
<b>Considerate: Takes the perspective others into account.</b>	In discussion, listens to classmates' contributions with active nonverbal engagement; asks follow-up questions when appropriate. In discussion and in posts, refers to classmates' comments/questions in formulating one's own; when offering a counter-perspective, honors the speaker's/writer's point of view; strives to understand <i>why</i> people hold their ideas.	In discussion, listens to classmates' contributions with active nonverbal engagement. In discussion and in posts, sometimes refers to classmates' comments/questions in formulating one's own; offers counter-perspectives with respectful tone; initially judges others' ideas/decisions but keeps digging to understand <i>why</i> people (instructor, classmates, authors, artists, etc.) hold ideas / make decisions.	In discussion, shows physical signs of being checked out (on phone, slumped posture, etc.); rarely refers to classmates' comments/questions in formulating one's own; struggles to offer counter-perspectives with respectful tone; judges others' ideas/decisions rather than striving to understand why people (instructor, classmates, authors, artists, etc.) hold ideas / make decisions.

## Health

In the case of extended health issues, refer to the Injury and Illness Policy in the SoTD 2020-2021 Student Handbook (can be accessed on SoTD website).

**Medical Withdrawal:** A student with medical documentation may apply to UF for Medical Withdrawal. Medical withdrawal will not be supported without approved documentation. An Incomplete is only considered by UF Dance in extreme cases and is not available in technique classes.

**UF's physical and mental health resources:** Please consult the following sites:

<http://shcc.ufl.edu/> (Student Health Care Center)

<http://shcc.ufl.edu/forms-records/excuse-notes/> (excuse note policy)

<http://dso.ufl.edu/> (Dean of Students)

### Dress Policy:

Wear comfortable clothes that allow free/full range of movement but keep the alignment of the body visible. It is recommended that you wear "soft" pants (no jeans or the like; NO SHORT). For safety reasons, do not wear eyeglasses or large jewelry. NO SOCKS. Socks are discouraged and may be worn only for protective purposes and with prior approval from the instructor. Since your body temperature will change throughout class, it is recommended you wear and/or bring layers of clothing. It is recommended you have water available to drink during the class; please bring it in a closeable water bottle. Food is not permitted in the studio. Eating and chewing gum are not permitted in class.

## IMPORTANT DATES FALL 25

### August

- 21 First day of classes  
SoTD Convocation/ 4-5pm in Reitz Auditorium  
Welcome Meeting + Incoming Student Orientation @ 6:30pm in G6
- 25 *Agbedidi* Auditions @ 6:30pm in G6 / UBW Co-Lab Submissions Due
- 27 Drop/Add Deadline
- 29 BFA Senior Concert + Student Projects Auditions / 6:30pm in G6

### September

- 1 Labor Day – NO CLASS
- 10 BA Welcome Meeting
- 13 COTA 50<sup>th</sup> celebration – Steinbrenner Hall (faculty and leadership only)
- 27- Oct 2 Shakia Barron Auditions + Residency (TBC)

### October

- 9 Whitehorse Family @ Harn Museum of Dance
- 10 Whitehorse Family visits Friday Movement Practice
- 14 Pilobolus at the Philips Center
- 16 *Agbedidi* Designers Run 6:30p – 9:30p
- 17 Homecoming – NO CLASSES
- 20 Fall Senior UnShowing #1 (BFA Seniors)
- 21-23 Urban Bush Women Collab Lab Residency / Classes During CAADDP Period (10:40a-12p on 10/21)
- 21 UBW Collab Lab 7:10-9:40p Rehearsal at UF
- 22 UBW Collab Lab 5-7:30pm Rehearsal at Santa Fe
- 23 YDW Welcome event hosted by UBW at 8pm with Collab Lab Performance (expect class excusals that day) <https://www.showpass.com/urban-bush-women/>
- 24-25 Young Dancers Workshop classes at UF (9a-4p)
- 25 Young Dancers Workshop Showcase performance at SF
- 27 Fall Senior UnShowing #2 (BFA Seniors)

### November

- 7 BFA Dance Area Auditions
- 8 Possible Harn MoD date???

9, 10, + 12	Agbedidi Spacing
11	Veteran's Day / No Classes
13	Agbedidi Crew Watch
14 + 16	Agbedidi Tech
17 + 19	Global Dance Perspectives Mini-Conference @ 8:30am in G6 + 219
20, 21, + 23	Agbedidi Performances
24-28	Thanksgiving Break / No Classes

## December

1	Global Dance Perspectives Mini-Conference @ 8:30am in G6 + 219 / ACDA Adjudication @ 6:30pm in G6
2	CBP + CAADDP Class Culture Sharings (during class periods)
3	Class Culture Sharings (during class period) / Last day of classes / Final UnShowing (creative classes; research projects; WIPs) @ 6:30pm in G6
4-5	Reading Days
8	CRAs with first-year dance majors (transfers included)
15	Grades Due

## Policies, Expectations & Resources

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### Course Evaluations:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.blu-era.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### Honor Code:

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

A note on writing and plagiarism: Plagiarism can be a fuzzy area. It can be difficult to know if you are plagiarizing when you are learning things from what you're reading and seeing, and then applying what you are learning to your own writing. If you have any doubts about your work and how you are using someone else's material, please ask me. It is better to ask than to inadvertently plagiarize.<sup>1</sup>

A note on choreography and plagiarism: Any time you use information from a source, you must cite it. This applies not only to writing, but also to choreography. As we are working with aspects of movement composition that may often make reference to other works of dance, no unaccredited lifting, copying, or sampling of dance material from YouTube or other sources will be permissible. These kinds of actions/uses are subject to penalties for plagiarism.

### **Accommodations:**

Appropriate accommodations will always be granted to students with documented disabilities. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation as soon as possible, and we can work to find a solution. Note that students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) ) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## **Campus Resources**

### **Campus Resources for Health and Wellness**

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> or 392-1575 for information on crisis services as well as non-crisis services.

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) , 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

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

GatorWell: Mindfulness coaching, HIV testing, bulk condom request, and much more. <https://gatorwell.ufsa.ufl.edu/>

### **Additional Mental Health Resources**

- UF has an Equal Access Mental Health Clinic that has a Free Therapy Night every Monday night that UF is considered open. Here is the FB page through which one can book appointments as well: <https://www.facebook.com/equalaccessclinic/>
- The UF School of Medicine Equal Access Clinic website is here and has the above mental health services as well as specialized Women's and LGBT medicine: <https://equalaccess.med.ufl.edu/specialty-clinics-classes/>
- Alachua County Crisis Center web site: <https://alachuacounty.us/depts/css/crisiscenter/pages/services.aspx> Offers Crisis Counseling as well as a Mobile Response Unit that attends to severe mental health crises.

UF Reporting & Resources: Sexual Harassment, Racism, Microaggressions, and more. See SoTD's processes for reporting incidents in the Student Handbook. UF-wide reporting mechanisms and resources include:

Office for Accessibility and Gender Equity: Resources and instructions for reporting a Title IX violation: <https://titleix.ufl.edu/report/>

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

Campus Diversity Liaisons: The Campus Diversity Liaisons (CDLs) are members of the leadership team of each college or business unit. They put the university's IDEA (Inclusion, Diversity, Equity, and Access) strategy into action at the college and unit level. The CDLs are also networked into the Office of the Chief Diversity Officer and they come together to share best practices, brainstorm solutions, and build their competencies in IDEA work. <https://cdo.ufl.edu/about/campus-diversity-liaisons/>

RESPECT Team: The purpose of the RESPECT Team is to provide impacted parties of bias incidents opportunities to be heard and supported; understand and respond to situations that affect the University of Florida; educate and inform the community; and create awareness of ignorance and intolerance. <https://respect.ufsa.ufl.edu/>

Report through the University Ombuds: <https://www.ombuds.ufl.edu/>

Report a Student Concern: Report incidents or concerning student behavior that is happening in the University of Florida community. Navigate using the buttons below to connect with the appropriate reporting mechanism to share information related to student conduct or concerns. <https://report.ufl.edu/student-concern/>

UF Resources for Anti-Racism: <https://antiracism.ufl.edu/learn/uf-resources/>

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

### **Campus Resources for Academic Support**

The Writing Studio: The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

More 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.

The Orange Book: Student Honor Code and Student Conduct Code webpage for more information