



University of Florida  
 College of Health and Human Performance  
 Department of Applied Physiology & Kinesiology  
 Graduate Athletic Training Program

Fall 2018 Course Syllabus Last Date Revised: 6/19/2018

**COURSE INFORMATION**

ATR 6625: Athletic Training Research and Technology II (3 credits)  
 Meeting Times: Tuesday 7:25-9:20 (7:00am for OSMI Lecture Series)  
 Thursday 8:30-9:20 (7:00am for OSMI Lecture Series)  
 Meeting Location: Yon Hall 11

**INSTRUCTOR**

Dr. Brady L. Tripp, LAT, ATC  
 Clinical Associate Professor  
 Director, Graduate Athletic Training Program  
 Office Location: 148 FLG  
 Office Phone: 352-294-1725  
 Email: [trippb@ufl.edu](mailto:trippb@ufl.edu)  
 Office Hours: By appointment, email to confirm.

**COURSE DESCRIPTION**

Advances the research experience for Athletic Trainers and fosters the integration of evidence-based clinical practice for improved patient outcomes. Students will improve professional writing skills and scholarship appraisal and produce a scholarly work (e.g., presentation, publication). Students will understand diagnostic imaging technologies in sports medicine.

**REQUIRED TEXTS AND MATERIALS**

Textbook	ISBN	
All reading materials will be available on the class web page (e-Learning) or the instructor will provide soft or hard copies in person. Journal articles will be used frequently. Most articles will be available on-line, but some will need to be retrieved from various libraries on campus.		

**COURSE REQUIREMENTS AND POLICIES**

**Teaching Strategies:** Course material will be presented through in-person and video lectures, online materials and interactive workshop formats with 3.0 contact hours per week. This class will consist primarily of class roundtable discussions and some didactic presentations. Canvas e-Learning platform will provide students with video lectures, content to supplement discussions, details regarding assignment expectations and grading criteria/rubrics and serve to assist the student with applicable resources for programmatic success within the Doctor of Athletic Training Program.

**Examinations:** Written examinations will be administered via e-Learning and will range in points from 75 – 300 and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). There will be NO make-up examinations unless exceptional conditions occur (as defined in the University of Florida Catalog).

<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html> Prior permission from

the professor is required. There will be a time limit for each written examination. Examinations will evaluate the understanding of material from lecture, text, and other supplemental material provided. Examinations may be administered via e-Learning using lock-down browser or additional proctoring method. Student should visit the website <http://www.respondus.com/lockdown/information.pl?ID=364713981> (Links to an external site.) and download "Lock Down Browser". It may take 5-10 minutes to download so please complete the process prior to accessing an examination. As a reminder, please be sure to have a secure internet access when taking examinations. For MAC users, Safari is not a compatible internet browser with Canvas - please use either Internet Explorer, Google Chrome or Firefox (version 10 or 12 - not version 11) when accessing the e-Learning system. If you have issues during an examination, please call the help desk 352-392-4357.

**Quizzes:** Quizzes will assess learning progress from lecture material and assigned readings. There will be a time limit for each quiz. Quizzes will range from 1-25 points and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). For quizzes administered in class, students may use notes unless otherwise instructed by the professor. Please read each question carefully and select the best answer to each question. The quiz will assess your retention of reading assignments. Students should employ examination best practices (stated above) for e-Learning quizzes. There will be NO make-ups for missed quizzes (showing up late, etc.), unless exceptional conditions occur as defined in the University of Florida Undergraduate Catalog. Please see this link for more information <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html>

**Critical Appraisal Assignments:** Assignments are to be submitted on e-Learning prior to the onset of class. **LATE ASSIGNMENTS ARE NOT ACCEPTED!** The professor will assign topics a week in advance. Students will search published literature for evidence addressing the research question. Students will create a narrated PowerPoint presentation detailing their critical appraisal of an appropriate study (i.e. the assigned research design).

**Critical Appraisal Rubric:**

Item	Points
Correct study design	8
Checklist items are interpreted and presented appropriately	50
PowerPoint quality	15
Video and narration quality	15
Video is within time restrictions (5 minutes for a single study; 8 minutes for SR or M-A)	8
A pdf of the article is included	4
Total	100

**Case Study:** All first-year students prepare and submit a case study in the format suitable for formal submission to the journal of athletic training and the NATA and SEATA free communications. It is our goal to have all abstracts accepted and presented at SEATA or NATA conferences. Each case should be unique and be close to- if not resolved at the point of presentation in class. If such a case does not present itself in time to complete the assignment, the student may complete a report of a less-than-unique case; however, it must incorporate ICF disablement model attributes (i.e. include the use of at least 2 outcome measures and ICD-10 and ICF coding).

**Case Study Paper Rubric:**

	<b>Points</b>
Provided information within structured headings (and topic sentences)	6
Overall quality of writing is good	8
The author uses active voice predominantly (clear who did what)	6
Pt. demographics are complete	4
Pt. consent to report the case is included (signed copy is avail.)	6
MOI, Hx. of injury is presented clearly	4
Initial Tx. is discussed clearly and is complete	8
Role of AT is clearly identified	4
Case report is managed within the accepted standard of care	4
Comprehensive and appropriate diff. Dx. is provided	6
Discussed referral to specialist/2 <sup>nd</sup> opinion	2
Final Dx. is clear	4
Chronicle of injury progression is detailed and complete	6
Appropriate references and a reference list are provided (referenced specific facts)	4
Reference style is correct [used either superscript <sup>12</sup> or (Author, date)]	2
Clinical relevance is discussed appropriately	6
Final outcome is provided, complete conclusion of injury (as appropriate)	6
Recommendations for future are included	2
Importance to ATs described by reviewing appropriate Lit.	6
Abstract is in correct format and complete (Objective, Background, Differential Diagnosis, Treatment, Uniqueness, Conclusions, Word Count, Key Words)	6
<b>Total</b>	<b>100</b>

**Presentation of Case Study:** All first-year students develop a presentation of their case study. There will be an additional 5 minutes for discussion and questions after each presentation. Students create a narrated PowerPoint presentation detailing each component of their case study. Presentations are to be submitted on e-Learning prior to the onset of class. **LATE ASSIGNMENTS ARE NOT ACCEPTED!**

**Presentation of Case Study Rubric:**

	<b>Points</b>
Provided information within structured headings	2
The presenter uses active voice predominantly (in text)	2
Pt. demographics are complete	2
Pt. consent to report the case is included	2
MOI, Hx. of injury is presented clearly	3
Initial Tx. is discussed clearly and is complete	4
Role of AT is clearly identified	5
Case report is managed within the accepted standard of care	2
Comprehensive and appropriate diff. Dx. is provided	2
Discussed referral to specialist / 2 <sup>nd</sup> opinion	5
Final Dx. is clear	2
Chronicle of injury progression is detailed and complete	5
Appropriate references and a reference list are provided	6
Clinical relevance is discussed appropriately	3
Final outcome is provided, complete conclusion of injury (as appropriate)	5
Recommendations for future are included	5
Importance to ATs described by reviewing appropriate Lit.	3
Delivery quality	10
Professional preparation (font size >20 pt., bullet & text are consistent, good contrast between text & background, liberal use of pictures, not too busy [4-second rule])	10
Time of video was within 12-minutes	6
Format (headings, subheadings, outline follows PRISMA)	6
References are complete and used appropriately	4
Quality of written text (active voice, proper grammar & spelling)	6
<b>Total</b>	<b>100</b>

**Systematic Review:** All second-year students prepare, perform and complete an original systematic review in the format suitable for formal submission to the journal of athletic training. Various options for topics of the paper will be discussed in class and should be approved by the instructor.

**Case Study Paper Rubric:**

Section/topic	PRISMA#	Checklist item	Reported on page #	Points
<b>Title</b>				
Title	1	Identify the report as a systematic review.		2
<b>ABSTRACT</b>				
Structured summary	2	Provide a structured summary including, as applicable: objective; data sources; study selection (participants, and interventions; study appraisal); data extraction, data synthesis (results; limitations; conclusions and implications of key findings); key words (that are not included in the title)		6
<b>Introduction</b>				
Rationale	3	Describe the rationale for the review in the context of what is already known.		4
Objectives	4	Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).		2
<b>Methods</b>				
Eligibility criteria	6	Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale.		4
Information sources	7	Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched. Two databases should be employed (at the least).		4
Search	8	Present full electronic search strategy for at least one database, including any limits used, such that it could be repeated.		4
Study selection	9	State the process for selecting studies (i.e., screening, eligibility, included in systematic review)		4

Data collection process	10	Describe method of data extraction from reports (e.g., independently, in duplicate) and any processes for obtaining and confirming data from investigators.		2
Data items	11	List and define all variables for which data were sought (e.g., PICOS, funding sources) and any assumptions and simplifications made.		2
Risk of bias in individual studies	12	Describe methods used for assessing risk of bias of individual studies (including specification of whether this was done at the study or outcome level), and how this information is to be used in any data synthesis. E.g. QUADAS, PEDro and level of evidence.		2
Summary measures	13	State the principal summary measures (e.g., risk ratio, difference in means).		2
Risk of bias across studies	15	Specify any assessment of risk of bias that may affect the cumulative evidence (e.g., publication bias, selective reporting within studies).		2
<b>Results</b>				
Study selection	17	Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.		4
Study characteristics	18	For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citations.		6
Risk of bias within studies	19	Present data on risk of bias of each study and, if available, any outcome level assessment (see item 12).		4
Results of individual studies	20	For all outcomes considered (benefits or harms), present, for each study: simple summary data for each intervention group		4
Synthesis of results	21	Present summary measures.		4
Risk of bias across studies	22	Present results of any assessment of risk of bias across studies (see Item 15).		2
<b>Discussion</b>				
Summary of evidence	24	Summarize the main findings including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., healthcare providers, users, and policy makers).		6

Limitations	25	Discuss limitations at study and outcome level (e.g., risk of bias), and at review-level (e.g., incomplete retrieval of identified research, reporting bias).		4
Conclusions	26	Provide a general interpretation of the results in the context of other evidence, and implications for future research.		4
<b>Other</b>				
Topic		Appropriate body of evidence is available supporting or refuting question		2
Format		Format is correct (follows all JAT submission guidelines: Introduction (no heading), Methods (appropriate subheadings), Results (appropriate subheadings), Discussion (appropriate subheadings); see JAT guidelines for style		6
References		Reference list is complete (comprehensive list of appropriate literature, both reviewed and cited); citations are employed when appropriate and in correct format		4
Quality of writing		See 'Writing Tips' for Content, Structure and Clarity, Tenses, Jargon, Passive Voice, Author Focus, Reporting Numbers,		10

Total 100

**Presentation of Systematic Review:** All second-year students develop a presentation of their systematic review. There will be an additional 5 minutes for discussion and questions after each presentation. Students create a narrated PowerPoint presentation detailing each component of their systematic review. Presentations are to be submitted on e-Learning prior to the onset of class. LATE ASSIGNMENTS ARE NOT ACCEPTED!

**Presentation of Systematic Review Rubric:**

		Points
<b>Introduction</b>		
	Rationale	4
	Objectives	2
<b>Methods</b>		
	Eligibility criteria	2
	Information sources	2
	Search	5
	Study selection	2
	Data collection process	2
	Data items	2
	Risk of bias in individual studies	2
	Summary measures	2
	Risk of bias across studies	2
<b>Results</b>		
	Study selection	2
	Study characteristics	5
	Risk of bias within studies	2
	Results of individual studies	6
	Synthesis of results	2
	Risk of bias across studies	2
<b>Discussion</b>		
	Summary of evidence	6
	Limitations and topics of future research	2
	Conclusions	4
<b>Other</b>		
	Delivery quality	10
	Professional preparation (font size >20 pt., bullet & text are consistent, good contrast between text & background, liberal use of pictures, not too busy [4-second rule])	10
	Time of video was within 12-minutes	6
	Format (headings, subheadings, outline follows PRISMA)	6
	References are complete and used appropriately	4
	Quality of written text (active voice, proper grammar & spelling)	6
	<b>Total</b>	<b>100</b>



**Attendance:** Throughout the semester, various speakers present information to the class. Your attendance at these presentations is expected; written notification of an absence (i.e., email) prior to the class is required for an absence to be excused (see university regulations as stated above). All students are required to attend lectures (*please review the academic absence policy in the AT Program Student Handbook*). Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies found in the online catalog <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Student Conduct Policy:**

- All students are expected to conduct themselves in a respectful and responsible manner
- All students are expected to be on time for class
- All students are expected to turn off or silence their cell phones
- All students are expected to not participate in actions that may disrupt the class
- The instructor reserves the right to ask any student to leave the classroom, if the student violates any the above class procedures

**Critical-Thinking Questions and Participation:** Each student, as part of his/her participation, is expected to ask questions. Insightful questions will be monitored during the year and contribute to participation grade. In addition, attending class, contributing to class, and useful information provided during class will be counted toward your participation grade. Any class period listed as "discussion", requires prior review of posted content to facilitate a valuable learning experience. Failure to come to class "prepared" creates an ineffective environment for valuable exchange of information. The instructor will use the rubric in the table below to assign participation points during discussion sessions (see dates within the course schedule listed as "discussion").

Excellent	10 pts	Defines, describes, and illustrates concepts Explains, assesses and criticizes ideas Demonstrates preparation and reading of assignments
Good	8 pts	Defines, describes, and illustrates concepts Explains, assesses and criticizes ideas Evidence of reading assignments, but not fully prepared
Reasonable	6 pts	Defines, describes, and illustrates concepts Explains, assesses, or criticize some ideas Evidence of incomplete reading of assignments and preparation
Basic	4 pts	Defines and describes some concepts Explains but cannot assess and criticize ideas Clearly unprepared and lacking evidence of reading assignments
Bare Minimum	2 pts	Defines and describes some concepts Unable to explain, assess, or criticize ideas Clearly unprepared and lacking evidence of reading assignments
Unacceptable	0 pt	Refuses to engage in discussion or answer questions when asked Engaged into inappropriate behaviors (using cell phone, social media, visiting irrelevant websites) Not present

**Plagiarism:** Defined as the use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, projects/papers submitted for another course (either intentional or unintentional), is guilty of plagiarism (*please refer to the AT Program Plagiarism Policy*).

**Community Outreach Experience:** As part of the Graduate Athletic Training Program's mission of fostering a sense of professional pride and good citizenship, each student is asked to complete 25 hours of community involvement through volunteer activities during the semester. The experiences may take place in athletic training or non-athletic training settings within the community. Students are asked to maintain and upload a journal reflecting on each experience (a few sentences or short paragraph).

**COURSE SCHEDULE (SUBJECT TO MODIFICATION)**

The course progression will tentatively follow the schedule below:

Day	Date	Class	Topic	Attend	Due
TH	8/23	1	Introduction / Syllabus / Volunteer Ideas	1,2	Syllabus Quiz due by 9:15PM Lock-down Browser needed
T	8/28	2	1 <sup>st</sup> -years: Case Study Guidelines, Searching the Literature Questions on Dx Imaging: Radiography	1	
TH	8/30	3	2 <sup>nd</sup> -years: EBM Review, Critical Appraisal, Competitive Paper Guidelines Questions on Dx Imaging: Radiography	2	1 <sup>st</sup> -years PubMed search
T	9/4	4	1 <sup>st</sup> -years: Evidence-based Medicine in AT Questions on Dx Imaging: MR 1, 2, 3, 4, 5	1	
TH	9/6	5	2 <sup>nd</sup> -years: Systematic Review Topics Questions on Dx Imaging: MR 1, 2, 3, 4, 5	2	2 <sup>nd</sup> -years Paper Topics 2 <sup>nd</sup> -years Critical Appraisal video-1 2 <sup>nd</sup> -years Present Elevator Test
T	9/11	6	1 <sup>st</sup> -years: Case Study Writing Tips, Critical Review, Release Forms	1	
TH	9/13	7	Stats in AT Research	1	1 <sup>st</sup> -years Case Report Review Exercise
T	9/18	8	Stats in AT Research (cont.)	1	2 <sup>nd</sup> -years Critical Appraisal video-2
TH	9/20	9	Stats in AT Research (cont.)	1	
T	9/25	10	QUADAS and PEDro Tools	1,2	
TH	9/27	11	Present Systematic Review Outline Grading and Peer-Review Sheets Questions on Dx Imaging: Ultrasonography, Nuclear Medicine 1 Bone Scintigraphy, 2 SPECT, 3 PET	2	1 <sup>st</sup> -years Critical Appraisal video-1 2 <sup>nd</sup> -years SR Topic Outline, be prepared to present
T	10/2	12	TBD		
TH	10/4	13	Present Case Study Paper Outline Grading and Peer-Review Sheets Questions on Dx Imaging: Ultrasonography, Nuclear Medicine 1 Bone Scintigraphy, 2 SPECT, 3 PET	1	1 <sup>st</sup> -years Case Study Outline

T	10/9	14	TBD	1,2	
TH	10/11	15	Disablement Models and Clinical Outcomes Assessment to Enable E-B AT Practice	1,2	2 <sup>nd</sup> -years Critical Appraisal video-3
T	10/16	16	Exam I	1,2	
TH	10/18	17	Exam Review We will draw for Presentation Times/Dates at 9:10 (attendance is optional)	anyone	
T	10/23	18	TBD	1,2	
TH	10/25	19	Open / Peer-review / Feedback by Appt.	anyone	1 <sup>st</sup> -years Draft#1 Case Study Paper 2 <sup>nd</sup> -years Draft#1 SR Paper
T	10/30	20	Open / Peer-review / Feedback by Appt.	anyone	1 <sup>st</sup> -years Presentation Peer-Review 2 <sup>nd</sup> -years Presentation Peer-Review
TH	11/1	21	TBD	1,2	1 <sup>st</sup> -years Critical Appraisal video-2
T	11/6	22	TBD	1,2	
TH	11/8	23	TBD	1,2	1 <sup>st</sup> -years Peer-review#1 of Case Study 1 <sup>st</sup> -years Draft#2 Case Study 2 <sup>nd</sup> -years Peer-review#1 of SR Paper 2 <sup>nd</sup> -years Draft#2 SR Paper
T	11/13	24	Presentations:	1,2	1 <sup>st</sup> -years Final Presentation PowerPoint 2 <sup>nd</sup> -years Final Presentation PowerPoint
TH	11/15	25	Presentations:	1,2	
T	11/20	26	Presentations:	1,2	1 <sup>st</sup> -years Peer-review#2 of Case Report 1 <sup>st</sup> -years Draft#3 Case Study 2 <sup>nd</sup> -years Peer-review#2 of SR Paper 2 <sup>nd</sup> -years Draft#3 SR Paper
TH	11/22		No Class		
T	11/27	27	Presentations:	1,2	
TH	11/29	28	Presentations:	1,2	1 <sup>st</sup> -years Final Case Study Paper 2 <sup>nd</sup> -year Final SR Paper
T	12/4	29	Exam II 8:30-10:30 in YH 11	1,2	Upload Volunteer Experience

\*\*Class schedule is subject to modification by the instructor  
All assignments due the day of class are to be uploaded before class.

To be scheduled:

Dr. TBD OSMI Lecture Series (7:00AM @ OSMI)

Dr. TBD OSMI Lecture Series (7:00AM @ OSMI)

Dr. TBD OSMI Lecture Series (7:00AM @ OSMI)

Dr. Horodyski (7:00AM Yon Hall 11) Appropriate Care of the Spine Injured Athlete [🔗](#)

Resume, Cover Letter, Interviewing

Shoulder and Elbow MR VoiceThreads

Knee MR VoiceThreads

## GRADING CRITERIA

Letter Grade	Grade Points	Percentage
A	4.00	92 - 100
A-	3.67	89 - 91
B+	3.33	87 - 88
B	3.00	82 - 86
B-	2.67	79 - 81
C+	2.33	77 - 78
C	2.00	72 - 76
C-	1.67	69 - 71
D+	1.33	67 - 68
D	1.00	62 - 66
D-	0.67	60 - 61
E	0.00	Below 60

e-Learning Exams (2)	35%
Systematic Review / Case Report (1)	20%
Presentation of Syst Rev / Case Report (1)	12%
Critical Appraisals (2-3)	14%
Quizzes and Assignments (11)	10%
Community Outreach Experience (1)	5%
Critical-Thinking Questions and Participation (14)	4%
TOTAL GRADE	100%

## COLLEGE/UNIVERSITY-WIDE POLICIES

**Academic Honesty:** 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." Students will exhibit behavior consistent with this commitment to the UF academic community. Academic misconduct appears in a variety of forms (including plagiarism) and may be punishable in a variety of ways, from failing the assignment and/or the entire course to academic probation, suspension or expulsion. On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."** Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Faculty will not tolerate violations of the Honor Code at the University of Florida and will report incidents to the Dean of Students Office for consideration of disciplinary action. 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. If you have questions about what constitutes academic misconduct before handing in an assignment, see your instructor.

**Academic Assistance and Student Services:** Students who are in need of academic, career, or personal counseling services are encouraged to see the academic assistance website for further information on available services. [http://www.ufadvising.ufl.edu/academic\\_assistance/](http://www.ufadvising.ufl.edu/academic_assistance/)

**ADA Policy:** The University of Florida provides accommodations for students with documented disabilities. For more information regarding services and procedures for requesting accommodations visit <http://www.dso.ufl.edu/drc/> or call 352.392.8565. Students requesting classroom accommodation must first register with the Disability Resource Center. The Disability Resource Center will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Campus Resources: U Matter, We Care:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu); a nighttime and weekend crisis counselor is available by phone at 352.392.1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

**University Police Department:** 392.1111 or 9-1-1 for emergencies <http://www.police.ufl.edu/>  
**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc/Default.aspx>,  
352.392.1575; *Sexual Assault Recovery Services*; Student Health Care Center, 352.392.1161.

**Career Resource Center:** Reitz Union, 352.392.1601, <http://www.crc.ufl.edu/>

**Cell Phone/Text Messaging Policy:** Students will not engage in text messaging or access their cellular telephones during class time. Faculty will award special considerations at his/her discretion.

**Confidentiality:** The University ensures the confidentiality of student educational records in accordance with State University System rules, state statutes and [FERPA](#), the Family Educational Rights and Privacy Act of 1974, as amended, also known as the Buckley Amendment.  
<http://www.registrar.ufl.edu/catalog/policies/regulationconfidentiality.html>

**Course Grading Policy:** Students will earn their course grade based on completion of coursework as outlined in the Grading Criteria listed above. Percentage calculations are rounded up at “.6 or above” and rounded down at “.5 or below”. For more information regarding Grade Point Averages, Grade Values, etc. please visit the University registrar website listed below.  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Course Evaluations:** Students should provide feedback on the quality of instruction in this course by completing online evaluations <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>.

**Email and e-Learning Policy:** Students are required to check their University of Florida email and e-Learning Course account daily. Dissemination of reminders and course material may occur via email or through announcements in e-Learning; it is the student’s responsibility to read and respond (if appropriate). *E-learning Help Desk:* <https://lss.at.ufl.edu/help.shtml> *Technical support:* 352.392.4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)

**Last Day to Withdraw:** In order to withdraw from a course it is not sufficient simply to stop attending class or to inform the instructor of your intention to withdraw. In accordance with college policy, contact your adviser to begin the withdrawal process. To view the **last day for withdrawal** please visit <http://www.registrar.ufl.edu/catalog/adhub.html>

**Library Resources Support:** <http://cms.uflib.ufl.edu/ask>

**Student Responsibility for Course Prerequisites:** Students are responsible to have satisfied all published prerequisites for this class. Please review the prerequisites and discuss any questions with your instructor and/or your academic advisor.

**Student Complaints Process:** [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

**Teaching Center:** General study skills and tutoring <http://teachingcenter.ufl.edu/> Broward Hall, 352.392.2010 or 352.392.6420.

**Writing Studio:** Formatting and writing papers assistance <http://writing.ufl.edu/writing-studio/>