



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

Summer 2018 Course Syllabus | Last Date Revised: 06/10/2018

COURSE INFORMATION

ATR 3102c, Section 4D51: Principles of Athletic Training (4 credits)
 July 2, 2018 – August 10, 2018
 Meeting Time: Monday & Thursday 9:30am-10:45am; Tuesday & Wednesday 9:30am – 12:15pm
 Meeting Location: Yon Hall Room 11

INSTRUCTOR

Dr. Patricia M. Tripp, ATC, LAT, CSCS
 Clinical Associate Professor
 Director, Undergraduate Athletic Training Program
 Office Location: 160 FLG
 Office Phone: 352-294-1729
 Email: pmcginn@hhp.ufl.edu
 Office Hours: By appointment, please email to confirm.

COURSE DESCRIPTION

Provides the student with knowledge of basic principles of athletic training, including prevention, recognition, and treatment of athletic injuries. Addresses the proper application of protective equipment, bracing/wrapping/taping techniques utilized by athletic trainers and introduces emergency management skills appropriate for sport. *Pre-Requisite: Admission into athletic training major*

LEARNING OUTCOMES

1. Recognize professional development and responsibility, educational expectations, and scope of practice guidelines of an athletic trainer.
2. Recognize the signs and symptoms of common athletic related injuries and apply basic first aid procedures for initial management.
3. Apply proper techniques for wound care, stretching, taping, wrapping, and bracing for the prevention and treatment of common athletic injuries.
4. Recognize and use OSHA regulations and proper precautions for the prevention of bloodborne pathogens and infectious disease transmission.
5. Identify risk factors, prevention strategies, and signs/symptoms of injury/illness associated with environmental conditions.
6. Apply proper techniques for the use of protective equipment (e.g., football helmet, shoulder pads, etc.).
7. Recognize the basic principles of common therapeutic modalities used to treat athletic related injuries.
8. Recognize and apply effective communication and documentation techniques employed during injury/illness recognition.

REQUIRED TEXTS AND MATERIALS

Textbook	ISBN	
Principles of Athletic Training A guide to Evidence-Based Clinical Practice Author: William E. Prentice Publisher: McGraw-Hill Year: 2017 Edition: 16 th	978-1-259-82400-5	Required

Orthopedic Taping, Wrapping, Bracing & Padding Author: Joel W. Beam Publisher: FA Davis Company Year: 2017 Edition: 3 rd	978-0-8036-5848-6	Required
AT Course Pack (CAATE Professional Knowledge Book)	Available at Target Copy (University Ave.)	Required
Please view course fees at https://one.uf.edu/soc/		

COURSE REQUIREMENTS AND POLICIES

Teaching Strategies: Course material will be presented through in-person lectures, online materials and interactive lab/practical session formats. Canvas e-learning platform will provide students with 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 Athletic Training Program.

Examinations (4) and Practical Examinations (3): Examinations will range in points from 75 – 150 and include a variety of question formats (e.g., multiple choice, select all that apply, matching and rank order). Some examinations will include a practical portion that will include taping, wrapping, palpation/landmark identification, etc. Practical portions will include a time limit of 30 minutes. There will be NO make-up examinations unless exceptional conditions occur (as defined in the University of Florida Catalog). <https://catalog.ufl.edu/UGRD/> Prior permission from the professor is required. There will be a time limit for each 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. Students should visit the website <http://www.respondus.com/lockdown/information.pl?ID=364713981> (Links to an external site.) and download "Lock Down Browser" for either Windows or MAC. 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 - do not use a Wi-Fi access, as this is not a stable and consistent option. 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. Students should complete examinations during Help Desk hours so you will have access to assistance if needed. If you have an issue during a quiz/examination, please email the instructor once you have submitted the examination. Access to examinations after submission is restricted, but you will see the grade and it will be posted in the course gradebook.

As part of the CAATE requirements for completion of *Educational Competencies and Proficiencies*, **all students must pass (i.e., earn a "C" = 72% or higher) assessments of this material or complete remediation before moving on to the next course in the AT Program.** Students may complete up to two additional remediation opportunities, beyond the original assessment, to successfully pass a skill (practical exam) or content area (written/e-learning exam) within this course. Any student who cannot successfully complete the required CAATE competency and/or proficiency examinations after two remediation sessions will have their case reviewed by the AT Steering Committee. Students who require remediation two or more times throughout the semester on written and/or practical exams may also have their case reviewed by the AT Steering Committee. Please refer to the Athletic Training Program Handbook for additional information. The most recent version of the handbook is available within the Canvas e-learning course.

Quizzes: Quizzes will assess learning progress from lecture material and assigned readings. There will be a time limit for each quiz. To ensure that students are reading the assigned material, the quizzes may be both announced and unannounced. 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 e-Learning students may use notes. 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 <https://catalog.ufl.edu/UGRD/>

Assignments: Assignments are due at the onset of class on the date assigned to them or submitted prior to the designated deadline in e-learning. **Please type all assignments** unless otherwise stated in the directions. **LATE ASSIGNMENTS ARE NOT ACCEPTED!** If you will be traveling for a University sanctioned event and will miss an assignment due date, your assignment is due **before** you leave. You must notify me with an explanation for missing class, in writing (email or letter), to receive an excused absence for class. Students are responsible for all materials missed because of an absence.

Students will complete the following **Assignments** during the course:

Clinical Experience Contract: Compliance with Athletic Training Program policies and procedures is an essential component for success within the course/Athletic Training Program. Students will read the Athletic Training Program Handbook (posted in Canvas course files) and then sign the compliance contract. Students will have an opportunity during class to address questions or concerns regarding the handbook prior to submitting the signed compliance document. Students earn points for the assignment based on submission of the contract. The document becomes part of the student's Athletic Training Program record.

Clinical Integrated Proficiency Assignment: The assignment will document successful completion of the CAATE required professional knowledge skills for CIP2, which states:

Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.

Guidelines: Students will select an injury/topic for the assignment and gain prior approval from the instructor. The assignment consists of two parts (device and summary paper). **Instructions:** For the selected injury, please create a protective device using orthoplast, foam and/or felt padding (or other appropriate material) to protect an athlete during sport participation. You may construct the device for any upper, lower or trunk injury (i.e., MCL Sprain of the 1st MCP joint, AC Sprain, Hip Pointer, Rib Contusion, etc.). **Summary paper:** please identify the injury – briefly describing the anatomy/physiology of the injured structure, the mechanism, the purpose of the device, the sport/position of the athlete suffering the injury, and why/how this device will assist the athlete with sport participation (commenting on how this would be effective to prevent reoccurrence of the injury or an increase in symptoms). The summary document should be 1-2 pages, font size 10-12pt., approximately 500-1000 words typed (double-spaced), organized with subheadings (as appropriate) and include the student's name, course number/name, and date in the header or footer. The summary paper and the constructed protective device are due in class – see schedule for due date/time. **Grading Rubric:** Format, Organization, Clarity 2 ½ points; Included appropriate description of injury and explanation of device application 12 ½ points; Device constructed for function and appropriate for patient 10 points; Total Points 25 points.

Professional Knowledge Skills Assignment: as a component of each Athletic Training Program course, students will complete CAATE required professional knowledge skills and document them within the AT Course Pack (see required textbooks). Students will complete the skills throughout the semester as

a component of the course (e.g., examinations, practical examination, lab experiences, assignments, etc.). Students are responsible for documenting the date within the book; each row should have one column completed (e.g., signed off with date by preceptor OR dates for faculty signature). All skills are due by the end of the semester. Students should ensure accuracy of date and column PRIOR to submitting the book for scoring. Students earn points for the assignment based on accuracy and completion of the content/skills required within the course as outlined in the AT Course Pack.

Chapter Worksheets, Documentation, Medical Terminology and Position Statement Review Assignments (6): Students will complete chapter worksheets (3) to assess recognition and application of learned material. Worksheets contain fill in the blank, short answer, matching and rank order questions; students earn points for accuracy (per resources such as textbooks, position statements, journal articles, etc.) of responses. Students may type or handwrite responses; please be sure all responses are clear, concise and legible. Students may earn partial credit and points may be deducted for illegible responses. Documentation and medical terminology worksheets may use supplemental resources to assess transcription and application of injury documentation; students earn points for accuracy based on provided reference material.

Clinical Skills Checklist Assignment: Students complete clinical skills (e.g., taping, wrapping, splinting) during class and/or lab sessions and should practice skills outside of class time to ensure retention and integration of knowledge. The clinical skills checklist serves as the mechanism to document the multiple practice sessions for skills (i.e., one in-class and one out of class). Students earn points for completing the practice sessions as documented by a lab partner or out of class study partner.

Laboratory Experiences (6): Laboratory experiences conducted throughout the semester may occur in Yon Hall or off-site (e.g., UAA sports health clinic, Harrell Building, etc.). Attendance and participation with laboratory experiences is required. Written notification of an absence (i.e., email) prior to class is required for an absence to be excused (see university regulations as stated above). Details/specific requirements for lab experiences will be available in Canvas prior to the lab date. Students must wear proper attire (e.g., gym shorts, tank tops, sports bras, etc.) during all lab experiences.

Reflection Papers (2): Students will complete a reflection paper for Guest Speakers, Lab or Special Sessions as indicated in the course schedule. Each reflection paper will require two components to receive points (attendance/participation AND submission of the reflection paper). Students should take adequate notes and/or review relevant materials PRIOR to each session to better prepare, engage and find relevance within the discussion. Points awarded for each reflection paper will range from 10-25 points, depending on the length of the session/experience. Guidelines and Expectations: Please complete a 150-250 word reflection paper, highlighting key points/clinical application items relevant to the discussion. Please format the paper with the following: Include your Name (first and last), UFID#, Date of the discussion, Speaker Name, and Topic in the header. Format the text (150-250 words) in paragraphs with an organized flow to provide information relevant to the course. The document should be submitted as a word file (.doc or .docx). Please complete the assignment/reflection independently. Reflection paper submissions are due by 11:59pm on the day after the guest speaker/discussion/lab experience (see course schedule for specific dates). Scoring Rubric for Reflection Papers includes: 50% of points possible awarded for attendance, 10% points possible awarded for format (e.g., word count, organized writing) and 40% points possible awarded for thoughts, opinions and clinical relevance highlighted within reflection.

Attendance and Participation (11): Attendance is mandatory. Students must provide a written notification of an absence (i.e., email) at least 24 hours prior to the class; excused absences will be evaluated based on University policy. Students with an excused absence will be afforded make-up opportunities under the university guidelines. Prior preparation through chapter readings and outlining

will enable active participation for productive discussions. 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/UGRD/>

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 course 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 in the Student Handbook*).

COURSE SCHEDULE (SUBJECT TO MODIFICATION)

The course progression will tentatively follow the schedule below:

<i>Dates</i>	<i>Topics</i>	<i>Assignment</i>
July 2	<p>Course Introduction and Expectations Review of AT Program P&P and AT Program CAATE Professional Knowledge Book (<i>Available at Target Copy – University Ave.</i>)</p> <p>Clinical Experience Contract - due via email to Dr. Tripp by 11:59pm</p>	<p>Read/Review Prentice Chapter 1 and Supplemental Materials (Strategic Alliance Announcement 6-2015, CAATE Standards, NATA Educational Competencies, BOC Practice Analysis 7th Edition, BOC Exam References) Websites: NATA, NATA Foundation, BOC, CAATE, AT Your Own Risk, Strategic Alliance</p>
July 3	<p>Discussion: Chapter 1: Professional Development and Responsibilities (<i>additional documents in the Chapter 1 Folder in Resources</i>)</p>	<p><i>Note: 2nd-3rd Period</i> Read/Review: Prentice Chapter 6 and Disqualifying Conditions – Pre-Participation Examination Position Statement</p>
July 4	<p>No Classes – Independence Day</p>	<p>Review NATA Position Statements (Preventing Sudden Death, Environmental Cold, Heat Illness, Fluid Replacement, Lightning) Task Force Consensus Statement, Foundation Building Blocks Issues #9 and #10 - Heat Illness)</p>
July 5	<p>Discussion: Chapter 6: Environmental Considerations (<i>additional documents in the Chapter 6 Folder in Resources</i>)</p>	<p>Position Statement Review Worksheet due July 9 (in class) Read/Review: Prentice Chapter 7 and *Beam Chapters 1, 13</p>
July 9	<p>Discussion: NATA Position Statements & Environmental Lab and Worksheet (<i>additional documents in the Chapter 6 Folder in Resources</i>)</p>	<p>NATA Official Statement: Pre-Hospital Care C-Spine and Executive Summary C-Spine Injury Management Spine Injury Consensus Statement</p>
July 10	<p>Discussion: Chapter 7/Chapter 13*: Protective Equipment (NATA – Head down Sparring Statement) Protective Equipment and Material Fabrication Lab (*Beam Chapter 1 Introduction to Tapes, Wraps, Braces and Pads; Riddell Fit Guidelines) and Chapter 7 Worksheet</p>	<p><i>Note: 2nd-3rd Period</i> Read/Review Prentice Chapter 9-10 Clinical Skills Checklist and Clinical Integrated Proficiency HW (due August 7)</p>
July 11	<p>Discussion: Chapter 9: Mechanisms and Characteristics of Musculoskeletal and Nerve Trauma Chapter 10: Tissue Response to Injury</p>	<p><i>Note: 2nd-3rd Period</i></p>
July 12	<p>E-Learning Exam I (opens 6am 07/12, due 11:59pm 07/13) <i>Prentice Chapters 1, 6, 7, 9-10 and Beam Chapters 1 and 13 and Position Statements/Supplemental Materials</i></p>	<p>The Athletic Trainers' Association of Florida Clinical Symposium July 13-15 in Kissimmee, FL (www.atag.org/annual-meeting) Read/Review Prentice Chapter 13</p>
July 16	<p>Practical Exam I Appointments Environmental Concerns and Protective Equipment</p>	

July 17	Discussion: Chapter 13: Off-Field/Clinical Assessment and Documentation (Table 13-7, Medical Abbreviations List) Chapter 15: Using Therapeutic Modalities	SOAP Notes and Terminology Worksheet and Chapter 13 Review Worksheet (due in class July 18) Soap Note Sample Form Read Chapters 14 and 15
July 18	AT Facility Lab Experience –Therapeutic Modalities <i>Meet at Lemerand Center 9:45am</i> Reflection Paper – AT Facility Lab Experience (due 11:59pm July 19)	<i>Note: 2nd-3rd Period</i> Concussion Management Position Statement; Berlin Concussion Consensus Statement Chapter 15 Review Worksheet (due in class July 18)
July 19	E-Learning Exam II (opens 6am July 19 and due 11:59pm July 20) <i>Prentice Chapters 13-15</i>	Read/Review Prentice Chapters 8, 18-19 and *Beam Chapters 3-5, Appendix A
July 23	<i>Note: Prentice Part V Chapters – only review portions that correspond to notes</i> Discussion: Chapter 18: The Foot/Chapters 3* (Kinesiotaping *Beam Appendix A) Chapter 19: Ankle and Lower Leg/Chapters 4-5*	Read/Review Prentice Chapters 20-21 and *Beam Chapters 6-7
July 24	Discussion: Chapters 20-21/Chapters 6-7*: The Knee and Related Structures; The Thigh, Hip, Groin, and Pelvis	<i>Note: 2nd-3rd Period</i>
July 25	Beam Chapters 3-7*: Lower Extremity Stretching, Taping/Wrapping, Crutch/Cane Fitting Lab	<i>Note: 2nd-3rd Period</i>
July 26	E-Learning Exam III (opens 6am 07/26 and due 11:59pm 07/27) <i>Prentice Chapters 18-21, Beam Chapters 3-7</i> (Includes Concepts from Intro Chapters Prentice 8, Beam 1-2*)	Read/Review Prentice Chapters 22 and *Beam Chapter 8 Heat, Heart, Head Seminar Saturday, July 28, 2018 8am – 12:30pm BHG Stadium F Club Reflection Paper due July 30 at 11:59pm; Additional Information
July 30	Discussion: Chapters 22/Chapter 8*: The Shoulder Complex	Read/Review Prentice Chapters 23 and *Beam Chapter 9
July 31	Practical Exam II Appointments [Lower Extremity Taping, Wrapping, Bracing]	<i>Note: 2nd-3rd Period</i> Read/Review Prentice Chapters 24 and *Beam Chapters 10-12
August 1	Discussion: Chapters 23/Chapter 9*: The Elbow Chapter 24/Chapters 10-11*: Forearm, Wrist, Hand, and Fingers	<i>Note: 2nd-3rd Period</i>
August 2	Beam Chapters 8-12*: Upper Extremity Stretching, Taping/Wrapping Lab	
August 6	Beam Chapters 8-12*: Upper Extremity Stretching, Taping/Wrapping Lab	Read/Review Prentice Chapters 25-27 and *Beam Chapter 12

August 7	Discussion: Chapters 25-27/Chapter 12*: The Spine; The Head, Faces, Eyes, Ears, Nose and Throat; The Abdomen and Thorax; NATA Official Statement - Commotio Cordis	Note: 2 nd -3 rd Period Clinical Skills Checklist and Clinical Integrated Proficiency HW Due (in class)
August 8	Practical Exam III Appointments [Upper Extremity Taping, Wrapping, Bracing]	Note: 2 nd -3 rd Period
August 9	E-Learning Exam IV (opens 6am 08/09 - 11:59pm 08/10) Prentice Chapters 22-27, Beam Chapters 8-12 (Note – Concepts from Intro Chapters Prentice 8, Beam 1-2* also included)	Please complete the course evaluation evaluations.ufl.edu AT Program CAATE Professional Knowledge Book- ATR 3102c Due by Friday, August 10 at 12pm (FLG100)

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

GRADING CRITERIA

E-Learning Exams (4)	50%
Practical Exams (3)	25%
Assignments (8)	23%
Participation (11)	2%
TOTAL GRADE	100%

IMPORTANT NOTE: Students must earn a “C” or better in ATR 3102c to continue in the AT Program. Earning a “C” or better in ATR 3102c is a pre-requisite for the Fall AT Program Courses.

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 (<https://sccr.dso.ufl.edu/students/student-conduct-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/>

ADA Policy: The University of Florida provides accommodations for students with documented disabilities. For more information, regarding services and procedures for requesting accommodations visit <https://drc.dso.ufl.edu/> 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; 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: <https://counseling.ufl.edu/> 352.392.1575; *Sexual Assault Recovery Services (SARS)* 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. <https://catalog.ufl.edu/UGRD/>

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/UGRD/>

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:* <http://elearning.ufl.edu/> *Technical support:* 352.392.4357 (select option 2) or e-mail to 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 <https://catalog.ufl.edu/UGRD/>

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: <http://regulations.ufl.edu/regulations/uf-4-student-affairs/>

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/>